



## Rediscovering Passion for Teaching

EDU 59387

April 10-May 1, 2021

2 Credit Hours

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**Course Description:** Are you interested in reigniting your passion and love for teaching? Join us as we revisit some timely tips that will help you remember why you entered the teaching profession. Whether it's using humor in the classroom, taking care of you, or trying out a new strategy, there are multiple ways to "feel the love" of teaching again. This course is relevant for all grade levels, and we will explore ways to transform your classroom into a welcoming space that you and your students are eager to enter every day.

**Course Role in the Program/Major:** This course is being offered as a Professional Development course for all grade levels K-12+

**Course Prerequisite:** No prerequisites for this course.

**Course Objectives:** Upon successful completion of this course, students will be able to:

1. Explore Social-Emotional Learning for teachers
2. Develop a plan for making your classroom your "happy place"
3. Examine techniques and strategies that can help ignite your teaching passion
4. Identify a personal plan for a more balanced life

### **Course Materials:**

Computer/Tablet

Internet capabilities



### **Instructor Bio:**

Nancy Smith is a first-grade teacher with the Olathe District Schools and she has worked with teacher candidates and teacher professional development at OUKC for 25 years. Her prior experiences include providing home daycare for 17 years and 3 years as an Instructional Resource Teacher with the Olathe Schools. She has a BA in Elementary Education and Special Education and a MS in Curriculum Development with an emphasis on Reading and Language Arts. She received her National Board Certification in 2014. Outside of the classroom, she and her husband, Cliff, are busy raising five boys.

### **Overview of the Course**

#### **Participation and Course Format**

During the 2 days of in-class meetings, students will be expected to fully participate in class discussions, group work, individual work, and all activities.

Students will also be expected to complete a course project after the 2 days of instruction. This project will be completed on own time and turned in following the class schedule.

### **Competency Assessment**

1. Attendance/Participation	40 pts	20 pts. per day
2. Post Reflection Paper	10 pts	
3. Resource Bibliography	20 pts	
4. Classroom Plan	150 pts.	
5. Personal Plan	150 pts	
<b>TOTAL POINTS</b>		<b>370 pts.</b>

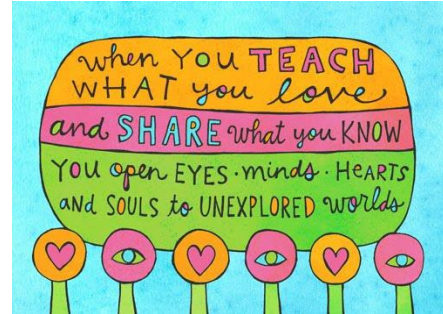


## Course Schedule At-A-Glance

### Saturday and Sundays:

Mornings: Class participation and learning

Afternoons: Individual computer work time



### Grading Scale:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

## IMPORTANT POLICIES

**University Policies and Procedures:** Students are to review the Student Handbook for all policies and procedures. Student Handbooks can be found on the Ottawa University website ([www.ottwa.edu](http://www.ottwa.edu)) and on the flash drive you received at orientation.

**Late Assignments:** Due to the timeline of this course, late assignments ARE NOT accepted.

**Academic Dishonesty and Plagiarism:** Academic Dishonesty will result in failure on a particular assignment or possible failure in the course. Dishonesty includes such actions as cheating on examinations or assignments, turning someone else's work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone's ideas, information, and/or words as if they were your own, etc.

The Ottawa University Student Handbook states, "The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred."

**Instructional Variance:** Course content and schedule may vary from outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

**Homework requirement information:** Homework for accelerated courses requires 4-8 hours of independent work each week (outside of class). Some students may conclude homework study in fewer hours and some students may require additional hours beyond this estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

**Information Literacy:** Ottawa University supports the information literacy of its faculty and students. Faculty and students will receive ongoing training in the use of academic resources through its library personnel. Faculty members are advised to utilize the Myers' Library online databases for class preparation and student assignments. Students are encouraged to incorporate research materials from the Myers' Library online databases in fulfilling course assignments. Each database in the Myers' Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research for all academic disciplines will be available.

**Special Accommodations:** If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator, Denise Haushahn, [denise.haushahn@ottawa.edu](mailto:denise.haushahn@ottawa.edu) or 913/266-8805, immediately to evaluate your request and implement any special accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting recent documentation of a disability.
2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1-2 weeks prior to the term start).
3. Additional information is available in the "General Policies" section of the Student Handbook at [www.ottawa.edu](http://www.ottawa.edu) under "General Policies".

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**Kansas Education Systems Accreditation Framework:  
The Five R's Classification for this course is Relevance.**



## **ASSIGNMENTS**

### Post Reflection Paper (10 pts)

The Post-Paper is due by the ending of the course. It should be submitted on Blackboard and should be 1-2 paragraphs (double-spaced) in length. It should highlight new ideas that you learned and how these can be put into practice. What impact does a teacher's mental health have on the classroom? What resources are available to help teachers rekindle their passion for teaching? What would you tell a first-year teacher about the teaching profession?

### Resources Bibliography (20 pts)

This list should be submitted on Blackboard by the ending of the course. The bibliography should include at least 10 website addresses that contain information about rekindling a passion for teaching, what is found at each website and a couple of sentences about how this information can be used to help you rekindle your teaching passion. Include videos, professional resources, websites, journal articles, etc.

Hint: Just Google "passion for teaching" or "teaching passion" or "the passionate teacher" to get yourself started.

### Classroom Plan (150 pts)

What area of your professional life do you want to reorganize, delve into, learn more about, etc. How would doing this help you rekindle your passion for teaching? Sometimes setting a goal, telling others about it (accountability), and developing a plan can get you back on track. It can be as simple or complex as you want...it should bring you joy!!!

Let's get started with some things to think about:

Brainstorm a list of 5-10 professional things that bug you, cause you stress, interest you (i.e.: technology), or have been identified as an area to work on (think principal evaluation).

1. Narrow that list down to one specific thing that you feel is attainable.
2. Start making a detailed plan (have a timeline) of the steps that you could take to reach that goal. Think realistically about the time you want to devote to this and what you will get out of it.
3. What obstacle will you have to overcome?
4. Does it involve your students? If so, how? How does this goal impact them?
5. Does it involve your co-workers? If so, how?

6. What materials or resources are needed?
7. How can you use the internet to get ideas, resources, etc.?
8. Are there any articles, videos, professional resources that can help you?
9. How will you know you've reached your goal?

i.e.: organize, physical classroom, a specific student, a new topic to teach, technology for distance learning, idea for an after-school club or parent night, a new program that your district is introducing or a new textbook series, a Social-Emotional plan for your room, "Filling Bucket" ideas for your building, start something new with students like Genius Hour or Passion Projects, get National Board Certified, write a grant, have a student teacher... the list is endless!

You are welcome to organize your plan however you'd like and submit it on Blackboard by the ending date of the course. Remember this is for you...make a plan that will bring you joy and happiness and, in the end, make your life a little easier!

### Personal Plan (150 pts)

See the above description of The Classroom Plan.

Do the same kind of thing, except for yourself personally. Do you want to exercise more? Do you need to organize/clean something in your house? Do you need a plan for having your kids home for the summer? Do you want to plan Covid-Safe activities and date nights for your family? Are you planning a vacation? Do you want to read for enjoyment more? Do you want to start a garden? Home remodeling? Do you want to learn to decorate cakes or cookies? Dance lessons? Meal Prepping?

Think of a personal project that would bring your joy and happiness. Make a plan for making it happen.



