

Boyce College
Department of Teacher Education

EDU 200: Introduction to Teacher Education, 3 credit hours

Semester: Offered Every Semester **Time:** ?? **Location:** ??

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Course Description: This course includes a study of the Kentucky Standards for Teachers, foundations of education, education philosophy, the structure of American schools, curriculum designs, and legal and financial connections of American schools. All major assignments are required as artifacts for inclusion in the professional education electronic portfolio.

Prerequisite: EN 101. Successful completion of this course is required as a prerequisite for being admitted to the Teacher Education Program (TEP). Students are recommended to take this course during the same semester as ED 210 Computer and Media in the Schools because both courses are prerequisite for being admitted to the TEP. This course also includes the initial application procedures for making application to the TEP, culminating in admittance to the TEP if all requirements are met including the minimum grade of “C” for this course.

Instructional Materials

<u>Text:</u>	Parkay, F. W. & Stanford, B. H. (1998). <i>Becoming A Teacher</i> . (8 th ed.) Boston: Allyn Bacon.
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Other Reading: Students will be required to do readings on critical issues in education.

The Boyce Teacher Education Program Mission and Theme: The primary purpose of the Boyce Teacher Education Program (TEP) is to provide Christ-centered quality teacher education, preparing teacher candidates for both Christian and public school teaching under the theme of *teachers as leaders*. The goal of the TEP for each teacher candidate is to develop the knowledge, the skills, the dispositions, and the intent to serve as a professional Christian educator. This goal is depicted in the conceptual framework logo below:

Insert Boyce TEP logo here

Learning Outcomes: Each of the course learning outcomes are aligned below with the 10 Kentucky Teacher Standards, which identify the competencies of dispositions, knowledge, and skills that each student must achieve through this course. Under each of the standards below, the student in ED 200 will complete the following tasks:

STANDARD 1: DEMONSTRATE APPLIED CONTENT KNOWLEDGE

- Design and plan a lesson to demonstrate instructional strategies that are appropriate for the subject area content and contribute to student learning.

STANDARD 2: DESIGN AND PLAN INSTRUCTION

- Design and plan a lesson on a topic related to his/her chosen education major. The lesson will follow the Teacher Work Sample (TWS) format for designing lessons. The student must design a lesson plan in his/her subject area using the required TWS format and then upload the lesson to the e-portfolio under Standard 2.

STANDARD 3: CREATE AND MAINTAIN LEARNING CLIMATE

- Take an Inventory of Learning Styles (In class).
- Design a poster with rules for classroom management and techniques for maintaining an effective learning environment on a grade level of his/her chosen education major. (Workshop).

STANDARD 4: IMPLEMENT AND MANAGE INSTRUCTION

- Observe a practicing teacher and write a reflection on how instruction was implemented and managed. Upload the finished reflection to the e-portfolio under Standard 4.

STANDARD 5: ASSESS AND COMMUNICATE LEARNING RESULTS

- Understand different assessment strategies and apply assessment strategies in lesson planning.
- Acquire a scoring rubric from a practicing teacher and write a summary of how the rubric was used to assess learning.

STANDARD 6: DEMONSTRATE THE IMPLEMENTATION OF TECHNOLOGY

- Apply knowledge of computers to the development of a personal professional electronic portfolio. Include in the e-portfolio all assignments required for the e-portfolio from the ED 200 course.
- Download the *KY Program of Studies* for your education major from the internet address www.kde.state.ky.us. Post this section of the *Program of Studies* under Standard 6 in your e-portfolio

STANDARD 7: REFLECT AND EVALUATE TEACHING AND LEARNING

- Write a personal philosophy of education as a reflection on his/her beliefs about teaching/learning. Upload the finished document to the e-portfolio under Standard 7.
- Write an autobiographical sketch emphasizing the decision to become a teacher. Upload the finished document to the e-portfolio under Standard 7.
- Take an inventory of dispositions for teaching. Upload the finished document to the e-portfolio under Standard 7.
- Write a reflection on the value of the ED 200 course as preparation for teaching. Upload the finished document to the e-portfolio under Standard 7.
- Observe a professional teacher in an authentic teaching setting and evaluate the effectiveness of the teaching for student learning. Upload the finished document to the e-portfolio under Standard 7.

STANDARD 8: COLLABORATE WITH COLLEAGUES/PARENTS/OTHERS

- Work cooperatively with classmates in workshop assignments to produce products, and make presentations.

STANDARD 9: EVALUATE TEACHING AND IMPLEMENT PROFESSIONAL DEVELOPMENT

- Initiate procedures for application to the Teacher Education Program (TEP)
- Join the KEA-SP and attend the campus meetings.

STANDARD 10: PROVIDE LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

- Discuss with a practicing professional teacher the various areas of leadership for teachers in schools and in the teaching profession at large. Write a reflection on the areas of leadership of interest to the teacher candidate. Upload the finished document to the e-portfolio under Standard 7.
- Be active in the KEA-SP and/or other campus organizations.
- Provide proof of active leadership in your church, school, or community organizations.

COURSE REQUIREMENTS:

As suggested by Kentucky Teacher Standards and NCATE, it is important that through this course, you begin to learn core concepts associated with the field of teaching as well as preliminary skills of teaching. Therefore your grade will be determined by the knowledge reflected by your written and verbal products of this course as well as the practical skills you develop and demonstrate. You will be evaluated for success in this course through the following activities:

1. **Attendance - 100 points** - Attendance is crucial to success in this course. You will receive the following credit (points) for attendance and participation in the class activities. Absence will be excused **only** for campus related activities and those officially excused by student services.

No absences -	100 points	4 absences	60 points
1 absence	90 points	5 absences	50 points
2 absences	80 points	6 absences	40 points
3 absences	70 points	7 or more absences –	Drop the course

2. **Dispositions Assessment - 100 points** - Each student must complete a dispositions assessment. The assessment, the *Thurstone Agreement Dispositions Scale*, will be administered in a class session near the end of the semester. Areas of weakness in your dispositions will be addressed by your TEP evaluation team when you make application for the TEP.

3. **Presentations - 100 points** – Individual presentations will be used to cover the information of some of the chapters of the text. Student participation is required and points are awarded for participation. Absence on the day of a presentation means the points for that presentation will be lost since participation cannot be made up. These presentations are intended to develop the skills of collaboration, verbal communication, and leadership, all of which are valuable for the teaching profession.

4. **Educational Philosophy - 200 points** - After the unit on “Philosophical Foundations of Education” each student must write his/her own Philosophy of Education/Teaching, store it electronically and submit a hard copy to the instructor for evaluation. The format for drafting your philosophy will be distributed by the professor of the course

5. **Kentucky Teacher Standards Paper - 100 points** - To assist the student in the understanding of the 10 Kentucky Teacher Standards, each student is required to participate in a group project to create a visual for display which appropriately depicts the meaning of the 10 standards. The group which does exceptional work on the project will receive extra credit and will have the visual displayed.

6. **KY Teacher Standards Analysis- 100 points** - Each student will write an analysis of the 10 Kentucky Teacher Standards to determine their value to the training of professional teachers

7. **Course Terminology - 100 points** - For each topic covered in class, a list of vital terminology will be issued for learning. From the discussion and course content, definitions for these must be written and submitted at the conclusion of that topic discussion and **before the quiz is administered.**

8. **Terminology Quizzes - 200 points** - At the conclusion of each text chapter discussion a terminology quiz will be administered to assess understanding of the important concepts covered in that chapter.

9. **Eportfolio - 200 points** - Each student must complete all required eportfolio artifacts assigned in this course by the final 2 weeks of the semester. A jump drive, zip disk (250MB), or CD containing the assigned artifacts must be presented for evaluation 2 weeks before the exam week. The required eportfolio artifacts assigned through this course are the following:

- Personal Philosophy composition
- Kentucky Teacher Standards Analysis
- Autobiographical sketch
- Three Reflections (See Standards 2, 7, 10 above for the assigned reflections)
- TWS Lesson Plan for a topic in the student’s major.

10. **File for Application to the TEP - 100 points** - A file of materials for use in making application to the KSU Teacher

Education Program (TEP) must be compiled and presented at the conclusion of the semester. These required materials are the following:

- Hard copy of the student’s *Philosophy of Education*
- Hard copy of the composition, *KY Teacher Standards*.
- Personal autobiography with the focus on why you have chosen to become a teacher/educator
- A signed commitment to the teacher *Code of Ethics*
- An impromptu writing sample on an education-related topic
- A hard copy of the *Thurstone Dispositions Scale*
- Proof of membership in the KEA-SP
- A completed copy of the form, *Application for Admission to the TEP*.
- A letter of recommendation from a practicing professional teacher (Public or Christian School)

11. **Final Exam -200 points** - A Final Exam will be administered for this course.

<u>Course Requirements</u>	<u>Point Values</u>	<u>Grade Scale</u>
1. Attendance	100 points	1400 – 1250A
2. Dispositions Assessment	100 points	1249 – 1100.....B
3. Presentations	100 points	1099 – 900..... C
4. Educational Philosophy Paper	200 points	Below 900.....D
5. KY Teacher Standards Paper	100 points	
6. Course Terminology Definitions	100 points	
7. Course Terminology Quizzes	200 points	
8. Eportfolio entries	200 points	
9. TEP Application File	100 points	
10.Final Exam	200 points	
Total Possible Points	1400 points	

Special Policies

1. Classroom policies – In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test taking needs) is strongly encouraged to contact the professor at the beginning of this course.

Male students are not to wear hats or facial jewelry in class.

No food or drinks are allowed in class, except water. Given the technological classroom, only fully-closeable containers of water are permitted.

2. E-campus - There will be other resources available for this class online. All grades will be recorded on an electronic grade book so you may check your grades (and attendance) throughout the semester.

SessionLearning Activity

1. Course Orientation: Syllabus overview.

Assignment: Purchase the course text as shown on the syllabus

Read Chapter 4, pp. 106 -138; Write definitions of Chap. 3 terms (Handout);

Answer questions (Handout) on Historical Foundations of Education from the information of Chapter pp. 140-169.

2. Inventory of education philosophy: We will take an inventory of your education philosophy to let you see your present views of education philosophy (Text pp.133 -137)

Philosophy of Education Workshop Individual planning for presentations. You will be assigned a philosophy to present to the class in one of the next class sessions. A guide for your presentation will be distributed in class.

Assignment: Prepare for individual presentation and continue Session 1 assignment:

Study for Quiz over Chapter 4: Terms and historical foundations

3. Philosophy of education presentations: Each individual will present a different philosophy of education and its impact on the American education system.

4. Quiz over Chapter 4 terms. Hand in your definitions for the Chapter 4 terms and the answers to the “Historical Foundations” questions.

Philosophy of Education paper: We will discuss the writing of your own personal philosophy of education, a required electronic portfolio assignment for this course and a required document to be admitted to the Teacher Education Program (TEP).

NOTE: All e-portfolio assignments must be stored on jump drive, or CD for transfer to your personal online electronic portfolio during this semester.

Assignment: Begin writing your first draft of your personal “Philosophy of Education” in electronically word processed form. **The first draft of the philosophy paper is due no later than _____.** Look at pp. 5-10 of the *Boyce College TEP Student Handbook* to become familiar with the Kentucky Teacher Standards, the INTASC Standards with Teacher Dispositions, and the Boyce Core Standards of Expectations. These standards represent what you must achieve in your professional preparation to become a teacher while you are here at Boyce College. Also read pp. 25-29, “Certification”, “The Praxis Series”, and “State Licensure Certification Requirements”, pp. 465-466, “PREPARING FOR CERTIFICATION Your guide to licensure.”

5. Kentucky’s Standards-Based Teacher Education: We will present and discuss the 10 Kentucky Teacher Standards (KTS), the INTASC Standards with Teacher Dispositions, and the Boyce Core Standards of Expectations, and the Praxis Series on pages 27 as a knowledge base for learning to teach and what teachers need to know. Each student must write a composition, “The Value of the Standards-Based Approach to Teacher Preparation” which is required for application to the Boyce TEP.

6. The Boyce Teacher Education Program: We will present and discuss the Boyce Teacher Education Program (TEP) under the following headings: the “CHECKPOINTS” of the Boyce TEP; applying for the TEP; the electronic portfolio; the Teacher Work Sample (TWS); the Conceptual Framework of the Boyce TEP; preparing to do student teaching; and developing the necessary dispositions to become a successful teacher/educator.

Assignment: Read Chapters 1 and 2 of the text

7. Choosing to Teach and Learning to Teach: We will first assess your reasons for choosing to be a teacher on page 12 of the text. We will then discuss what you learned as a result of reading Chapters 1 and 2.

Assignment: Have definition of terms written out and study for Chapters 1 and 2 terms quiz.

Complete your “Philosophy of Education” to hand in if you have not already done so. Also remember to work on your paper “The Value of the Standards-Based Approach to Teacher Preparation”, due _____. Also Read Chapter 6, pp. 172-206 and Chapter 7, pp. 210-245. and write definitions to the terms.

8. Quiz over Chapters 1 and 2 terms. Hand in written definitions of Chapters 1 and 2 terms.

Governance and Finance (Chapter 6) and Ethical and Legal Issues (Chapter 7). We will assign each student an issue in the field of education to research on the internet (See text page 239 for a list of the issues). The issue must be reported in an upcoming class session. When the issue is reported in class, an evaluation of the student’s communication skills will be performed by both the instructor and the other students. This evaluative feedback will assist you in knowing the strengths and weaknesses of your oral communication skills, an important disposition for teacher/educators. A discussion on the major social problems facing teachers and schools will also be conducted.

Assignment: Study for terminology quiz over Chapters 6 and 7. Do your research on the assigned issue and be prepared to report on your issue in lesson plan format to the class. The **written** lesson plan, using the TWS lesson plan format, will be turned in to the instructor for evaluation. Remember you will be evaluated on your communication skills through this lesson presentation. Read Chapter 8, pp.250-284 & Chapter 9, pp.290-321. Write out definitions of terms for Chapters 8 and 9 and study for the upcoming quiz over the terms.

9. Quiz over Chapters 6 and 7 terms. Hand in written definitions for Chapters 6 and 7.

Teaching Diverse Learners (Chapter 8) and Addressing Individual Needs (Chapter 9): We will first determine your own personal learning style (Chapter 8). Then we will investigate through a workshop approach important theories and models which will help you to better understand the diverse and individual needs of learners. We will then identify the many different types of disabilities and how teachers and schools attempt to meet the learning needs of these disabled learners.

Assignment: Study for quiz over terms for Chapters 8 and 9. Read Chapter 10, pp. 324-362, then determine the general classroom rules you believe you will use for your classes as a teacher. Design a visual on computer that lists and displays those rules. Print the rules as you have designed them and bring the printed sheet to the next class for display in the room. Be prepared to tell why each rule in your list of classroom rules is important to effective classroom management.

10. Quiz over terms for Chapters 8 and 9 Hand-in written definitions.

Dispositions Assessment: You will take a self-assessment, *Thurstone Dispositions Scales*, over your dispositions for teaching. After you have taken the self-assessment, we will discuss the results of the your self-assessment. Through this process you will see what professional dispositions for becoming a teacher you have presently developed, and be able to compare your own measure of your dispositions for teaching against that of a practicing professionals. This should help you to determine the dispositions you still need to work on to become a more successful teacher.

Effective classroom management: (Chapter 9) We will discuss classroom management and the principles to apply for effective classroom management. From the rules for classroom management which you have prepared and displayed, we will let you explain the need for the rules you have written.

Assignment: Study for quiz over Chapter 8 and 9 terms. Read Chapter 11, pp. 364-394. **Have you completed all of your electronic portfolio assignments and stored them electronically? It is best to use a Jump Drive.**

11. Quiz over terms for Chapter 8 and 9. Hand-in written definitions for chapter 8 and 9.

Assessment of Learning: For this session we will look again at the TWS to learn about the importance of assessment throughout the entire learning process, and investigate specific methods of assessing student learning. We will also look at how high quality assessments can be developed.

12. Application to TEP - Initial Steps - We will complete the following procedures as the initial steps for application to the TEP:

- Write an impromptu writing sample on an assigned topic
- Sign a commitment to the Kentucky teacher *Code of Ethics*
- Complete a Boyce Teacher Dispositions Self-assessment (Session 10 above)
- Complete the *Application to the TEP* form.

Assignment: Study for final exam.

Required Electronic Portfolio Artifacts for ED 200: Store all of these electronically for transfer to your online electronic portfolio before you apply for the TEP.

- Philosophy of Education paper
- Kentucky Teacher Standards paper
- Disposition Assessment I: Thurstone Dispositions Scales
- Autobiographical Sketch
- TWS Lesson Plan I – This lesson must be on a topic of your major.
- Three Reflections
- Commitment to Ky Code of Ethics form

Due Dates for Course Assignments:

- Philosophy of Education.....
- TWS Lesson Plan I.....
- Autobiographical sketch..... – for Eportfolio only
- TEP application file.....
- Kentucky Teacher Standards paper.....
- Up-date of the e-portfolio.....

STUDENTS WITH DOCUMENTED DISABILITIES: Please alert the professor of any special accommodations that need to be made on your behalf.

