I. EDT 110

II. THE PROFESSION OF TEACHING

III. OFFERED TERMS: I, II

IV. CATALOGUE DESCRIPTION: This course is designed to study the principal components of effective teaching that facilitate the learning of all students. Current educational issues, the PRAXIS III/Pathwise framework, INTASC standards, other professional standards, developing a community of learners, service learning and teaching incorporating the Marianist traditions are other topics of the course. Field experience: 20 hours. Must register for EDT 110 Lab.

Corequisite(s): EDT110L

V. ACADEMIC CREDIT: 2 Semester Credit Hours

VI. PREREQUISITE: EDT 109 or permission

VII. COURSE GOALS:
The course will focus on assisting candidates in making an informed choice about teaching as a profession by exploring personal considerations (motives, values and talents), and the larger social influences that impact educators within our society. The knowledge base of this course embraces the importance of exposure to schools as students join the professional development continuum for educators. Candidates will become familiar with a variety of resources in making these professional decisions.

The School of Education and Allied Professions in conjunction with the University of Dayton’s Vision 2005 has adopted a school wide theme of “Building Learning Communities Through Critical Reflection.” The goal for the faculty in the School of Education and Allied Professions is to become a learning community of its own, model that learning community and mentor others in their quest for a learning community. This can happen when we work with the human services within the larger communities of public, Catholic and private learning institutions.

The University of Dayton's Department of Teacher Education has adopted a theme that is integrated throughout our entire program of study. The theme of "Teacher as Reflective Decision Maker in a Pluralistic Society" is an appropriate choice, considering the complex needs of students from many different backgrounds, demand that teachers have as much preparation for this challenge as possible.

The department adopted this theme in accordance with the University's Marianist Mission Statement, which encourages candidates to take an active role in improving the state of the larger community. This attitude is encouraged when professors and teachers embrace and model qualities of character
embodied in the Marianist tradition. These values, found as well in student centered classrooms, include respect, acceptence, empathy, authenticity, service, compassion, a sense of humor, expectancy of good, concern for the total development of the child and a commitment to be professional minded.

This course supports the state of Ohio’s performance based licensure standards and as such prepares beginning teachers to demonstrate student success in the classroom in relation to: (1) subject matter and (2) student learning. Student centered instruction is effective when considering the individual needs of students in a (3) diverse student population and when teachers are (4) planning instruction and encouraging (5) instructional strategies that develop critical thinking skills in students. The emphasis on student learning is a major component in a (6) learning environment that encourages positive interaction and self-motivation for all students. When teachers incorporate critical thinking into their learning environments that diversifies the (7) communication techniques utilized with their students, especially in relation to the connection between technology, media and literature. A teacher as facilitator thinks about (8) assessment of his/her students in multiple ways, both formally and informally. Teachers who emphasize student learning in their classrooms have an ongoing commitment in their professional development (9) to stay updated on the research and professional literature in their field. Communication with (10) parents/family members to support student learning is a necessity for effective instruction.

Teachers who believe in a student-centered environment embrace these characteristics as critical; where the student's learning is respected and valued as the crucial component in the classroom. Teachers as facilitators see learning as life-long and welcome the opportunity to learn along with their students.

The Department of Teacher Education understands that PRAXIS III will be the summative performance based assessment used for licensure decisions for beginning teachers in the state of Ohio. Integrated into the educational program at U.D. are the research base and the four domains and nineteen criteria of PRAXIS III. This framework will serve as a thread that connects the four years of study, including the student teaching experience, which will use the nineteen criteria as the assessment instrument. Portfolios will be utilized based on the four domains and nineteen criteria as an ongoing form of assessment of the candidates' performance with significant checkpoints structured throughout the program of study.

VIII. COURSE OBJECTIVES
The following knowledge, skills, and dispositions are based upon the knowledge base for teacher education and reflect the university, department and state expectations for our graduates.

A. Knowledge -- The candidates will be able to:
1. Describe personal motives, values, talents and knowledge base for choosing teaching as a profession. Domain D
2. Match these personal attributes with the professional expectations for educators. Domain D
3. Identify the purpose of the professional portfolio based on the PRAXIS III/Pathwise framework. Domain D
4. Articulate orally and in writing, the connection between the departmental theme, the school's conceptual framework and the university's mission statement all within the Marianist tradition. Domain D

5. Locate resources available from professional organizations such as the National Association for the Education of Young Children (NAEYC), the National Middle School Association (NMSA), the Council for Exceptional Children (CEC), International Reading Association (IRA), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for the Social Studies (NCSS), National Science Teachers Association (NSTA), American Alliance for Health, Physical Education, Recreation and Dance, Council on Teaching Foreign Languages, Music Educators National Conference, National Art Education Association, National Board for Professional Teaching Standards (NBPTS), and Association for Supervision and Curriculum Development (ASCD). Explain the benefits of belonging to national professional organizations that inform educational practice. Domain D

6. Articulate the professional development continuum for educators. Domain D

7. Participate in clinical experiences, which demonstrate the critical role of reflective decision-making in teaching. Domain D

8. Construct a personal checklist for the technological skills necessary for the teaching profession. Domain A & D

9. Complete a walkthrough on the Teacher Line module and incorporate this software into the group presentation. (Domain A)

10. Describe aspects of effective teaching. Domain A, B, C & D

11. Familiarize oneself with the concept and value of the integrated curriculum and respecting diversity, particularly in terms of ethnicity, religion, race, language, socioeconomic status, gender, and exceptionalities, amongst learners. Domain A & B

12. Describe the social and political aspects of schools including how schools are governed, controlled and financed. Domain D

13. Familiarize self with some of the social issues impacting American education and explain the actual impact on teaching and learning. Domain D

14. Explore the effects of multiple risk factors on student learning including; developmental variations, socio and economic factors, family structures, and cultural and linguistic differences. Domains A & B

15. Identify trends in the uses of media and technology in schools. Domain A & D
B. **Skills** -- *The candidates will be able to:*

1. Reflect upon and assess personal motives, values, talents and knowledge base as related to the profession of teaching. Domain D

2. Construct a working professional portfolio utilizing the PRAXIS III framework. Domain D

3. Observe, reflect upon, and describe the field-based experiences in relation to professionalism in schools. Domain D

4. Collaborate with other class members in building a learning community. Domain D

5. Based on professional readings, field experiences and personal reflections decide your academic program of study within the specific areas of; Early Childhood (3 years - 3rd grade), Middle Childhood (4th - 9th grade, with 2 concentration areas of Language Arts, Social Studies, Math and Science), Adolescent/Young Adult (7th - 12th grade with an integrated concentration - Math, Science, Social Studies, English/Language Arts), Multi-Age, Preschool - 12th grade; (Music, Art, Foreign Language, Physical Education) and Intervention Specialist (Preschool - 12th grade; mild to moderate). Domain D

6. Assess and develop needed technology and multi-media skills including but not limited to: email, use of the internet, word processing, overhead projector, projection system, online learning, CDROMS, power point slides, and others. Observe the multiple uses of technology within the field experiences. Domain A & D

7. Observe, reflect and describe within the context of your field experiences and course readings the characteristics of effective teaching, effective schools and the "profession of teaching". Domain D

8. Articulate social issues that affect schools in relation to; class discussions, professional readings and field experiences. Domain D

9. Plan for a service-learning project within the EDT 110 course expectations. Domain D

10. Update or create a professional resume and post it to Place Pro. Domain D

C. **Dispositions** -- *The candidates will be able to:*

1. Respect the motives, values, talents and knowledge base associated with the conceptions of teaching as a profession. Domain D

2. Appreciate the complexity of teaching and student learning. Domain B & D

3. Recognize the increased importance of the commitment for life long learning and the
professional development continuum for educators via learned societies, professional journals and continuing education. Domain D
4. Demonstrate an awareness of Marianist charism and humanistic values in the teaching profession that are critical in the education of students. Domain D

5. Perceive the choice of a profession as a decision requiring reflection and commitment. Domain D

6. Value the plurality of views about teaching and schooling, which are compatible with community and democracy. Domain D

7. Respect and value the individuality and potential of each learner, including students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic status, and regional/geographic origins. Domain A & B

8. Appreciate the value of service learning. Domain D

IX. COURSE TOPICS
Overview of EDT program requirements
The PRAXIS III/Pathwise framework
Portfolios
The Marianist tradition
Departmental theme, school conceptual framework, university mission
State expectations for beginning teachers
Diversity in schools
Technology in education
Issues and trends in contemporary education
School governance and finance
Integrated curriculum
Professional organizations
Professional development continuum
Learning communities
Reflection in education
Effective teaching/schools
Philosophy of education
Service learning
Martin Haberman's research on urban teaching
Professional resume

X. TEACHING METHODS
Simulated activities
School-based field experiences
Lecture
Large group discussion
Small group discussion
Cooperating learning group experiences
Speakers
Videotape case experiences
Individual and small group presentations
Technology demonstrations
On-line technology module

XI. INSTRUCTIONAL TECHNOLOGY INTEGRATED INTO THE COURSE
The candidates will utilize email, videos, on-line learning module, and Internet searches.

XII. CANDIDATE EVALUATION CRITERIA
1. Attendance
2. Participation and professionalism
3. Reading in the Sadker and Haberman text
4. Reading and using the Pathwise books for the portfolio
5. Reflections on field experiences
6. Portfolios
7. Midterm exam
8. Final exam presentations
9. Service learning plan
10. Technology checksheet
11. Professional resume

XIII. CLINICAL EXPERIENCES -- 24 hours*
These activities allow the candidates enrolled in the course to integrate classroom learning with the choice of teaching as a profession.
1. The candidate will prepare a portfolio according to the PRAXIS III/Pathwise framework.
2. The candidate will become familiar with the professional organizations' guidelines/standards appropriate to their program of study.
3. The candidate will develop a plan to complete a service learning experience during their time at the University of Dayton.
4. The candidate will choose an academic area of study and be knowledgeable of the expectations for this program.
5. The candidates will create or update a professional resume.
6. The student will participate in video case simulations and reflect on the Haberman research on urban teaching.

XIV. FIELD-BASED EXPERIENCES -- 20 hours*
1. The candidate will participate in 20 hours of field experiences in the schools in the Miami Valley area.

2. The candidate will complete reflective activities based upon these field experiences.

*Clinical and field-based experiences must be completed in order to receive credit and a grade for the course.

XV. TEXTS

XVI. DATE OF SYLLABUS – December 29, 2003

Please note: To request academic accommodations due to a disability, please contact the LEAD Office, 002 Albert Emanuel Hall, 229-3684. If you have a self-identification form from the LEAD Office indicating that you have a disability, which requires accommodations, please present it to me so we can discuss the accommodations you might need in class.

Plagiarism Statement for EDT Syllabi

Plagiarism is defined in the University of Dayton Student Handbook. Plagiarism involves:

- Quoting directly from any source of material including other students’ work and materials from research consultants without appropriately citing the source and identifying the quote
- Knowingly citing an incorrect source
- Using ideas (other than information that is common knowledge) from any course of material including other students’ work and materials from research consultants without citing the source and identifying the borrowed material/ideas
- Faculty may establish additional guidelines for plagiarism -

Ignorance is no excuse for plagiarism. Students should be aware of their own responsibilities in appropriately quoting and citing sources used.

Additional information on plagiarism is available through the U.D. Roesch Library website (http://library.udayton.edu/faqs/howto/plagiarism.php).

Students should be aware that the University has access to software designed to detect plagiarized passages and work. This software will be applied randomly or at the instructor’s discretion. Detection of plagiarized passages or work can result in disciplinary action.