EDU225 Teaching Profession with Field Experience

Instructor: 
Office Number: 
Office Hours: 
Contact Information: 
Classroom Number: 
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: LAL101 Composition I and 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

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:** Upon successful completion of this course, students should be able to demonstrate the objectives listed below. Acquisition and retention of these objectives are dependant 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 (MoSPE/MIPEC 1A4).
2. Recognize the need to set short- and long-term goals, organize, implement, and self-reflect (MoSPE/MIPEC 2A2).
3. Demonstrate a basic understanding of differentiated instruction and short- and long-term instructional planning to meet student needs (MoSPE/MIPEC 3A3).
4. Demonstrate the importance of using instructional resources to enhance student learning (MoSPE/MIPEC 4A2).
5. Demonstrate a basic understanding of multiple strategies for effective student engagement (MoSPE/MIPEC 4A3).
6. Recognize principles of classroom management, motivation, and engagement (MoSPE/MIPEC 5A1).
7. Identify the implications of effective management of time, space, transitions, and activities (MoSPE/MIPEC 5A2).
8. Demonstrate effective verbal and nonverbal communication techniques (MoSPE/MIPEC 6A1).
9. Recognize the need to be sensitive to student differences in communication (MoSPE/MIPEC 6A2).
10. Reflect on how effective teachers facilitate learner expression in speaking, writing, listening, and other media (MoSPE/MIPEC 6A3).
11. Recognize the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators (MoSPE/MIPEC 7A5).
12. Articulate understanding of the importance of reflective practice and continual professional growth (MoSPE/MIPEC 8A1).
13. Articulate the importance of regular participation in professional learning opportunities (MoSPE/MIPEC 8A2).
14. Recognize ethical practices and the influence of district policies and school procedures on professional practice (MoSPE/MIPEC 8A3).
15. Identify strategies for fostering appropriate relationships with peers and school personnel (MoSPE/MIPEC 9A1).
16. Recognize the availability of basic services in the school and community to support students and their learning (MoSPE/MIPEC 9A2).
17. Recognize the importance of developing relationships with students, families, and communities in support of student learning (MoSPE/MIPEC 9A3).
18. Analyze Missouri teaching certification requirements for a variety of career opportunities.  
(Missouri Teacher Standards, MoSPE, & DESE: [http://dese.mo.gov/educator-quality/certification](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

**Assessment 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%
Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments:

Required Assignments: Detailed handouts will be provided in class. One copy of each assignment completed should be turned into the instructor for grading. STUDENTS MUST RETAIN A DUPLICATE COPY OF MAJOR PROJECTS FOR THEMSELVES AS POSSIBLE ARTIFACTS TO INCLUDE IN THEIR PRELIMINARY CANDIDACY TRANSFER PORTFOLIO. The following provides a brief description of each category.

1. Reflection/Analysis/Writing
   A. Homework and in Class Activities
   B. Reactions to Readings -as assigned
   C. Why you want to be a teacher?

2. Assessment
   A. Quizzes (Some of which will be announced.)
   B. Tests

3. Observation
   A. Practicum Activities (Forms)
   B. Practicum Records
   C. Practicum Evaluations
   D. Practicum Journal

Schedule of Student Assignments/Activities: Per instructor

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **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.
College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

### Definition of Course Attendance

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<th>Format</th>
<th>Description</th>
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<td><strong>In Seat Course</strong></td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td><strong>Virtual Course</strong></td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| **Hybrid Course** | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |
| **Online Course** | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Tardiness:** Per instructor policy

**Make-up and late work:** Per instructor policy

**Extra credit work:** Per instructor policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call
either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CheryLLybarger@macc.edu.