

**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> . (6 <sup>th</sup> 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](http://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 disposition 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 on-line as part of the required artifacts of the electronic portfolio. Your instructor will also complete a dispositions assessment for each student in class. This faculty dispositions assessment will also be a part of the TEP acceptance procedure. Areas of weakness in your disposition will be addressed by your TEP evaluation team when you make application for the TEP.

3. **Workshops - 100 points** - The workshop approach 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 workshop means the points for that workshop will be lost since workshop participation cannot be made up. Four workshops of 25 points each are conducted throughout the semester. These workshops 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 Project - 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
- Conceptual Framework Analysis composition
- 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 *Teacher Dispositions Self-assessment*
- 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	1500 – 1350 .....A
2. Dispositions Assessment	100	points	1349 – 1200.....B
3. Workshops	100	points	1199 – 1000.....C
4. Educational Philosophy Paper	200	points	Below 949.....D
5. KyTeacher Standards Visual	100	points	
6. KY Teacher Standards Paper	100	points	
7. Course Terminology Definitions	100	points	
8. Course Terminology Quizzes	200	points	
9. Eportfolio entries	200	points	
10.TEP Application File	100	points	
11.Final Exam	200	points	
<b>Total Possible Points</b>	<b>1500</b>	<b>points</b>	

## 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 on e-campus. All grades will be recorded through e-campus so you may check your grades (and attendance) throughout the semester.

SessionLearning Activity**1. Course Orientation**

**Assignment:** Purchase the course text as shown on the syllabus

Read Chapter 3, pp. 77 -113; Write definitions of Chap. 3 terms (Handout);

Answer questions on Historical Foundations of Education. (Handout)

**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.115 -117)

**Philosophy of Education Workshop** group planning for presentations. You will meet in groups with an assigned philosophy to present to the class in one of the next class sessions.

**Assignment:** Prepare for workshop group presentation and continue Session 1 assignment:

**Study for Quiz over Chapter 3:** Terms and historical foundations

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

**4. Quiz over Chapter 3 terms.** Hand in your definitions for the Chapter 3 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 for admittance to the Teacher Education Program

**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 \_\_\_\_\_.**

Study page 70 of the text (Appendix 2.2) “Kentucky’s Teacher Standards” and pages 29, 475 and 476 “The Praxis Series”.

**5. Kentucky’s Standards-Based Teacher Education:** We will present the 10 Kentucky Teacher Standards (page 70) and the Praxis Series on pages 29 and 475,476 of your text as a knowledge base for learning to teach and what teachers need to know.

**Workshop for the Kentucky Teacher Standards presentations:** We will also organize the class into 3 teams to work together create a presentation on the 10 Kentucky Teacher Standards. Each group must prepare a presentation for the class and a visual that depicts the purpose and meaning of the 10 standards in Kentucky education. Class time will be allowed for the initial planning, but the preparation for the presentation will be done by the team members outside class time.

**Assignment:** Prepare for the Kentucky New Teacher Standards presentation. The presentations will be done in class 2 weeks following the workshop above. The visual must also be completed by that same class session. All students in each group must take part in the class presentation. Failure to participate, or absence on the day of the workshop will result in loss of the 25 points for the workshop.

**6. The Boyce Teacher Education Program:** We will present and discuss the Boyce Teacher Education Program

(TEP) under the following headings: Declaring an education major (See text pages 476 -477); the “Stages” of the teacher education program; 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.

**7. Choosing to Teach and Learning to Teach:** We will first assess your reasons for choosing to be a teacher on page 10 of the text. We will then use the KWL approach to see what you know about teaching and what you want to learn from this course, and finally what you learned as a result of reading Chapters 1 and 2. An important part of this study will be the Teacher Work Sample as a major part of the Boyce TEP.

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

Complete your APhilosophy of Education@ to hand in if you have not already done so. Also remember to work on your “Conceptual Framework Analysis” paper, due \_\_\_\_\_. Read Chapter 4, pp. 130 – 139, and Chapter 6, pp. 196 - 231.

**8. Quiz over Chapters 1 and 2 terms.** Hand in written definitions of Chapters 1 and 2 terms. **Social Realities and Ethical and Legal Issues in Education:** We will assign each student an issue in the field of education to research on the internet (See text page 232 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 4 and 6. 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 4, pp.130-139 & Chapter 6, pp196-231 Write out definitions of terms for Chapters 4 and 6 and study for the upcoming quiz over the terms.

**9. Quiz over Chapters 4 and 6 terms.** Hand in written definitions for Chapters 4 and 6.

**Teaching Diverse Learners and Addressing Individual Needs:** We will first determine your own pers 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 7 and 8.** Read Chapter 9, pp. 316 – 337, 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 7 & 8. Hand-in written definitions.Dispositions Assessment:** You will take a self-assessment over your dispositions for teaching. As your instructor I will have already performed an assessment on each of you for dispositions as a teacher, using what I have learne about you through this course. After you have taken the self-assessment, we will compare results of the two assessments, mine and your own. Through this process you will see what professional impressions you are making on others with regard to dispositions for becoming a teacher,

and be able to compare your own measure of your dispositions for teaching against that of a practicing professional. This should help you to determine the dispositions you need to improve 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 9 terms.** Read Chapter 10, pp. 371 – 385.

**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 9.** Hand-in written definitions for chapter 9.

**Electronic Portfolio: We will transfer all electronic portfolio artifacts to your online portfolio.**

**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
- 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 at the end of this semester.**

Philosophy of Education paper

Kentucky Teacher Standards paper

Disposition Assessment I

Autobiographical Sketch

TWS Lesson Plan I – This lesson must be on a topic of your major.

Three Reflections

**Due Dates for Course Assignments:**

- Philosophy of Education.....
- TWS Lesson Plan I.....
- Autobiographical sketch..... – for Eportfolio only
- TEP application file.....
- Kentucky Teacher Standards Project.....
- 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.