

John Carroll University
Department of Education and Allied Studies
Syllabus

Introduction to Education
ED 503A

Rationale

This course draws on Strand One: Contexts, and Strand Four: Teacher as Person of the JCU Conceptual Framework for Basic Programs, and Strand Two: Personal and Professional Development, of the Advanced Programs. Consistent with NCATE and state standards this course will focus on the personal and professional preparation of a teacher to provide a framework for professional practice to improve student learning. This course will provide opportunity to reflect and discuss on the role of the teacher in the teaching-learning environment: 1) Planning and preparation; 2) Classroom environment; 3) Instruction; 4) Professional responsibilities; as identified by Pathwise and Praxis III.

INTASC Standards Addressed:

Student Learning/Planning Instruction/Instructional Strategies/Learning Environment/Communication/Professional Development

National Middle School Association (NMSA) Standards Addressed:

Middle Childhood Philosophy and School Organization/Middle Level Teaching Fields/Middle Level Instruction and Assessment/Middle Level Professional Roles

National Association for the Education of Young Children (NAEYC) Standards Addressed:

Teaching and Learning/Becoming a Professional

Desired Outcomes

The students will be able to:

1. Reflect and discuss ideas about the profession of teaching.
2. Develop an initial document on their philosophy of education.
3. Understand the teaching-learning paradigm based on personal experiences, professional education literature, and present classroom practice.

4. Develop a personal construct of the expression “Learning to Teach”.
5. Develop an understanding of the purpose, role, and value of the Performance-Based assessment model for enhancing teacher quality and effectiveness.
 - . Pathwise
 - . Praxis
6. Discuss issues relevant to the classroom teacher
 - . Inclusion
 - . Ethics
 - . School as a Community agent
 - . Legal rights of the teacher
 - . Legal rights of the student, parents, school districts
 - . Schools as centers of social, cultural, and ethnic heritage
 - . Dynamics of the Multicultural Education
7. Understand the purpose, and value of a curriculum guide, or graded course of study, in order to create developmentally appropriate learning environments, and lessons.
8. Understand the role of teachers as educational leaders.
9. Use effective interpersonal communication skills, both oral and written.
10. Demonstrate ability to plan, implement, and assess lessons.
11. Demonstrate the basics of classroom management and planning:
 - . Develop a classroom management plan
 - . Develop solutions to classroom case study situations
12. Examine educational issues for the 21st century.

Class Guidelines

Professional behavior befitting a graduate student is the expectation for this course. These behaviors include, but are not limited to, the following:

- a) attend each class session
- b) have all materials read and assignments completed in a timely fashion
- c) participate fully in your learning opportunities
- d) exhibit writing skills that reflect appropriate grammar and structure
- e) display a disposition that is both conducive to learning and respectful of opinions that are divergent from yours

Students will receive point deductions if any of these criteria are not being met. Point deductions for unexcused absences (4), late assignments (4), writing style issues (2), and dispositional concerns (instructor’s discretion) will be addressed in a thorough fashion during the first class session.

Course Evaluation

Grading scale: Course grades are based on the following benchmarks and scale:

Attendance/Participation/Preparation/Disposition	20 pts.
Philosophy Worksheets	15 pts.
Note Cards (3 points per unit)	15 pts.
In Class Exam	25 pts.
Technology Project/Resource Handbook	25 pts.

A	95%
A-	92.5%
B+	90%
B	87.5%
B-	85%
C+	82.5%
C	80%

Disabilities Statement

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see JCU's Coordinator for Students with Disabilities (Ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.