

EDU 250 INTRODUCTION TO TEACHER EDUCATION

Professor: Dr. Erin Margarella

Class Location: Web

Dr. Erin Margarella

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Office Hours: For Fall 2021, all office hours will be virtual. Please email or call me to set up a Zoom or phone meeting to discuss any course-related issues. I will make myself available whenever you need assistance or advising support. =)

Course Description:

EDU 250 is the introductory course to a career in education. All students who are interested or think they are interested in teaching K-12 education should enroll in this class. Those who are interested in teaching middle school will enroll in EDU 275. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. 15 hours of field experiences are required outside of the time designated for this class. Equivalent to AGED 250.

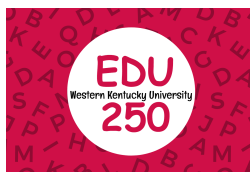
Prerequisites: None

Learning Outcomes: Upon completing this course, students will be able to:

1. compare the teaching profession to other professional careers
2. discover that schools and classrooms are unique settings
3. develop awareness of the role of a teacher in a successful classroom and school
4. compare similarities and differences among students
5. develop simple lesson plans
6. critique learning environments according to positivity and productivity
7. compare at least one historical school with present-day schools
8. compare at least two education philosophies
9. summarize laws governing school policies
10. express critical thinking about educational topics through reading, writing, and speaking
11. demonstrate professionalism (a critical attribute of an educator) through the ability to write and speak with correct grammar and spelling
12. evaluate current educational trends and issues such that the student can make an informed decision about pursuing a career in education

Textbooks and Required Materials:

- A physical, TB test, background check, and confidentiality affidavit is required. These are required for all classes in the education program. Check the School of Teacher Education web page (Teacher Admissions) https://www.wku.edu/educatorservices/field_exp/requirements.php or the course site for



information. **Documents are due the second week of class.** Students should drop this course by the drop/add date if these materials are not turned in to the Office of Teacher Services.

- On a daily basis, students need to be able to use a computer to check email, take tests, and complete assignments.

Major Course Topics:

- Teachers, Schools, & Students
- Student Similarities and Differences
- Curriculum and Instruction
- Assessment and Accountability
- Positive and Productive Learning Environments
- History of Education in the US
- Philosophical Foundations of Education in the US
- Societal Context of Schooling in the US
- Ethical and Legal Issues in US Schools
- Governing and Financing Public Schools in the US
- Developing Professionalism

Description of Course Assignments/ Course Grading and Evaluation:

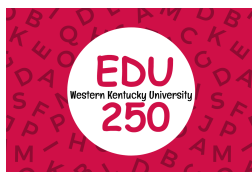
Common Assessments:

1. **Lesson Plan**-Students will write and teach a mini lesson (15-30 minutes). This lesson will be delivered virtually to a “live” audience of your peers in a small-group (i.e. – not the whole class) virtual setting. The teacher candidate should submit a lesson plan.
2. **Reflection of Lesson Taught**- After teaching a mini-lesson, students will reflect on the teaching.
3. **Diversity Reflection**-Students will examine “Your Own Culture” and then apply your understanding of diversity to a real setting.

Course Grading and Evaluation:

Students are expected to adhere to calendar for due dates and details for each item. A calendar and assignment details are located on the course calendar.

ASSIGNMENT	POINTS
Teacher Orientation Meeting	0 points, but mandatory to pass the class
Module 1	50
Module 2	50
Module 3	50
Module 4	50
Module 5	50
Module 6	50



Module 7	50
Module 8	50
Module 9	50
Module 10	50
Module 11	50
Module 12	50
Module 13	50
Module 14	50
Module 15	50
Module 16: Final Exam	50
Professionalism	50

Attendance at a Teacher Orientation Meeting is **required to pass the course. Students who do not attend a Teacher Orientation Meeting will receive an **incomplete** for the course until they attend a Teacher Orientation Meeting.*

***Completion of Teacher Standards, Lesson Plans, & Teaching Reflections Projects (all Common Assessments) is **required to pass the course**. Students who do not complete the common assessments in the course will receive an **incomplete** for the course until these assignments are completed.*

****Failure to successfully complete the required 15 field hours and associated paperwork (TB test, criminal check and physical) for the course will result in a **failing** grade.*

*****A cleared background check, physical, and TB test are **required for beginning field experiences**.*

The following represents the grade equivalent for accumulated points:

A = 930 points to 1000 points

B = 850 points to 929 points

C = 770 points to 849 points

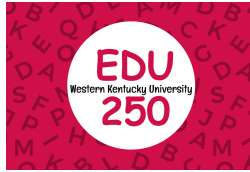
D = 700 points to 769 points

F = less than 699 points

NOTE: FINAL POINTS ARE USED TO DETERMINE FINAL GRADES. PERCENTAGES ARE NOT USED TO DETERMINE GRADES.

Attendance and Participation Policy:

- Attendance (even virtually) is mandatory. Absences will affect a student's overall grade. Students are expected to contact the instructor regarding any absences. If more than three classes are missed, a student should consider dropping the course.
- Late or missed assignments due to absenteeism may not be made up unless extenuating circumstances can be proven and acceptable documentation submitted to the instructor. The decision about accepting the work is at the discretion of the instructor.
- Students are expected to check the course Classroom site for detailed information regarding handling assignments when the student is absent.



- Participation in class is mandatory. Participation will also be part of the Professionalism grade. Dispositions are written on each student in this class. It is important to be an active learner.
- Participation in field experiences is mandatory. If approved, make-ups for field experiences (including teaching) will be made up after the beginning of the semester.
- Additional information about the Professionalism grade may be found on the course site.

Praxis Assistance – The WKU Center for Literacy has two dedicated student workers who have passed the Praxis CORE and will offer assistance for any student on both a walk-in or appointment basis. For assistance with Praxis practice tests, tutoring, or other study advice, please come to the WKU Center for Literacy in Gary Ransdell Hall 2066 or email at literacy.center@wku.edu.

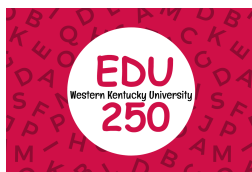
Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

COVID Statement:

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).



All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences:

Total Number of Hours Required for EDU 250: 15
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3) Acceptable for EDU 250 Field Experiences:
(a) Engagement with diverse populations of students which include:
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
2. English language learners;
3. Students with disabilities;
4. Students from the following grade levels:
• Elementary
• Middle School
• Secondary
Observation in schools and related agencies, including:
1. Family Resource Centers; or Youth Service Centers
(c) Student tutoring;
(d) Interaction with families of students;
(e) Attendance at school board and school-based council meetings;
(f) Participation in a school-based professional learning community; and
(g) Opportunities to assist teachers or other school professionals.



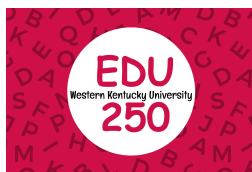
Field Experience Guidelines Summary (see BlackBoard for details):

- **no observations until documentation is approved by the OPES and the INSTRUCTOR**
- **no observations until placement is approved by the OPES and the INSTRUCTOR**
- **types of field work require pre-approval by instructor**
- **guidelines established by the School of Teacher Education and the instructor must be followed (see BlackBoard)**
- **completion field experience forms, KFETS and other documentation will be required**

Course Assignments and Experiences Related to:

- **The Kentucky Academic Standards (KAS)**
Students in EDU 250 will be introduced to the concept of using standards to guide instruction. The students will investigate specific content standards in KAS to develop lesson plans. Students will design lesson plans based on their specific content areas. Lesson plans will be evaluated according to modified KTIP Performance Components.
- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**
Students in EDU 250 will use the Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction when reflecting on field experiences. Reflections will be completed for each day of observation and will be organized according to the teacher standards.
- **Candidates Using the KAS Framework in Lesson Planning**
Using the KTIP lesson plan format, students in EDU 250 will develop lesson plans based on specific content standards found in the KAS Framework and, then teach the lesson. Proficiency in developing and teaching the lessons will be based on modified KTIP Performance Components.
- **Candidates Reflect on Lesson Taught based on INTASC Standards**
Students in EDU 250 will reflect on their lesson by thinking about how they engaged students in learning. They will also address how they created an environment of respect and rapport in their classroom and established a culture which is appropriate for learning. Students will discuss classroom procedures and how they helped manage student behavior.
- **Candidates Reflect on how the Learning Climate Affects Diversity based on INTASC Standards**
Students in EDU 250 will write a reflection based on their clinical work in the P-12 classroom. Students will discuss how their teacher communicated high expectations for their students and how the teacher showed an appreciation for all students. The EDU 250 students will also discuss how their clinical teacher valued and supported diversity and addressed individual needs in the classroom. Students will write about how the teachers demonstrated mutual respect between the teacher and students and between all students. Finally, the candidate will discuss how the teacher creates a safe environment for learning and how bullying is prevented in the teacher's classroom.

Course Assignments Serving as an Education Preparation Program “Key Assessment”:



Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

INTASC Standards

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.	The students will teach a lesson using the KAS framework.
Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	The students will reflect on their teaching, thinking about their personal teaching philosophy and strategies used to teach the lesson.
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.	The students will write a reflection based on their field experience discussing the learning climate and diversity of students and teaching they observed.

Kentucky Teacher Performance Standards:

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

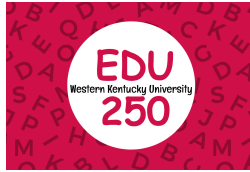
Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the 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 shall work with others to create environments that:

Support individual and collaborative learning; and

Encourage positive social interaction, active engagement in learning, and self-motivation.



Standard 4. Content knowledge. The teacher shall:

Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches;
and

Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan 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.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

Take responsibility for student learning;

Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and

Advance the profession.

Please reference [16 KAR 5:010](#).