



Widener University

School of Education, Innovation, and Continuing Studies

Conceptual Framework: The School for Education's goal is to develop our professional expertise as educators and leaders in the classroom, the field, and the communities we serve. We realize our goal through adherence to the values of **academic excellence, collaboration, diversity** and **life-long learning**, and by our commitments to *technology* and *best practices*

ED 101 Introduction to Teaching Sussex Tech High School Fall 2015 Semester

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Required Resources:

1. Textbook
Parkay, F.W., & Stanford, B. H. (2010). *Becoming a teacher*. (8th ed.). Boston: Allyn & Bacon. (Provided by Sussex Tech)
2. Taskstream Electronic Portfolio
3. Access to Blackboard

Course Description: This course is designed for students who are interested in the field of teaching and learning. As an introductory course, learning experiences will focus on the art and science of teaching and the practical applications and responsibilities of the teaching profession today. Participants will have the opportunity to explore the roles of the teacher in various settings.

The foundations, history and philosophy of education will be examined and current trends in education will be presented. Through classroom discussions, technology experiences, interviews and other formats, students will come to assess themselves against the criteria for excellence in teaching. As adult learners who bring their own experiences to the classroom, it is hoped that learners will challenge their own views of the structure, politics and theories of teaching.

Learning Objectives/Outcomes:

1. Identify the characteristics of an effective teacher and the elements of different teaching styles. (ACEI 5a, 5c; INTASC 1,2,3,4, CF: Lifelong Learning)
2. Understand and analyze the major developments of the history of education. (ACEI 5b; INTASC 3,9, CF: Academic Excellence)
3. Become a more reflective learner, with particular regard to personal skills and attitudes as they compare and contrast with the vocation of a classroom teacher today. (ACEI 5a, 5b; INTASC 1,2,3,4,9, CF: Lifelong Learning)
4. Develop a philosophy of teaching and learning that is dynamic, data driven and research based. (ACEI 5b, INTASC 9, CF: Lifelong Learning, commitment to Best Practices)
5. Investigate the diversity of students and student needs (educational, social, cultural, behavioral) and the responsibility of a classroom teacher to these needs. (ACEI 5a, 5b, INTASC 3,9, CF: Diversity)
6. Comprehend the practical aspects of education, including governance, politics, funding, law, and societal impacts. (ACEI 5b, 5d, 5d; INTASC 10, CF: Academic Excellence)
7. Recognize the broad spectrum of educational services in the public and private spheres. (ACEI 5d, INTASC 9,10, CF: Collaboration)
8. Demonstrate the ability to read, write and speak effectively in one's discipline. (INTASC 6, CF: Academic Excellence)

Assessment Tasks & Grading

1rd marking period (40% of Final Grade) Possible 500 points

1. Paper (Qualities of a Good Teacher)	20% 100 pts
2. Quizzes/Tests on Readings & Class work	20% 100 pts (2-3 Quizzes/Tests)
3. Classroom Presentation—requires a PowerPoint & oral presentation on a topic in education. I will provide a list of possibilities.	20% 100 pts
4. Observations/Interviews/Journals based on your 20 Hours Requirement	20% 2 of the 5 Hour Work 50 pts Observation Summary 50 pts
5. Reflective class work/homework assignments	20% 5 assignments 20 pts each =100 pts

2nd marking period (40% of Final Grade) 500 possible points

1. Paper (Education in Media)	20% 100 pts
2. Quizzes/Tests on Readings & Class Work	20% 100 pts (2-3 Quizzes/Tests)
3. Philosophy of Education Paper	20% 100 pts
4. Observations/Interviews/Journals based on your 20 Hours Requirement	20% 3 of the 5 Hour Work 50 pts Observation Summary 50 pts
5. Reflective class work/homework assignments	20% 5 assignments 20 pts each =100 pts

Final Exam/Assessment: Completed Portfolio (20% of Final Grade)

Each marking period grade will be calculated by dividing your total earned points by 500. For example, if you earned 450 pt, $450/500=90\%$

The final course grade is calculated using this equation— 1^{st} mp grade x 2 + 2^{nd} mp x 2 + exam grade x 1 = Final Course Grade

Students will earn 3 credits through Widener University with the passing completion of this course as well as $\frac{1}{2}$ credit toward their Sussex Tech High School diploma.

Writing Assignments

All assignments are to follow the fifth edition of the *APA Publication Manual*.

This manual is available in the library or bookstore. Each student is responsible to provide complete and accurate reference citations. **In accord with the university's policies on academic honesty, failure to give proper academic credit may result in a penalty for plagiarism.**

All assignments must be word-processed.

- Rubrics for the content grade of each assignment will be distributed as each assignment is given.
- All major assignments are due by midnight (EST) of the date due according to the syllabus.
- Daily class work and home work assignments are due in class on the due date.
- **All major assignments must be submitted using the assignments submission area of Blackboard.** Resubmissions must include the original submission and the new submission.
- **Failure to submit a learning assignment on the date due will result in a reduction of 10% for the assignment for each day it is late as per Widener University policy.**
- All major written assignments may be resubmitted. No changes in writing grades will occur. In order to be considered for resubmission, the learning task must have been submitted on time for the original submission and the student may not have been absent (unexcused) on the date due. **All resubmissions are due by the class period one week from the date returned.**

Papers

Topics for papers will be discussed in class. Papers are at least three pages double-spaced, 12pt type, following **APA style** as indicated in the rubric for written assignments. All papers must follow the rubric for written assignments. Papers are due on the date given by midnight.

Reflection Questions

Responses will be at least two paragraphs and reflect class readings and content as well as your opinion. Correct grammar and spelling are expected. Responses will be submitted via Blackboard.

Quizzes/Tests

Quizzes will be based upon the assigned reading and class discussions. They will typically involve synthesis of material and your evaluation of the material. **For those with an excused absence, it is the responsibility of the student to schedule a time to take the quiz ASAP and within two weeks as per Sussex Tech school policy.**

Observation, Interviews and Reflections

Fifteen Hours of Classroom Observation

The ED 101 class includes a twenty-hour (20) field experience component. The first fifteen hours of this component will be done in a classroom. The teacher and student will discuss this placement and in some cases the student may be responsible for transportation.

During each observation period, a journal entry is to be made, following the form provided in class. A summary of these observations will be collected each marking period. At the end of the course, the observation log will be submitted to the professor as part of your portfolio.

The last five hours of one or more of the following activities:

Each student arranges these activities. Each activity is worth one hour.

- Interview a school board member, administrator (at any level), school nurse, guidance counselor, librarian, or first-year teacher.
- Attend a school board meeting or advisory council meeting
- Attend a faculty meeting
- Attend a parent organization meeting (PTA, PTO, Parent Guild, Band Parents, Cheerleader Boosters, etc.)
- Assist with an extracurricular activity
- Visit an alternative school (religious, charter, private, corrections, hospital, etc.)
- Design and construct a bulletin board for a teacher.
- Assess a school for culture or diversity (with permission of the administrator).

- Create a learning activity

Other options are possible with the consent of the professor.

For each activity, a one page summary answering the specific questions and supportive information is to be submitted. Examples include: photo of the bulletin board designed, school board agenda, visitor's pass, etc.

Classroom Presentation

Each student will have the opportunity to research a topic involved with the profession of teaching and present it to the class. The goal of this activity is to help the student to further research specific areas of the teaching/learning field and to help him or her to present ideas in front of a group of students/peers.

The presentations, consisting of a PowerPoint and oral presentation, will each last approximately ten minutes and will be followed by a verbal assessment by the class and the professor.

Philosophy of Education

Developing a philosophy of education is an important starting point for teacher candidates. While this will be a dynamic task, changing with coursework and experience, an initial statement of philosophy gives a student a basis for his or her learning agenda. The Philosophy of Education Paper will be a one-page statement of a student's philosophy based upon current research, data and theory.

Portfolio Due at scheduled final exam time (Exam Grade)

At the end of the semester, each student will submit a portfolio that includes supporting documentation from the semester. This will be arranged according to the INTASC Standards and will provide evidence of your learning. Class notes, observation logs, photos, technology products and other items will be included in this portfolio.

The instructor reserves the right to make changes to this syllabus and to the assignments during the semester. She will make every attempt to give fair and ample warning of all changes.

