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You must purchase TK20 this is a requirement for the School of Education. You may purchase it at the bookstore. Failure to upload any and all assignments designated for TK20 will result in a grade of “F” for the course Failure to complete or not meet expectations for the service learning component will result in a grade of “F” for the course

Catalog Description EDU 3000 (2 Credit course) and EDU 3001 (1 Credit Course):
This is an overview of the teaching profession with emphasis on functions of the school, skills of a professional educator, school policies, school law, and the effects of court decisions on educational practice. It satisfies the writing intensive course requirement.

Course Content:
This is a writing intensive (WI) survey course for students preparing for the teaching profession. Principles, history, philosophy, functions of the school, skills of a professional educator, policies, school law, court decisions, and trends are included. Field experiences in schools are required. In addition, this course is intended to help students think about writing not only as an aspect of individual literacy development, but as a form of thinking, individual identity, and processing of information.

Learning Outcomes (Students will develop the following)
1. An awareness of the status of the teaching profession (dispositions and tasks of the profession).
2. An awareness of the historical foundations of education, philosophy and its impact on the schools, and educational theories and their impact on practice.
3. An understanding of the role of schools and society.
4. An awareness of the legal and political controls and financial support of schools.
5. An understanding of planning the curriculum and instruction, effective schools and current topics in education.
6. An awareness of student and community diversity.
7. An understanding of the skills necessary to be a professional educator.

Content Standards met in EDU 3000
ACEI 1: Development, Learning and Motivation
Candidates know, understand, and use the major concepts, Principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

ACEI 3: Instruction
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills;
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ACEI 5: Professionalism
5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;
5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community, and actively seek out opportunities to grow professionally;
5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive, collaborative relationship with families to promote the academic, social and emotional growth of children;
5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.

Mississippi Teacher Performance Standards (MSTAR)
Domain I: Planning
1. Plans lessons that demonstrate knowledge of content and pedagogy
2. Plans lessons that meet the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs
3. Selects instructional goals that incorporate higher level learning for all students
4. Plans units of instruction that align with the MS Curriculum Frameworks or, when applicable, the Common Core State Standards

Domain III: Instruction
7. Demonstrates deep knowledge of content during instruction
8. Actively engages students in the learning process
9. Uses questioning and discussion techniques to promote higher order thinking skills
10. Brings multiple perspectives to the delivery of content
11. Communicates clearly and effectively

Domain IV: Learning Environment
12. Manages classroom space and resources effectively for student learning
13. Creates and maintains a climate of safety, respect, and support for all students
14. Maximizes time available for instruction
15. Establishes and maintains a culture of learning to high expectations
16. Manages student behavior to provide productive learning opportunities for all students

Domain V: Professional Responsibilities
17. Engages in continuous professional development and applies new information learned in the classroom
18. Demonstrates professionalism and high ethical standards; acts in alignment with the MS Code of Ethics
19. Establishes and maintains effective communication with families
20. Collaborates with colleagues and is an active member of a professional learning community in the school

Interstate Teacher Assessment and Support Consortium (InTASC), 2013

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Learning Tasks:
Please write a few paragraphs about the topic or reflection and respond to at least two of your peers’ posts. Remember... you are allowed to have fun with this and respond to more than two. Your feedback must be quality responses (not I agree, or that’s great). Ask questions, state what you found interesting, state what you learned, etc. Feedback should be given as soon as possible so your classmates can respond to your thoughts. The deadlines for your responses are Friday night of the week that the assignment is due.

1. 33 points
   - All admission paperwork and standards to Teacher Education should be completed and/or understood.
   - Research based assignments – Students are expected to demonstrate minimum writing and research skills.
   - Research topics are:
     - The purpose and function of school in American society.
     - History of American education and multi-culture education
     - “Race to the Top” and “No Child Left Behind”
     - School finance and budget
     - What is effective teaching?
     - What are Bloom’s Taxonomy and Howard Gardner’s Multiple Intelligences and there many uses in the profession.
     - Special Needs, Inclusion, and Diversity
     - School Law and Ethics

2. 33 point School based field experience (service learning)– 30 hours (Should include but not be limited too)
   a. Observing
   b. Tutoring
   c. Teaching
   - Please include a Personal Presentation – This could be a powerpoint or a prezi
     - Introduce yourself to the class, community, and parents
     - At least 5 slides, maybe more, showing your interests as a young person, and your interest at present
     - Talk about your interest in education and why you are at this school.
   - Follow up with a letter home to the students family
   d. Professional collaboration
   e. Personal Philosophy of Education

3. 34 points Lesson Planning assignments – (must be uploaded to TK20)
   a. Context for learning in the school environment (demographics)
   b. Local and/or State Curriculum Standards
   c. Lesson Plan (to be taught solo or co-taught with host teacher)
   d. Planning Commentary (Instructional Planning and Strategies)
   e. Reflections during school based field experience (minimum is 2 reflections – 1 for the overall experience and 1 for the lesson you taught)
     Please evaluate your performance and observations. Give examples of strengths in your lesson and examples of areas of weakness in your lesson. Evaluate the effects of your choices and actions on the students, and the content presented. List some areas that you think you should improve and seek for assistance in those areas.
Written reflection on each of the 14 WCU professional dispositions – You must define each disposition, state the benefits for a professional educator, and link it to the correct Mississippi Code of Ethics for Professional Educators.

Self-evaluation on the WCU professional dispositions.

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Redbook.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number).
The contact information:
Hattiesburg campus: 601-318-6188, Student Services Office in Lawrence Hall.
Tradition campus: Mr. Jerry Bracey, 228-702-1802.
Keesler Center: Ms. Amanda Knesal, 228-376-8480.
New Orleans campus: Dr. Arnold Arredondo, 504-286-3296, William Carey University Nursing Building.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.

Grading Scale:
A – 90 – 100
B – 89 – 80
C – 79 – 70
D – 69 – 60
F – 59 and below