

## **Introduction to Teacher Education EDU 250**

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**Course Description:** The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites. Students must also submit the following documentation: (a) a clear criminal report from the Kentucky State Police Records Section in Frankfort, Kentucky, (b) proof that a physical examination has been completed and that the student is free of communicable diseases and any physical or mental disabilities that would interfere with the performance of duties expected in field placement, and (c) a negative report from a test for tuberculosis. Expenses incurred for this documentation are the responsibility of the student. Physical and TB screening forms are available at <http://edtech.wku.edu/~teachsvs/>.

**Rationale:** EDU 250 is a prerequisite for further study in teacher education. This course provides an awareness of the role of the teacher in the classroom, in the school, and in the community and will guide the student in choosing an appropriate career path. In addition, this foundations course will enable the student to answer the question, "Is teaching the career for me?"

**Special Needs Accommodation:** Students with disabilities who require accommodations for this course must contact the Office of Student Disabilities Service, Room 445 Potter Hall. The phone number of the OSDS is (270) 745-5004. A letter from OFSDS must accompany any accommodation.

**Course Objectives and Outcomes:** The goal of this course is to present information on educational issues and trends, background and history, and legal and financial considerations pertinent to choosing a career in education. Course objectives include:

- demonstrate knowledge of planning, implementing and assessment of student learning by providing evidence for each of the New Teacher Standards
- conceptualize a defensible method of grading, analyzing and interpreting evaluation data for the diverse learners found in a multicultural society.
- demonstrate knowledge of current educational issues and trends, background and history, and legal and financial considerations pertinent to choosing a career in education.
- demonstrate the ability to use the various tools (i.e., maps, graphs, primary sources, etc.) and technologies for organizing, analyzing, and interpreting information

### **Course Topics:**

- I. Contemporary Educational Trends and Issues
- II. Legislative Acts and Professional Ethics
- III. Using Technology and Audio-Visual Equipment
- IV. Partners in Teaching: Parents, Families, and the Community
- V. Historical, Philosophical, Legal, and Financial Issues
- VI. Inclusive Education, Multicultural Education, and Diversity
- VII. Standards, Assessment, and Accountability
- VIII. Developing as a Professional

**KERA Elements/Contexts Addressed:**

Curriculum: Learning Goals and Academic Expectations  
Primary Program  
Preschool Program  
Professional Development  
Assessment and Accountability  
Kentucky Education Technology System  
School Based Decision Making  
Family Resource/Youth Services Centers  
Regional Service Centers  
Parental Involvement

**Instructional Methods:** Lecture, class discussions, readings, student presentations, cooperative learning activities, videos, guest speakers, field experiences, projects, and other methods as needed.

**Needed Materials:** textbook, 2 scantron forms, \$10 fee for criminal background check, and self-addressed stamped envelope

**Required Textbook:** Kauchak, D., Eggen, P., & Carter, C. (2005). *Introduction to Teaching: Becoming a Professional* (2<sup>nd</sup> ed.), New Jersey: Merrill Prentice Hall.

**Teacher Admissions Orientation Meeting:** Students **must** attend a Teacher Admissions Orientation Meeting. Dates and times will be announced. Student will receive an incomplete grade if orientation meeting is not attended.

**Communication:** The student is required to check his/her university e-mail account and also Blackboard between class meetings. The instructor will periodically use Blackboard and e-mail communication to post announcements, assignments, and class information. Grades will be posted throughout the semester on Blackboard. Student inquiries regarding grades must be addressed through a requested meeting with the instructor (no grades discussed through email).

**Electronic Portfolio:** Students must present satisfactory up-loads of the three Critical Performances in their electronic portfolios. **These assignments are not to be uploaded until the class instructor has given permission to the student.** The assignments must be typed in Microsoft Word or Word Perfect. Microsoft Works will **not** upload to the university's electronic portfolio. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio>. Final grades for individual candidates will not be forwarded to the Registrar until this requirement has been met.

**Field Experiences:** Each EDU 250 student must complete 15 hours of classroom observations in public schools and/or other appropriate settings away from campus. In order to receive a passing grade in this course, all required field experiences must be satisfactorily completed. These observations must take place in schools located in districts **other than** the Warren County School District and Bowling Green Independent School District unless a hardship is proven. Students are responsible for scheduling the observations. An introductory letter will be given to students who have a negative TB test, acceptable physical exam, and a clear criminal report on file in the Office of Teacher Services (TPH 408). This letter must be presented to a school official upon entering the school. Students are responsible for arranging their own transportation to the

observation site. More information will be given regarding classroom observations during the first EDU 250 class meeting.

**Evaluation and Grade Assignments:** Grading will be done on a straight point system. Points will be taken off for assignments not completed and submitted on time. Responsibility for all work missed is that of the student. **No emailed submissions of written assignments will be accepted.** All assignments must be done on a word processor. Points will be deducted for spelling, typographic, and grammatical errors. Any work submitted in which liquid paper (white out) or erasures have been made will **not** be accepted. Only clean Xerox copies will be accepted.

**Academic Offences:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Student work may be checked using plagiarism detection software. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal.

#### **Course Requirements and Policies:**

- **Readings and Quizzes** (50 pts): The student is expected to read all text assignments and other assigned readings prior to class meetings. The student will complete quizzes on assigned readings.
- **PowerPoint Presentation** (50 pts): Groups will select from educational topics and create a 10 minute PowerPoint presentation. Presentations will be evaluated on content, creativity, group participation, organization, and format. Additional information and a scoring guide will be provided.
- **Tests** (100 pts): The student must complete two examinations, a midterm and a final. The examinations will cover content discussed in class, as well as selected questions from the readings.
- **Notebook Portfolio** (100 pts): The portfolio should contain the following elements:
  - a) New Teacher Standards for Certification and Preparation, b) observations and examples of teachers meeting each of the nine New Teacher Standards, c) a table of contents, d) time log/signature sheet, e) picture of you with the teacher, f) date, time, location, information about teacher, class size, age, gender, classroom environment, details on instructional methods, activities **for each day** of observations, g) an artifact from a classroom visit, and h) photocopies of thank you notes to teachers.
- **Philosophy of Education paper** (50 pts): Students will design a philosophy paper addressing the purpose of education, how children learn, the role of the teachers, and strategies used to become an effective teacher. A scoring guide will be provided along with further explanation. **This assignment is a critical performance and will be uploaded to the electronic portfolio.**
- **Diversity Paper** (50 pts): Based on the classroom observations, students will write a two to three page reflection addressing the diverse characteristics of learners in today's

classrooms. Also included will be a description of what the student needs to learn in their education program to prepare them to teach in a classroom with the diversity described. More details and a scoring guide will be provided. **This assignment is a critical performance and will be uploaded to the electronic portfolio.**

- **Educational Reform Paper** (60 pts): Based on classroom observations of educational reform, students will produce **two** descriptive writings that discuss a) how teachers practice three New Teacher Standards, and b) how teachers integrate three Academic Expectations into an instructional lesson. A scoring guide will be provided along with further explanation. **This assignment is a critical performance and will be uploaded to the electronic portfolio.**
- **Professionalism/Participation/Group Work** (40 pts): The points earned will depend upon the following standards being met.
  - The student is expected to participate in class discussion and activities. Arriving on time, remaining on task, being prepared, and class participation are part of your responsibilities. Attendance is stressed. Points will be deducted for absences. Students will evaluate group members and their participation in projects.
  - Responses or activities completed in class may not be made up. There will be a makeup day at the end of the semester for any missed quizzes or tests.
  - Professional behavior is expected in the learning community as you do your observations. If you cannot observe at your scheduled time, please notify the teacher.

Assignments	Possible Points
Professionalism	40 pts
Examinations (2)	100 pts
PowerPoint presentation	50 pts
Readings and Quizzes	50 pts
Philosophy Paper	50 pts
Diversity Paper	50 pts
Educational Reform Paper	60 pts
Notebook Portfolio	100 pts
<b>POSSIBLE TOTAL</b>	500 pts

**Evaluation and Grade Assignment:**

- A = 93-100% (465-500 pts)
- B = 85-92% (425-464 pts)
- C = 77-84% (385-424 pts)
- D = 70-76% (350-384 pts)
- F = 69% or below (349 pts and below)

**EXTRA CLARIFICATION:** No EDU 250 student can pass this course if any item below is missing, undone, or incomplete:

- Attendance at a Teacher Admissions meeting
- 15 hours of documented classroom observation
- 3 critical performances completed and uploaded to the electronic portfolio

criminal background check, TB test and physical on file in TPH 408

**Websites:**

Kentucky New Teacher Standards <http://kyepsb.net/standards/default.html>

Kentucky Education Reform Act (KERA) <http://www.wku.edu/library/ker/kera.htm>

Kentucky Department of Education <http://www.kde.state.ky.us>

**Resources:**

McNergney, R.F. & McNergney, J.M. (2004). *Foundations of education: The challenge of professional practice* (4<sup>th</sup> ed.), Boston: Allyn and Bacon.

Morrison, G.S. (2003). *Teaching in America* (3<sup>rd</sup> ed.), Boston: Allyn and Bacon.

Parkay, F.W. & Stanford, B.H. (2004.) *Becoming a teacher* (6<sup>th</sup> ed.), Boston: Allyn and Bacon.

Sadker, M.P. & Sadker D.M. (2003). *Teachers, schools, and society* (6<sup>th</sup> ed.), Boston: McGraw Hill.

Spring, J. (2005). *The American school: 1642-2004* (6<sup>th</sup> ed.), Boston: McGraw Hill.

Urban, W.J. & Wagoner, J.L. (2005). *American education: A history* (3<sup>rd</sup> ed.), Boston: McGraw Hill.

### Kentucky's New Teacher Standard I

*The teacher **designs/plans instruction** and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

Objectives	Methods and Activities	Assessment
Examine the Kentucky Education Reform Act (KERA) and other regional and national education reform movements	student presentations, guest speaker, class discussion	Class discussion, cognitive tests
Examine the Kentucky New Teacher Performance Standards for Preparation and Certification and National Standards	Cooperative groups, presentations, PowerPoint	Portfolio, cognitive tests
Study strategies to address physical, social, and cultural diversity	Field experience, case studies	Class discussion, field report, philosophy paper

### Kentucky's New Teacher Standard II

*The teacher **creates a learning climate** that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

Objectives	Methods and Activities	Assessment
Examine research findings concerning maintenance of a positive and helpful classroom climate	readings, student presentations	Cognitive tests, class discussion
Identify various cultures and value structures and their impact on student learning	Readings, case studies, field experience	Cognitive tests, journal writings, observation of lessons taught

### Kentucky's New Teacher Standard III

*The teacher **introduces/implements/manages instruction** that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

Objectives	Methods and Activities	Assessment
Gather information on ways to adjust/vary materials, activities, objectives to address the diverse needs of all students	readings, field experience	Class discussion, cognitive tests, paper
Write a philosophy paper which includes beliefs concerning classroom management	Readings, cooperative learning activities	Class discussion, paper

### Kentucky's New Teacher Standard IV

*The teacher **assesses learning and communicates results** to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

Objectives	Methods and Activities	Assessment
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Examine ethical issues of assessment and reporting systems based on state/professional organization codes of ethics	Readings, case studies, cooperative group projects	Class discussion, paper, cognitive test
Write a philosophy paper which includes beliefs concerning assessment	Readings, cooperative learning activities	Class discussion, paper

### Kentucky's New Teacher Standard V

*The teacher **reflects on and evaluates** specific teaching/learning situations and/or programs.*

Objectives	Methods and Activities	Assessment
Explain the characteristics of reflective practitioners	Readings, lecture, guest speaker	Class discussion, paper
Examine the various roles of today's educators	readings, field experience	Cognitive tests, paper
Use print and non-print media (ERIC) to research and reflect upon educational issues and trends	Technology assignments	Class discussion, paper

### Kentucky's New Teacher Standard VI

*The teacher **collaborates with colleagues, parents, and other agencies** to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

Objectives	Methods and Activities	Assessment
Interpret contemporary research findings concerning school reform, teacher effectiveness, and parental involvement	Readings, student presentations, field experience	Cognitive tests, class discussion
Identify community resources that support schools, students and families	Readings, field experience	Class discussion, cognitive tests

### Kentucky's New Teacher Standard VII

*The teacher **evaluates his/her overall performance** with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.*

Objectives	Methods and Activities	Assessment
Initiate admission to the teacher education process	Orientation meeting	Checklist
Begin development of professional portfolio	Technology assignment, readings	Checklist, portfolio
Examine teacher certification standards	Readings, orientation meeting	Checklist
Interpret codes of ethics for teachers	Readings, case studies	Class discussion

### Kentucky's New Teacher Standard VIII

*The teacher **demonstrates a current and sufficient academic knowledge** of certified content areas to develop student knowledge and performance in those areas.*

Objectives	Methods and Activities	Assessment
Analyze the philosophical foundations of American education	Readings, cooperative learning activities, philosophy paper	Paper, cognitive tests
Identify legal issues that affect educators, students, and society and the impact on certified content areas	Readings, case studies	Cognitive tests, class discussion
Analyze the historical development of American education	Readings, cooperative learning activities	Cognitive tests, timeline
Examine the role of local, state, and federal government in the organization, administration, and financing of education and how it affects certified content areas	Readings	Cognitive tests, class discussion

### Kentucky's New Teacher Standard IX

*The teacher **uses technology** to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

Objectives	Methods and Activities	Assessment
Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction.	Computer lab practice, electronic portfolio, presentations	Electronic portfolio upload, class presentations, papers