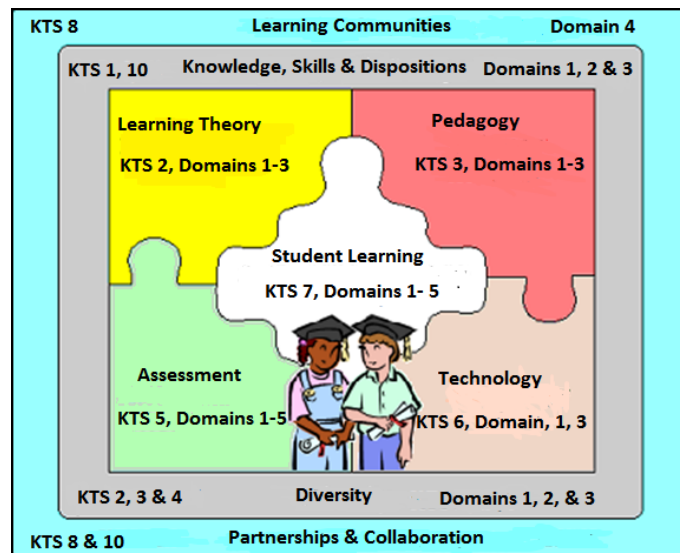


Campbellsville University
School Of Education
G2, 2017
ED 604-01 Introduction to Teaching

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“Empowerment for Learning”



Textbook:

Kauchak, D. & Eggen, P. (2017). *Introduction to Teaching: Becoming a Professional*. Upper Saddle River, NJ: Pearson.

Pre-requisites: None

Course Description: This course is designed to familiarize students with the broad field of education. Emphasis is given to historical, social, and philosophical foundations of education in America. Through the study of the history of education, emphasizing diversity in the United States, the focus will be on changing conceptions of teachers and teaching. Examination will be made of the influence of different philosophical movements on schools and schooling to inform students as they formulate their own evolving philosophy of teaching. Students will investigate government and finance of American education including recent innovations such as charter schools, vouchers, and school choice. Students will examine how ethics and law influence rights and responsibilities of teachers and students.

PROFESSIONAL STANDARDS addressed in this course:

Aligned with Assessment (point values)	AMLE	CU Diversity Indicators	KTPS	ILA Standards	NCSS	NCTE	CAEP Standards	NCTM Middle	NSTA	SHAPE Health	SHAPE Physical
Field Experience Assignments 250 pts. Obj:	3b, 5d	1G, 2H, 10Q	3a, c, f, 9e, 10c	4.1	1.1, 1.4	5.2, 7.2	2.1	4a, c	1c	8a, c, d	6.1, 6.3
Weekly Quizzes 80 pts. Obj:	3a, b, 5a, b	1G, 2H, 10Q	2d, 3a, f, 9e, 10c	1.2, 4.1, 5.1, 6.2, 6.4	1.1, 1.4, 1.5, 1.6, 1.8, 1.10, 2.1	5.2, 7.2	1.1, 1.3	4a, c	1c	8a, c, d	6.1, 6.3
Discussion Forums 80 pts. Obj:	3a, b, 5a, b	1G, 2H, 10Q	2d, 3a, f, 9e, 10c	1.2, 4.1, 5.1, 6.2, 6.4	1.1, 1.4, 1.5, 1.6, 1.8, 1.10, 2.1	5.2, 7.2	1.1, 1.3	4a, c	1c	8a, c, d	6.1, 6.3
Philosophy of Education 100 pts. Obj:	3a, 5b, d	1G, 2H, 10Q	9e, 10j	1.2, 4.1		5.2, 7.1	1.1, 1.3	4d	3c, 4c,	8a, c, d	6.1, 6.3
Class Participation 80 pts. Obj:	3a, b, 5a, b	1G, 2H, 10Q	2d, 3a, f, 9e, 10c	1.2, 4.1, 5.1, 6.2, 6.4	1.1, 1.4, 1.5, 1.6, 1.8, 1.10, 2.1	5.2, 7.2	1.1, 1.3	4a, c	1c	8a, c, d	6.1, 6.3

Kentucky Teacher Performance Standards (InTASC)

Standard 2 Designs and Plans Instruction

Standard 3 Creates and Maintains Learning Environment

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

CU Diversity Proficiencies (from KTPS)

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Association for Middle Level Education (AMLE)

3a Middle Level Philosophical Foundations

3b Middle Level Organization and Best Practices

5a Professional Roles of Middle Level Teachers

5b Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices

5d Dispositions and Professional Behaviors

Kentucky Teacher Performance Standards (InTASC)

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

International Literacy Association Standards (ILA)

- Standard 1 Foundational Knowledge
- Standard 4 Diversity
- Standard 5 Literate Environment
- Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (CAEP)

- Standard 1 Content and Pedagogical Knowledge
- Standard 2 Clinical Partnerships and Practice

National Council for the Social Studies (NCSS)

- 1.1 Culture and Cultural Diversity
- 1.4 Individual Development and Identity
- 1.5 Individuals, Groups, and Institutions
- 1.6 Power, Authority, and Governance
- 1.8 Science Technology and Society
- 1.10 Civic Ideals and Practices.
- 2.1 History

National Council of Teachers of English (NCTE)

- 5.2 Candidate use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts.
- 7.1 Candidate model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts.
- 7.2 Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership collaboration, ongoing professional development, and community engagement.

National Council of Teacher of Mathematics (NCTM) Middle

- 4a Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.
- 4c Incorporate knowledge of individual differences and the cultural language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.
- 4d Demonstrate equitable and ethical treatment of and high expectations for all students.

National Science Teachers Association (NSTA)

- 1c Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.
- 3c Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and understandings that students have formulated.
- 4c Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of

animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

SHAPE Health

8. Communication and Advocacy

SHAPE Physical

6. Professionalism

SPECIFIC OBJECTIVES:

Upon completion of this course, candidate will have gained an understanding of:

1. Historical foundations of education in the United States including the changing conceptions of teaching and learning
2. Philosophical foundations of education
3. Role of schooling in a diverse society
4. Structure and organization of classrooms and school systems
5. Relationships with parents and the community to enhance student learning
6. Legal aspects of education, including but not limited to teacher's rights, student's rights, and their impact upon the accessibility of education
7. Individual differences (e.g., multicultural, gender, socioeconomic, academic)

COURSE TASKS/Requirements:

Participation (80 pts.) Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

Field Experiences (250 pts.) Candidates will conduct the following field experience assignments and write a 5-6 page reflection to be submitted **with the completed, signed Field Experience Summary Form for each experience.** Candidates will also set up an account and **log all field hours in the KFETS system at www.epsb.ky.gov/.** This is field report that goes directly to the state.

- Interview two teachers, one a first-year teacher and the other a veteran with at least five years' experience. (2 hours total) Ask them the following questions:
 1. Why did you choose to teach? What are some reasons that influenced your decision?
 2. What are some of the most rewarding aspects of teaching?
 3. What are some of the most difficult parts of teaching?
 4. Are you more or less confident in your ability to help kids learn than you were before you started teaching?
 5. How effective was your preservice teacher-preparation program in helping you learn to teach? What would have made it more effective?
 6. Do you plan to stay in teaching, or do you plan to move to a different job or profession? If you plan to leave teaching, what are your reasons for leaving?
 7. If you were asked to describe the process of teaching in one sentence, how would you describe it?
 8. Do you believe teaching is a profession? Why or why not?
 9. What advice do you have for a beginning teacher in developing professional knowledge about content, instructional techniques, and student learning?
 10. How helpful is the Professional Code of Ethics for Kentucky School Certified Personnel in professional decision making?

11. How do you use technology in preparing instructional materials? In instruction? In assessing student learning? In maintaining student records? In communicating with parents?

- Observe a classroom with several cultural minority students for the following (2 hours total):
 1. Where do they sit?
 2. Who do they talk to and make friends with?
 3. Do they attend to the class and are they involved?
 4. Do they participate in classroom discussions?
 5. What does the teacher do to build upon the strengths and differences in these students?

OR

Observe the classroom for gender and classroom interaction (2 hours total):

1. Note the number of boys and girls in the class.
2. Where were the boys and girls seated?
3. Did boys and girls raise their hands to respond equally?
4. Record the number of times boys and girls were called on. Were they equal?
5. Did the number of management interventions vary by gender?
6. How gender-neutral was the class? What could this teacher do to make his/her class more gender neutral and a better place for boys and girls to learn?

Analyze your observational data for both assignments on the basis of the information in Chapter 3.

- Attend a local school board meeting (2 hours total)
 1. What is the demographic composition (males, females, minorities, etc.) of the board? How does this compare with national figures? How does this compare with local demographics?
 2. Of the five school board functions (see figure 7.2) which took the most time during the meeting? Least?
 3. What role did teachers play in the meeting?
 4. Were any controversial issues discussed? How did the board resolve these issues?
 5. Based on your observations, how can school boards be made more responsive to constituents needs?
- Candidates will complete the remainder of the Clinical (Field) Experience (9 hours) by selecting from the following experiences and clearly logging the hours (9) on the Clinical Experience Summary Form. Please have the cooperating public school teacher sign the form to verify time spent in the classroom or diverse setting. All hours are submitted in **KFETS**.
 1. Three (3) field hours- Elementary Level
 2. Three (3) field hours- Middle Level
 3. Three (3) field hours- High School Level
 4. Three (3) field hours for collab/co-teach task- 2 hours observing, 1 hour presentation
 5. Two (2) Participation in an after-school ELL program
 6. Two (2)hours tutoring, before or after regular school hours
 7. One (1) hour with a parent program
 8. One (1) field hours- Faculty Meeting, PLC/Team meeting
 9. One (1) field hour- Site Based Council Meeting

Quizzes (80 pts.) Candidates will take weekly quizzes that address the major topics of this course.

Discussion Forums (80 pts.) Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates' responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well. **If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

Philosophy of Education (100 pts.) Write a Philosophy of Education Statement (PES) that is five-six pages long which clearly states your philosophy of education that includes your responses to the following questions:

- a. What is the purpose of schooling?
- b. What should teachers teach (curriculum)?
- c. What and how should teachers teach (instruction and teaching methods)?

Your statement should **connect** your personal philosophy of education to the School of Education's Conceptual Framework and to major educational philosophies and philosophers. Your PES should also **provide insight** into your own beliefs about education and **provide critical reflection** on these personal beliefs. Additionally, **evaluate** your beliefs in relation to the SOE Conceptual Framework and the beliefs of educational philosophies and philosophers. This PES should clearly communicate ideas, be well-organized, and use appropriate grammar, spelling and use APA format correctly.

EVALUATION Process and expectations: Student work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition all rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

GRADING SCALE:	A	90-100%
	B	80-89%
	C	70-79%
	D	60-69%
	F	0-59%

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

**ED 604 Introduction to Teaching
Field Experience Reflection Scoring Guide 100 pts.**

Category	90-100	80-89	70-79	Below 70
General Assignment KTS: 1.2, 3.3, 3.4 InTASC: 3a, c, f, 9e, 10c CAEP: 2.1	Reflection contains information from each interview, observation, or experience in equal amounts.	Reflection contains information from each interview, observation, or experience, but some more developed than the others.	Reflection contains information from most of the interviews, observations or experiences.	Reflection only contains information from one of the interviews, observations, or experiences.
General Assignment KTS: 1.2, 3.3, 3.4 InTASC: 3a, c, f, 9e, 10c CAEP: 2.1	Overall topics/headings are developed and supported with information from each interview, observation, or experience woven throughout.	The reflection for the interviews, observations, or experiences are in separate un-integrated sections of the paper.	The reflection contains a list of interview or observation questions and answers with little real reflection.	Reflection contains little information.
Length	Five-six pages of content	Four full pages of content	Three full pages of content	Fewer than three full pages of content
Support KTS: 1.2, 3.3, 3.4 InTASC: 3a, c, f, 9e, 10c CAEP: 2.1	Observations and/or statements are logical and supported by information from the text and/or articles.	Observations and/or statements are logical but made with little or loose support from the text and/or articles.	Observations and/or statements are logical but not supported.	Observations and/or statements are not logical.
Connections KTS: 1.2, 3.3, 3.4 InTASC: 3a, c, f, 9e, 10c CAEP: 2.1	Reflection makes clear connections to ED 604 content	Reflection makes loose connections to ED 604 content.	Reflection makes little connection to ED 604.	No attempt is made to connect the experience to ED 604.
Mechanics	Response is free from grammatical, spelling, or punctuation errors.	A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader.	Several grammar, spelling, and punctuation errors exist.	Grammar, spelling, and punctuation errors impede the understanding of the reader.
Timeliness	Assignment is submitted by the due date.	Assignment is submitted one day late.	Assignment is submitted two days late.	Assignment is submitted more than two days late.

Discussion Forum Scoring Guide

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates' responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well. **If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.** All discussion forums for the week are due on Saturday evenings at midnight EST.

Initial Response 4 pts.

Category	4	3	2	1
General Assignment KTS: 3.3, 3.5 InTASC: 2d, 3a, f, 9e, 10c CAEP: 1.1, 1.3	All topics introduced in the prompt are fully addressed.	All topics introduced in the prompt are addressed.	Some topics introduced in the prompt are addressed.	The prompt is not addressed in the response.
Length	More than 10 complex sentences.	7-10 complex sentences.	4-6 sentences.	1-3 sentences
Support KTS: 3.3, 3.5 InTASC: 2d, 3a, f, 9e, 10c CAEP: 1.1, 1.3	Arguments and/or statements are logical and supported by information from the text and articles.	Arguments and/or statements are logical but made with little or loose support from the text and articles.	Arguments and/or statements are logical but not supported.	Arguments and/or statements are not logical.
Connections KTS: 3.3, 3.5 InTASC: 2d, 3a, f, 9e, 10c CAEP: 1.1, 1.3	Response makes clear connections to current or past experiences in the classroom, school, or political environment.	Response makes loose connections to current or past experiences in the classroom, school, or political environment.	Response makes little real life connection.	No attempt is made to connect prompt to real life situations.
Mechanics	Response is free from grammatical, spelling, or punctuation errors.	A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader.	Several grammar, spelling, and punctuation errors exist.	Grammar, spelling, and punctuation errors impede the understanding of the reader.

Response to Peer (You must respond to two peer initial responses per discussion forum)
3 pts. each

Category	3	2	1
General Assignment KTS: 3.3, 3.5 InTASC: 2d, 3a, f, 9e, 10c CAEP: 1.1, 1.3	Response provides constructive criticism or information.	Response provides no constructive criticism and demonstrates little understanding of the content.	Student does not respond to the initial response or the response is inappropriate.
Length	More than 5 complex sentences.	3-5 complex sentences.	1-2 sentences.

Disability Statement:

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

*** School of Education Attendance Policy:***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an F for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Resources

- Au, W. (2011). Teaching under the new Taylorism: High stakes testing and the standardization of the 21st century curriculum. *Journal of Curriculum Studies*, 43(1), 25-45.
- Beach, J. (2007). The ideology of the American dream: Two competing philosophies in education, 1776-2006. *Educational Studies*, 41(2), 148-164.
- Brighouse, H. (2007). Educational justice and socio-economic segregation in schools. *Journal of Philosophy of Education*, 41(4), 575-590.
- Curtis, C. (2012). Why do they choose to teach-and why do they leave? A study of middle school and high school mathematics teachers. *Education*, 132(4), 779-788.
- Engel, L. (2008). Experiments in democratic education: Dewey's lab school and Korczak's children's republic. *Social Studies*, 99(3), 117-121.
- Galindo, R. (2011). The nativistic legacy of the Americanization era in the education of Mexican immigrant students. *Educational Studies*, 47(4), 323-346.
- Labaree, D. (2012). School syndrome: Understanding the USA's magical belief that schooling can somehow improve society, promote access, and preserve advantage. *Journal of Curriculum Studies*, 44(2), 143-162.
- Lekan, T. (2009). Disabilities and educational opportunity: A Deweyan approach. *Transactions of the Charles S. Pierce Society*, 45(2), 214-230.
- Morettini, B. (2014). Going back to school: Why STEM professionals decide to teach through alternative certification programs. *Journal of the National Association for Alternative Certification*, 9(2), 3-23.
- Nash, M. (2013). Cultivating our "musical bumps" while fighting the "progress of popery": The rise of art and music education in the mid-nineteenth century United States. *Educational Studies*, 49(3), 193-212.
- Othner, D., Jones-Sanpei, H., Akos, P., & Rose, R. (2013). Improving middle school student engagement through career-relevant instruction in the core curriculum. *Journal of Educational Research*, 106(1), 27-38.
- Ramirez, A. (2010). Why teach? Ethnic minority college students' views on teaching. *Multicultural Education*, 17(3), 29-35.
- Richardson, T. (2012). Disrupting the coloniality of being: Toward de-colonial ontologies in philosophy of education. *Studies in Philosophy and Education*, 31(6), 539-551.
- Roberson, S. & Woody, C. (2012). Declaring civil war on essentialist teaching. *Clearing House*, 85(5), 207-212.