



*Introduction to Teaching as a Profession*  
*EDU 200-63*  
*Karen C. Newzie, Ph.D., Professor*  
*Harriet Dawson, Field Placement Supervisor*  
*Fall, 2011*

**I. Course Description:**

Provides an orientation to the teaching profession in Virginia, including historical perspectives, current issues, and future trends in education on the national and state levels. Emphasizes information about teacher licensure examinations, steps to certification, teacher preparation and induction programs, and attention to critical shortage areas in Virginia. Includes supervised field placement (recommended: 40 clock hours) in a K-12 school. Prerequisite: Successful completion of 24 credits of transfer courses or instructor approval. (3 credits)

**II. Course Goals and Objectives**

**A. Educator as a professional**

- Gain an understanding of the educator as a professional.

**B. Observation and reflection**

- Observe the actual operation of schools; gain experiences with regard to today's diverse population so that all students will achieve high levels of learning, and compare observed behaviors to "best practices."
- Use reflective thinking and writing to evaluate choices and actions in field study experiences.
- Reflect on personal educational experiences to develop an initial philosophy of education; reflect on course activities and readings at the end of the course to revise philosophy of education statement.

**C. School organization and historical perspectives**

- Describe the philosophical, sociological, and historical forces that have contributed to the contemporary configuration of America public schools.
- Identify and/or make relevant judgments regarding emerging educational reforms such as choice, vouchers, magnet schools, charter schools, SOLs, and NCLB

**D. School law**

- Describe and discuss the legal status of teachers and students including federal and state laws and regulations.

**E. Diversity**

- Discuss and describe the relative contribution of the home, socio- economic status, and culture to American public education and school achievement.

**F. Classroom practice**

- Discuss research on effective schools and be able to identify and analyze effective teaching practices and instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- Explore ways to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Explain the importance of fostering collaborative relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**G. Assessment**

- Describe formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of students.
- Distinguish between assessment of learning (assessment information is collected for the teacher) and assessment for learning (assessment information is generated for the students' use).
- Analyze assessment data to make decisions about individual student performance, improvement of instruction, development of curriculum, school improvement, and program evaluation.
- Construct and interpret valid assessments using a variety of formats, in order to measure student attainment of essential skills in a standards-based environment

#### **H. Technology/information literacy**

- Analyze the use of technology in the classroom today as a support for effective instruction.
- Use Internet and library research sources to collect scholarly and popular articles on topics germane to educational foundations.
- Evaluate multiple information sources for credibility.

### **III. Instructional Methods**

This course uses a variety of instructional methods including

- lectures,
- small group work,
- research presentation and research-based writing,
- video and/or other case analysis,
- guest lecturers,
- Discussion board threads, e-mail, and blogs.

### **IV. Assessment Measures**

- Applied projects
- Class participation and discussion
- Research-based writing and/or oral presentations
- Teaching statement/philosophy
- Lesson plans
- Five-year licensure plan
- Field placement reflective writing/journal
- Final course portfolio

### Instructional Materials:

Text: *Those Who Can, Teach*, 12th Edition, by Kevin Ryan and James M. Cooper, Houghton Mifflin Co., New York, 2010.

ISBN: 9780547204888

Access to MS Office 2007 or 2010 is highly recommended for completion of online assignments.

NOTE: Students MUST have access to the RCC Blackboard course site and the World Wide Web at least three times weekly during the course. Additional materials may be provided by the instructor during class and/or placed on reserve in the library.

### Graded Activities:

Applied Projects	4 @ 40 points each	160 points
Weekly Research-Based Activities in Blackboard	25 points each	325 points
Attendance at Group sessions	4 sessions @ 30 points each	120 points
Course Portfolio	Electronic Portfolio	50 points
Field Placement Experience	Attendance in Placement—100 points Summary of Learning—Field Experience—50 points Reflective Journal—150 points Teacher Evaluation—50 points	350 points
Total Possible Points		1005 points

**Grading Scale: 920-1005=A, 850-919=B, 750-849=C, 650-749=D, <650 F**

**Projects and Weekly research-based activities are located in Blackboard discussion board. Follow the writing rubric for high-quality postings and responses to classmates.**

### Other Activities:

Field Placement Documentation to be submitted to Mrs. Dawson at the end of semester:

1. Attendance Sheet
2. Evaluation
3. Reflective Journal

Portfolio (created in Google) and submitted to Dr. Newtzie at the end of semester to include:

1. Exceptional postings addressing course objectives
2. Teaching philosophy and plan for licensure
3. Teaching Resources
4. Summary of Field Placement Experience

## Sample Field Placement Information

### Rappahannock Community College EDU 200-Introduction to Teaching as a Profession Field Placement Experience

**Acknowledgement:** The following information was developed by the Teacher Education program at Chandler-Gilbert Community College and presented at the National Association of Community College Teacher Education Program (NACCTEP) conference, February, 2004.

Field experience is an important and valuable part of teacher training nationwide. Among other reasons, it:

- Provides knowledge, skills, and insight not available in a college classroom.
- Bridges the gap between theory and practice.
- Gives hands-on opportunities for practice of learning.
- Provides insight into the reality of teaching that allows for “testing” ideas, beliefs, and values about teaching.
- Allows opportunities for making contacts with school personnel.

**Field-placed students are required to be actively involved in the classroom in which they are placed. Interaction with the teacher and students (some combination of individually, in pairs or small groups, or as a whole class) transforms the experience from observation to participation. Field-placed students will work closely with supervising teachers in the classroom in a variety of situations.**

Recommended activities for the field-placed student include:

- Intellectual observation of teaching methods, classroom environment, student behavior, teacher-student relationships, and instructional activities.
- Focused discussion with the supervising teacher about the above set of observations.
- Active involvement with an individual or small group of students assisting them with makeup work or remediation.
- Active involvement with a small group(s) of students in independent work.
- Teaching or assisting in teaching a lesson with guidance from the supervising teacher.
- Design and display of a bulletin board or other classroom display (including electronic or Web-based) appropriate for grade level content or topic.
- Becoming acquainted with the regulations, procedures, and routines of the public school setting.

The Field Placement Manual and Supervising Teacher Evaluation Checklist provide supporting material for students and supervising teachers to assist in a successful field placement in a school setting. All students have read the manual and received an orientation to the field placement and journal requirements.

## Sample letter sent to supervising teachers

Rappahannock Community College  
52 Campus Drive  
Warsaw, Virginia 22572

Dear Supervising Teacher:

Thank you for working with an EDU 200 student from Rappahannock Community College. Field-placed students will be spending at least four hours per week in this field placement that continues throughout the college's semester. This experience is a requirement resulting from the student's enrollment in *EDU 200 Introduction to Teaching As a Profession*. Students are required to complete at least forty (40) hours in the classroom under your direction, assisting you and offering instructional assistance to individual students and small groups of students. **Please note that field placement goes beyond class observation and should be a rich mixture of instructional activities for this early licensure experience for teacher education students.** Students will begin their field placements during the first week of October.

In class, we have emphasized the concept that each student should consider herself or himself to be an "employee" of your school system. Consequently, the importance of regular attendance and promptness has been stressed. If the student is going to be absent, he or she should call you no later than the beginning of the school day.

Students have completed an extensive orientation at Rappahannock Community College prior to their participation in the field placement. Many of their orientation activities have come from a placement manual used in class. Each student has a copy of this manual for you to review at your convenience if you wish.

You will be asked to sign a time log each time the student visits your classroom. In addition, you will have an opportunity to evaluate your field-placed student at the conclusion of the placement activity. We are including the evaluation form with this letter.

If you have any questions, concerns, or problems relating to your student, please call 804-758-6755 or send an email to [hdawson@rappahannock.edu](mailto:hdawson@rappahannock.edu). Thank you very much for assisting us with this placement activity.

Sincerely,

Harriet Dawson, Field Placement Supervisor  
RCC Workforce Coordinator—Regional Educational Consortium

Karen C. Newtzie, Ph.D.  
Professor, Communications and Education

**FAX 804-333-0106**

**FIELD PLACEMENT EVALUATION**  
Rappahannock Community College

Name of Student: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

**Please rate the intern assigned to you according to the following scale and share your evaluation with him/her:**

5 = Excellent  
4 = Above Average  
3 = Average

2 = Below Average  
1 = Poor  
NA = Not Applicable/Not Observed

5	4	3	2	1	NA	1. Attendance
5	4	3	2	1	NA	2. Punctuality
5	4	3	2	1	NA	3. Personal appearance and dress
5	4	3	2	1	NA	4. Initiative/Resourcefulness
5	4	3	2	1	NA	5. Enthusiasm
5	4	3	2	1	NA	6. Ability to follow directions
5	4	3	2	1	NA	7. Cooperation
5	4	3	2	1	NA	8. Response to students
5	4	3	2	1	NA	9. Classroom management
5	4	3	2	1	NA	10. Ability to stimulate student interest
5	4	3	2	1	NA	11. Use of English language
5	4	3	2	1	NA	12. Response to teachers
5	4	3	2	1	NA	13. Dependability
5	4	3	2	1	NA	14. Preparation and planning
5	4	3	2	1	NA	15. Attitude
5	4	3	2	1	NA	16. Understanding of children/students
5	4	3	2	1	NA	17. Knowledge of subject
5	4	3	2	1	NA	18. Effectiveness of assistance to others
5	4	3	2	1	NA	19. Confidentiality
5	4	3	2	1	NA	20. Potential as a prospective teacher

**Comments:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this evaluation to Ms. Harriet Dawson or Karen C. Newtzie, Ph.D., Rappahannock Community College, 52 Campus Dr., Warsaw, VA 22572. Thanks!

## Writing Rubric—for Discussion Board Postings

	<b>Beginning (below standard)</b>	<b>Almost (approaches standard)</b>	<b>Competent (meets standard)</b>	<b>Exemplary (exceeds standard)</b>
<p>Organization (unity / coherence) <i>Do I not only state the "what" of an answer, but also support it with the "why"?</i></p>	serious errors in organization, lacks introduction and/or conclusion, thought patterns difficult to follow	poor transitions, inconsistencies in unity and / or coherence	organized but may have minor lapses, transitions evident, usually has clear focus	organized from beginning to end, clear focus, fluent, cohesive
<p>Purpose  <i>Have I fully answered all of the questions posed by the instructor?</i>  <i>Do I support my main points with evidence, and cite my sources?</i></p>	no clear purpose, lacks clarity of ideas, minimal awareness of audience / task	attempts to establish purpose, rudimentary development of ideas, some awareness of audience / task	establishes a purpose, develops ideas, awareness of audience / task	establishes and maintains clear purpose, ideas developed in depth, clear understanding audience / task
<p>Details/Evidence <i>Have I followed the directions, such as "use resources to support your answer"?</i></p>	details are random, inappropriate, or barely apparent	details lack elaboration or are repetitious	details are elaborated and appropriate	details are effective, vivid, explicit, and pertinent
<p>Grammar, Usage, Mechanics <i>Do I format my answers so they are neat, easy-to-read, and in correct English?</i></p>	errors are frequent and severe	multiple errors and / or patterns of errors are evident	some errors are present	few, if any, errors are present
<p>Voice/Tone(personal investment/ expression) <i>Do I write in an interesting style and tone?</i></p>	little or no voice evident, tone absent or inappropriate for writer's purpose	evident of beginning senses of voice, some evidence of appropriate tone	evidence of voice, tone appropriate for writer's purpose	distinctive voice evident, tone enhances personal expression
<p>Timeliness of Postings and Responses <i>Have I met the deadlines for initial postings and for responses to at least three classmates?</i></p>		Did not meet stated deadlines (one week late)	Did not meet stated deadlines (one-two days late)	Met stated deadlines
<p>Responses to classmates <i>Have I responded in a meaningful way to at least three classmates?</i></p>		Responded to at least one posting in a meaningful way.	Responded to at least three postings in a meaningful way.	Responded to at least three postings in a meaningful way. Affirmed or questioned posting by using relevant learning from course and/or experience.