

## Moberly Area Community College Common Syllabus

### EDU225 Teaching Profession with Field Experience Current Term

**Instructor:**

**Office Number:**

**Office Hours:**

**Response Time:** I typically respond to student emails within 24 hours, Monday through Friday.

**Contact Information:**

**Classroom Number:**

**Section number(s):**

**Class Days and Time:**

**Catalog Description:** EDU225 Teaching Profession with Field Experience (2-2-3)

This course includes an introductory, minimum 32 hours of school field experience in accredited public P-12 classroom(s) that provide opportunities to observe and contribute to teaching and learning. This course allows preservice teachers to connect firsthand school experience with an emerging professional knowledge base. The course develops professional knowledge of diverse educational settings through observation, instruction, experience, and reflection. This course is designed to assist students in determining if a career in teaching is an appropriate goal. Requirements for teacher preparation and certification are reviewed. (FA, SP)

**Prerequisite:** EDU220 Foundations of Education in a Diverse Society

**Text(s):** Title: *Essential Questions: Opening Doors to Student Understanding*

Author: McTighe

Edition: 2013

Publisher: ASCD

ISBN: 978-1-4166-1505-7

Title: *Why We Make Mistakes*

Author: Hallinan

Edition: 2009

Publisher: Crown

ISBN: 978-0-7679-2806-9

**Other Required Materials:** An open mind  
A three-ring binder  
An electronic/digital storage device  
A **working email** address which you check on a regular basis.

**Purpose of Course:** To provide students with an overview of the current state of the field at all levels, K-12. To help students reflect on their desire to become a teacher and the realities of the classroom. To introduce students to the process and procedures they will need to follow to complete the preliminary teacher candidate program at MACC and to successfully transfer to the school of their choice.

**Course Objectives (CO):** Upon successful completion of this course, students should be able to demonstrate the objectives listed below. Acquisition and retention of these objectives are dependent on the student being a reflective participant in the course. Appropriate objectives are linked to the Missouri Teacher Standards and the Missouri Standards for the Preparation of Educators (MoSPE).

The students will:

1. Demonstrate an understanding of what constitutes interdisciplinary instruction (MTS/MIPEC 1A4).
2. Recognize the need to set short- and long-term goals, organize, implement, and self-reflect (MTS/MIPEC 2A2).
3. Demonstrate a basic understanding of differentiated instruction and short- and long-term instructional planning to meet student needs (MTS/MIPEC 3A3).
4. Demonstrate the importance of using instructional resources to enhance student learning (MTS/MIPEC 4A2).
5. Demonstrate a basic understanding of multiple strategies for effective student engagement (MTS/MIPEC 4A3).
6. Recognize principles of classroom management, motivation, and engagement (MTS/MIPEC 5A1).
7. Identify the implications of effective management of time, space, transitions, and activities (MTS/MIPEC 5A2).
8. Demonstrate effective verbal and nonverbal communication techniques (MTS/MIPEC 6A1).
9. Recognize the need to be sensitive to student differences in communication (MTS/MIPEC 6A2).
10. Reflect on how effective teachers facilitate learner expression in speaking, writing, listening, and other media (MTS/MIPEC 6A3).
11. Recognize the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators (MTS/MIPEC 7A5).
12. Articulate understanding of the importance of reflective practice and continual professional growth (MTS/MIPEC 8A1).
13. Articulate the importance of regular participation in professional learning opportunities (MTS/MIPEC 8A2).
14. Recognize ethical practices and the influence of district policies and school procedures on professional practice (MTS/MIPEC 8A3).
15. Identify strategies for fostering appropriate relationships with peers and school personnel (MTS/MIPEC 9A1).
16. Recognize the availability of basic services in the school and community to support students and their learning (MTS/MIPEC 9A2).

17. Recognize the importance of developing relationships with students, families, and communities in support of student learning (MTS/MIPEC 9A3).
18. Analyze Missouri teaching certification requirements for a variety of career opportunities. (Missouri Teacher Standards, MTS, & DESE: <http://dese.mo.gov/educator-quality/certification> )

**Course Content:**

**1. Field Experiences**

- A. Diversity
- B. Classroom management
- C. Instructional strategies
- D. Standards and assessment
- E. Technology
- F. Effective learning environments

**2. MOSPE/MIPEC**

- A. Professional development continuum

**3. Current Education and Professional Issues**

- A. Positive and negative aspects of teaching
- B. Cognitive, behavioral, and affective characteristics of an effective teacher
- C. Professional relationships
- D. Resources in the school and community that support student learning
- E. Career opportunities for the foreseeable future

**4. Professional Identity and Growth**

- A. Self-reflection
- B. Professional growth

**5. Teaching Certificates**

- A. Types
- B. Requirements
- C. DESE website

**Statement to Connect Course with Institutional Student Level Outcomes:**

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other

symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

**Evaluation of Student Learning:** Students will be provided opportunities to demonstrate their understanding of and ability to meet course objectives in a variety of assessments experiences. Many of these experiences will be performance-based, some will have timed components. These experiences will allow students to communicate not only what they have learned from the readings and from the classroom experience, but also what they can DO with that information related to teaching.

**Grading Scale:**

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 0-59%

**Description of Major Assignments:**

**Schedule of Student Assignments/Activities:**

Per instructor

**Instructor Policies:**

**Tardiness:**

Per instructor policy

**Make-up and late work:**

Per instructor policy

**Extra credit work:**

Per instructor policy

**Collegewide Policies:**

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).