

Professor: Mr. Greg Gierhart

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Office Hours: Monday 1:30-2:30; Tuesday 9:00-11:00am and 2:30-3:30pm 1:30-2:30

Wednesday; Thursday 9:00-11:00am and Friday 8:30-9:30

Virtual Office Hours: Thursday 3:00-5:00pm

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION
COURSE PREFIX: EDU COURSE NUMBER: 180 CREDIT HOURS: 3

I. TITLE: Exploring the Teaching Profession

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course introduces potential teacher candidates to the work and culture of the teaching profession through required clinical observations and interactions in an appropriate school setting in early childhood, elementary, middle school, and secondary school environments. Candidates will actively explore the importance of professional identity, roles and responsibilities; knowledge, skills, and dispositions; student-centered practices; and students' developmental and cultural needs. By the end of this course, candidates will know if teaching is their career choice. Clinical experiences required.

Prerequisite(s): None

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, teacher candidates will be able to

- A. describe how classroom learning varies to address students' individual and cultural differences including collaborations with others to create supportive, student-centered environments (InTASC # 1, 2, 3);
- B. record professional characteristics, attitudes, and expectations during guided classroom observations to develop "teacher perspectives" and to note changes and patterns of learner development and behavior (InTASC # 1, 2, 3, 5);
- C. articulate the importance of establishing behavioral expectations for productive classroom learning and modeling professional dispositions through verbal and nonverbal teacher behaviors that support a safe, positive learning environment (InTASC # 2, 3);
- D. develop an understanding of the elements of effective instruction, current technologies, group communication, and content area literacy in developing curriculum across grade/age levels (InTASC # 7; ILA #1, 2, 3, 4, 5);
- E. detail how educators use varied assessments to document and support students' academic progress and to inform instructional decision-making (InTASC # 6);

- F. use professional literature and journals to research professional expectations and working conditions including codes of ethics, professional standards of practice, relevant law and policy, lifelong learning, employment conditions, and the path to teacher certification (InTASC #9; ILA #6); and
- G. recognize the importance of collaborating with students, families, school professionals, and community members to advocate for students' growth and to advance the profession (InTASC #10).

The EPP theme of Educator as Reflective Decision-Maker is addressed in this course by reflecting on field-based observations and discussing the role and duties of a teacher, including planning, instructional methods, assessment, and classroom management. The EPSB/CAEP theme of Diversity is addressed through discussions and school-based experiences related to diverse learners, diverse gifted learners, twice exceptional learners, and special learners in a variety of school settings including urban, suburban, and rural locations.

IV. CONTENT OUTLINE:

- A. Becoming a Teacher
- B. Different Ways of Learning
- C. Teaching Diverse Students
- D. Student Life in School and at Home
- E. Purposes of America's Schools and the Current Reform Movement
- F. Curriculum, Standards, and Testing
- G. The History of American Education
- H. Teacher Effectiveness
- I. Questions and Answers Guide to Entering the Teaching Profession

V. INSTRUCTIONAL ACTIVITIES:

- A. Lectures and discussions
- B. Large and small group activities
- C. Written assignments
- D. Cooperative learning activities
- E. Clinical experiences
- F. Examinations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Clinical experiences are an essential part of this course. Teacher candidates will exhibit professionalism throughout 10 hours of clinical experiences. Candidates will ride MSU-provided transportation for whole-class observations and provide their own transportation for other arranged experiences. The EPP will work with secondary content and pre-K12 partners to create clinical partnerships with schools who have a Memorandum of Understanding (MOU) with the COEHS. Clinical placements will be made using a cooperatively created, agreed-upon system. There will be no formal clinical experience candidate evaluations for this course. Instructors will monitor and verify clinical experiences and components on *LiveText*. To earn a grade in this course, teacher candidates

must successfully complete the required clinical experiences and record clinical experience hours and components on the *LiveText* FEM and KFETS sites.

Required Activities for Clinical Experiences Include:

- Structured observations of at the elementary, middle school and high school levels using an EPP-provided common observation instrument. Observations include at least one setting with a diverse student population.
- Candidate-selected classroom observations chosen within their certification area. Candidates will use EPP-provided, common observation instruments.

VII. TEXT(S) AND RESOURCES:

- Hall, G. E., Quinn, L. F. & Gollnick, D. M. (2017) *Introduction to teaching: Making a difference in student learning*. 2nd ed. Thousand Oaks, CA: Sage Publications, Inc.
- Ladson-Billings, G. (1995a). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 43, 159–165 (Article available in Canvas).
- College *LiveText*-EDU Solutions Student Membership. (Required for students enrolled in this course. Available for purchase at Murray State University bookstore.)

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for successful performance in course tasks, including but not limited to chapter activities, quizzes, examinations, reflections, and presentations. Key course assessments are required by all instructors. All key course assessments will be posted on *LiveText* and evaluated using an EPP-provided common instrument.

- A. **Key Course Assessment One- Reflective Diversity Project:** Based on observations within their diverse placement, candidates will complete an individual/group project (e.g. poster, essay, composition) to demonstrate their understanding of how teachers support individual and cultural differences through collaboration in a student-centered environment.
- B. **Key Course Assessment Two- Observation Record:** Candidates will complete EPP-provided observation records detailing their understanding of developing teacher perspectives, patterns of learner development, effective teaching practices, varied assessments, establishing behavioral expectations for productive classroom learning, and modeling professional dispositions through verbal and nonverbal teacher behaviors that support a safe, positive learning environment.
- C. **Key Course Assessment Three- Professional Disposition Assessment:** Candidates will complete and reflect upon professional dispositions through self-assessments. Course instructors will reference upon candidates' classroom performance to rate candidates using the same instrument. Candidates will meet with course instructors to discuss candidates' progress towards exhibiting proficiency toward exhibiting professional dispositions in coursework and clinical experiences.
- D. **Key Course Assessment Four- Career Position Assignment:** Based on observations and course experiences, candidates will complete a career position project (e.g. paper, video, social media) describing their position on teaching as a career.

Grading:

Reflective Diversity Project	50 Points
Observation Record	100 Points
Professional Disposition Assessment	100 Points
Career Position Assignment	100 Points
In-Class Quizzes and Assignments	50 Points
Course Modules	100 Points
Total	500 Points

Grading Scale

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Additionally, this and all other education courses are designed to develop your professional dispositions. Therefore, your presence in class is important and expected. More than two unexcused absences may result in lowering your overall letter grade. Missing more than four courses may result in a lower grade and/or a negative flag.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of *E* in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and

admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence.

For information regarding nondiscrimination policies contact the Executive Director of IDEA/Title IX Coordinator, Camisha Duffy, Office of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. Telephone: 270-809-3155 (Voice) 270-809- 3361 (TDD).

Students with Disabilities: Students requiring special assistance due to a disability (temporary or permanent) should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, Ken Ashlock, 423 Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809- 5889 (TDD).

XII. FLAG SYSTEM/ CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to determine whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**