

William Paterson University
College of Education
Department of Elementary and Early Childhood Education

Course of Study

*Theme – Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions*

1. **Title and Number of Credits:** CIED 2030 Teaching as a Profession (3 credits)
(20 hour field experience required)

2. **Course Description:**
This course examines the historical and philosophical foundations of education, including introductory knowledge of lesson planning, classroom management, generic teaching methods, special education, learning styles, technology integration, child development, legal issues, dispositions, ethics and law, diversity and accommodations, and the role of reflection in teaching. Current issues are discussed such as vouchers, charter schools, multicultural education and the roles of local, state and federal governments in funding public education. Students conduct 20 hours of observations in P-3 (early childhood) K-5 (elementary), 6-8 (middle schools) or 9-12 (subject field) classrooms and assess their own abilities in relation to WPU Competencies and New Jersey Professional Teaching Standards. Students are introduced to e-portfolios, assess their dispositions, and develop an educational philosophy. Sophomore standing is recommended.

3. **Pre-requisite:** Admission to P-3, K-5 or K-12 program, ANTH 202, PSY 110 General Psychology, CS 215 or pass computer literacy proficiency exam, 2.75 GPA

4. **Course Objectives:** The teacher-candidate will be able to:
 1. Describe the characteristics of effective teaching, including classroom management skills.
 2. Identify developmental stages of growth as theorized by Piaget, Erikson and Maslow.
 3. Construct and implement a lesson plan, with authentic assessment and connected to New Jersey's core standards.
 4. Describe teaching models such as cooperative learning, learning styles, multiple intelligences, research-based strategies and higher order thinking skills.
 5. Begin to construct a coherent philosophy of education.
 6. Discuss positive dispositions, ethical codes and ethical dilemmas.
 7. Identify legal rights and responsibilities of teachers.
 8. Determine how to best meet the needs of diverse, multicultural populations
 9. Describe and assess ways of working with exceptional students mainstreamed into a regular classroom and actively reflect.
 10. Integrate technology (Web Quests and other websites) into a lesson plan.

5. **Student Learning Outcomes:** The teacher-candidate will be able to:

1. Demonstrates an understanding of the roles of a teacher and the nature of teaching, learning and assessment by completing a lesson plan, aligned to NJ core content curriculum standards, with technology integration and multicultural literature, and including accommodations for children with special needs and English Language Learners, based on the attached rubric.
2. Demonstrates an understanding of classroom organization, management, teaching strategies, planning and assessment, by completing a Contextual Factors Report, based on the Teacher Work Sample Contextual Factors Rubric and the 20 hour field experience requirement.
3. Demonstrates a knowledge of educational theories and practices by developing and writing a philosophy of education, based on the attached template and rubric.
4. Demonstrates the ability to produce an oral report, based on the attached rubric.
5. Self-assesses and demonstrate appropriate professional dispositions.

SLO	NJ Teaching Standards	ACEI Standards	NJCCC Standard	NCATE Standard	WPU Competencies
1. Completion of a <u>lesson plan</u> , aligned to core curriculum standards.	1, 3, 4, 5, 7, 8	1, 2.1-2.7, 3.1, 3.3, 4.0	All	1	1, 2, 4, 5, 6
2. Write a <u>Classroom Observation Report</u> including Classroom Management techniques.	2, 3, 4, 5, 6, 7, 8, 10	1, 2.1-2.7, 3.1-3.5, 4, 5	All	3	10, 12, 19
3. Write a <u>Philosophy of Education</u> .	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2.1-2.7, 3, 4, 5	All	1	1, 7, 8, 9, 10, 11, 12, 19, 20
4. Demonstrate the ability to produce an <u>oral report</u> .	1, 4, 8, 10	2.1-2.7, 3.4, 5.1	All	1	2, 10, 12, 17, 19, 20
5. Appropriate professional dispositions.	9, 10, 11	3.5, 5.1, 5.2	N/A	1	7, 8, 9, 10, 11

6. **Course Content:**

A. Choosing to Teach

1. Teaching as a way of life
2. The influence of teachers
3. Challenges of teaching
4. Importance of reflection and self-assessment
5. The importance of positive dispositions

B. Philosophical Foundations of Teaching

1. Why philosophy is important
2. What determines an educational philosophy
3. Modern Philosophical Orientations
4. The Philosophical Orientations Inventory

C.. The Roles of the Teacher

1. As organizer of lesson plans and mini-units
2. As manager of student behavior
3. As diagnostician and assessor of student learning
4. As parent/community communicator
5. As curriculum and school improvement change agent
6. As member of professional organizations: NEA, ASCD, NAEYC, ACEI

D. Historical Perspectives and Governance

1. Colonial schools
2. Horace Mann's contribution
3. Finance of US Public Schools
4. Legal and Ethical Issues
5. Dispositions and Legal Cases Involving Teachers

E. Addressing Learner's Individual Needs

1. Cognitive development (Piaget)
2. Psychosocial development (Erikson)
3. Learning styles and Multiple intelligences (McCarthy, Gardner)
4. Hierarchy of needs (Maslow)
5. Special Education and accommodations for autistic students, non-native English speakers, and diverse learners
6. Assistive Technology

F. Authentic Instruction and Generic Teaching Strategies

1. Brain-based teaching strategies
2. Concept-based, integrated lesson plans/units and core standards
3. Asking questions and Bloom's Taxonomy
4. Curriculum Standards, Assessment and Student Learning
5. Integrating technology into lessons
6. Integrating multicultural literature into lesson plans
7. The impact of "No Child Left Behind" Legislation

G. Classroom Management

1. Class environment, climate and procedures
2. Ability grouping: research
3. Cooperative learning; cooperative discipline
4. Developing a discipline plan and sharing with parents

H. Examining Appropriate Curriculum and Assessment and Technology

1. Sources of curriculum
2. Curriculum development and theory
3. Influences on the curriculum
4. Trends in subject areas
5. Authentic assessments and grading practices
6. Pre-assessment, formative assessment and post-assessment
7. Parent involvement
8. Internet sites for lesson plans and content
9. Webquest assignments

I. Equalizing Educational Opportunity

1. Teaching diverse, multicultural children
2. Inclusion and special education children
3. Teaching gifted and talented children
4. Educating females vs. males
5. Promoting gender equality and preventing biased behavior

J. The Future of Teaching

1. Brain research
2. Portfolio Assessment
3. Instructional and Assistive Technology

K. Various Models of Education

1. Charter Schools
2. Multiage and Looping
3. Private Schools
4. Child-Centered Schools

7. **Teaching /Learning Methods:**

1. Lecture and discussion
2. Cooperative group discussion/debate
3. Assigned readings
4. Role playing
5. Analysis and focused observations in Pre-K-Grade 12 settings
6. Multimedia/discussion
7. Visits to WPC Curriculum Library
8. Discussion Board questions and Assignments on Blackboard (Bb)

8. Assessment (Performance Based):

1. Student Learning Outcome #1: Quality of completed lesson plan using the attached rubric.
2. Student Learning Outcome #2: Quality of the completed Classroom Observation Report, based on the attached assignment sheet.
3. Student Learning Outcome #3: Quality of the Philosophy Statement using attached rubric.
4. Student Learning Outcome #4: Quality of the oral report.
5. Student Learning Outcome #5: Instructor Evaluation

9. Recommended Text:

Parkay, F. (2009). *Becoming a teacher* (8th ed.). Boston: Allyn & Bacon.

10. Preparers' Names and Date: Professors Anthony J. Coletta, Julie Rosenthal, Sharon Leathers, Kathi Rodger-Sachs (Fall, 2009)

11. Department Approval Date: Spring, 2010

12. Reviser's Names and Date: Professors Anthony J. Coletta, Ana Maria Schuhmann, Julie Rosenthal, Sharon Leathers, Kathi Rodger-Sachs, Anna Iandoli (Fall, 2009)

13. Department Revision Approval Date: Spring, 2010

14. Bibliography:

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Web Sites

- <http://www.123certificates.com>
- <http://www.4teachers.org>
- <http://www.abcteach.com>
- <http://www.archives.gov/education>
- <http://www.ed.gov>
- <http://www.edhelper.com>
- <http://edsitement.neh.gov> National Endowment for the Humanities
- <http://www.education-world.com>
- <http://www.google.com/educators>
- <http://www.pbs.org/teachers>
- <http://rubistar.4teachers.org> Create rubrics for your project-based learning activities
- <http://www.sitesforteachers.com>
- <http://www.state.nj.us/education/njpep>
- <http://www.teachervision.com>
- <http://www.teacherplanet.com>
- <http://www.teachertube.com>

<http://www.teach-nology.com>

<http://www.thirteen.org>

<http://webquest.sdsu.edu> Search google for webquests: "topic + webquests"

