COURSE SYLLABUS
Southeast Missouri State University

THE TEACHER AS PROFESSIONAL EDUCATOR

College Of Education

Course Title: Introduction to Teaching

Course No. ED 250
Revised Spring 2012

I. Catalog Course Description and Credit Hours of Course:
An introductory level course for any student who wishes to explore and investigate teaching as a career in the P-12 curriculum. 2 credit hours

II. Co-Requisite: None

III. Purposes or Objectives of the Course:
The student will demonstrate a knowledge base and skills necessary to:

IV. Student Learning Outcomes

The students will:

A. Observe, describe, and reflect upon the contextual factors of a diverse educational setting that can impact instruction.

B. List the cognitive, behavioral, and affective characteristics of an effective teacher.

C. Identify positive and negative aspects of a career in teaching and give a rationale for their career choice in education.

Alignment Matrix

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>COE Conceptual Framework Standard</th>
<th>NCATE Standard</th>
<th>DESE MOSTEP Standard</th>
<th>INTASC Standard</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Hours Allocated (15 per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate competence in objective observation by observing, describing, and reflecting on classroom situations with sensitivity to diverse cultures, environments, and student abilities.</td>
<td>1a 3b 3c</td>
<td>1c</td>
<td>1.2.3.4 1.2.7.2 1.2.8.3</td>
<td>2.1.5.2 5.5.6.3 7.1.7.3 9.1</td>
<td>Reflections on field observations</td>
<td>7</td>
</tr>
<tr>
<td>Discuss teaching strategies and learning environments as an observer and participant.</td>
<td>2e 2f</td>
<td>1b</td>
<td>1.2.3.2 1.2.5.1 1.2.11.1</td>
<td>2.1.3.1 3.2.3.4 3.5.4.1</td>
<td>Individual responses in written reflections, cooperative learning activities, class discussions, tests and reflections on field</td>
<td>7</td>
</tr>
</tbody>
</table>
Complete the state recommended minimum number of hours of field observation.

- Document awareness of Mid-Preparation Benchmark Standards 1.2 by observing, describing, and reflecting on the teaching process.
- List cognitive, behavioral, and affective characteristics of an effective teacher.
- List and describe current issues that affect education in this state.
- Identify positive and negative aspects of a career in teaching.
- Analyze Missouri teaching certification requirements for a variety of career opportunities.
- Demonstrate knowledge of basic services available in the school and community to support children and their learning.

**Relationship of the Conceptual Framework to Standards**
Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a competent, reflective, and caring professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

**V. Expectations of the Teacher Candidate:**
Teacher Candidate will be expected to complete the following course requirements:
A. The teacher candidate is expected to demonstrate professional dispositions (dress, manners, attitudes, etc.) while working within the school setting.
B. The teacher candidate will take advantage of opportunities that will help develop understanding and skills in the dynamics of interactions with parents, community members, professional colleagues, and other school personnel in a diverse setting.
C. The teacher candidate is expected to actively participate in regularly scheduled class meetings and complete assigned work in a timely fashion.
D. The teacher candidate is expected to complete two 15-hour off-campus field observations supported by a reflective journal.
VI. Course Content

A. Observations
   a. Diversity
   b. Classroom management
   c. Instructional strategies
   d. Assessment
   e. Technology
   f. Effective learning environments
B. Missouri Teacher Education Preparation Standards (MoSTEP)
C. Eleven Mid-Preparation Benchmarks
D. Current education and professional issues
E. Positive and negative aspects of teaching
F. Cognitive, behavioral, and affective characteristics of an effective teacher
G. Professional relationships
H. Resources in the school and community that support student learning
I. Career opportunities for the next several years
J. Teaching certificates
   a. Types
   b. Requirements
K. Other topics and issues related to the field of education.
   a. Teachers’ role and responsibilities in the community, school district and the classroom.
   b. External influences that affect teaching
   c. Context of teaching
   d. Key peoples in the district
   e. The role of DESE and its impact on the district
   f. Funding and financial issues in the district

VII. Textbook and/or Required Readings:


Note: Other readings and other class resources will be made available as needed. Many of these readings will be related to current events or newly published professional articles that cannot be anticipated in advance of inception of the course.

VIII. Basis for Teacher Candidate Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz related to text readings and class discussions</td>
<td>130</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Class participation</td>
<td>200</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Field observation reflective journals</td>
<td>100</td>
<td>May 1</td>
</tr>
</tbody>
</table>

(50)
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>100</td>
<td>After Midterm</td>
</tr>
<tr>
<td>TWS</td>
<td>100</td>
<td>April 24</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>50</td>
<td>March 6</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>May 8</td>
</tr>
</tbody>
</table>

**Note:** The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

**IX. Grading Scale**

100-90% = A  
89-80% = B  
79-70% = C  
69-60% = D  
59% and below = F

**X. Academic Policy Statement:**
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

**XI. Student with Disabilities:**
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapdss/index.htm](http://www6.semo.edu/lapdss/index.htm)

**XII. Civility and Harassment**
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a
shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII. Professional Dispositions for Teacher Education

The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.

**Competent:**
- Self-initiative/Independence
- Reliability/Dependability
- Attendance/Punctuality

**Reflective:**
- Response to feedback
- Desire to improve teaching performance

**Caring:**
- Tact judgment (with peers and/or instructors)
- Interaction with students, peers, teachers and others
- Collegiality
- Attitudes towards learners/Fairness
- Attitudes towards cultural, ethnic and socioeconomic diversity
- Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-20-11, 4-5-12
COLLEGE COUNCIL APPROVAL DATE: 05-10-11, 5-8-12