

UNO INTRODUCTION TO EDUCATION- TED 1010

(Fulfills Intro. To Education Credit in High School)



This UNO course has been approved by UNO faculty to be offered for dual credit, and this syllabus meets disciplinary outcomes as reflected in UNO's master syllabus. *Students must submit a dual credit application and meet all registration, academic, and other institutional requirements according to established deadlines in order to receive UNO course credit.* Please visit dualenroll.unomaha.edu for additional information.

Course Syllabus

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Course Description

This course was designed to meet the objectives and goals of the University of Nebraska Omaha's TED Introduction to Education 1010. The course also meets the standards for the Omaha Public Schools Introduction to Education objectives and career and technical education standards. This class is designed to give a general outline of the teaching profession and allow students to explore a career in education with a focus on teaching:

1. Introduction to Education 1010 (University of Nebraska at Omaha)

The course will provide an introduction to the education profession through career exploration and initial exposure to the dynamics of PK-12 classroom teaching. The course will provide an overview of ethics and professionalism, pre-service preparation, societal influences, classroom practices, and the governance structures which impact teachers and schools. This course is offered for University of Nebraska at Omaha credit through the dual credit program and is aligned with UNO disciplinary outcomes as reflected in UNO's master syllabi.

2. Intro to Education Omaha Public Schools

The course is designed to help students explore professional or learning support positions in education and training. The course will provide an overview of ethics and professionalism, pre-service preparation, societal influences, classroom practices, and the governance structure. Field experiences will be required.

Academic Integrity: *“The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions.”* Via studentlife.unomaha.edu/integrity

Instructional Philosophy

The course will utilize whole group instruction and class discussion along with small group activities and independent work. Students will also have numerous opportunities to observe education in diverse settings and interact with many stakeholders including students, teachers and administrators.

Major Units of Study

- Curriculum, Instruction, Assessment and Classroom Management
- Effective Teaching and Teaching Philosophy
- History, Ethics and Governance
- Societal Influences and Cultural Competence

Content Standards and Objectives

1. Curriculum, Instruction, Assessment and Classroom Management (InTASC Standards: 3, 5, 6, 7 and 8)
 - a. Curriculum Design
 - i. Students will identify parts of a lesson plan
 - ii. Students will compare and contrast formative and summative assessments.
 - iii. Students will identify the role and function of assessment in classroom instruction.
 - iv. Students will find district/state standards and align them to objectives in a lesson plan.
 - v. Students will create a lesson plan.
 - vi. Students will compare and contrast student-centered and teacher-centered instruction.
 - b. Classroom Management
 - i. Students will describe both a positive and negative classroom climate.
 - ii. Students will differentiate between classroom climate and classroom environment.
 - iii. Students will describe classroom procedures and/or routines and why they are important.
 - iv. Students will describe methods of teacher to student feedback (rewards/consequences).
 - v. Students will identify needs of diverse learners regarding academic and behavioral expectations.
 - vi. Students will identify methods of reporting/recording student performance (academic/behavioral).
 - c. Instruction
 - i. Students will compare and contrast student vs. teacher centered classrooms.
 - ii. Students will describe multiple methods of content delivery.
 - iii. Students will describe multiple instructional methods/activities.
2. Effective Teaching and Teaching Philosophy (InTASC Standards 2, 4, 5, 9 and 10)
 - a. Effective Teaching
 - i. Students will examine various career opportunities in the educational field.
 - ii. Students will identify the characteristics of effective teaching.
 - iii. Students will describe how teachers use data and research to inform the decisions they make in the classroom.
 - b. Philosophy
 - i. Students will compare the schools of philosophy.

- ii. Students will examine the theories of education.
- iii. Students will develop their personal philosophy of education.

3. History Ethics and Governance (InTASC standard 4, 9)

- a. History of Education
 - i. Examine the historical roots of Education in the United States and its implications on education today.
- b. Ethics and Law
 - i. Explain the difference between legal and ethical influences on the teaching profession.
 - ii. Explain the legal rights and responsibilities of teachers
 - iii. Explain the legal rights and responsibilities of students
- c. Governance and Finance
 - i. Describe the governance and structure of public schools at the state and local level.
 - ii. Explain the different sources and targets of educational funding
 - iii. Describe the major current issues in school governance and finance.

4. Societal Influences and Cultural Competence (InTASC Standards 2, 3, 5, 7, 9 and 10)

- a. Cultural Competence
 - i. The student will analyze information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
 - ii. The student will understand cultural diversity, and individual differences and how these impact ongoing planning.
 - iii. The student will understand how personal identity, worldview, and prior experience affect perceptions and expectations within the classroom.
 - iv. The student will reflect on their frame of reference (e.g., culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and how their frame of reference will impact learners, families and communities.
- b. Family and Community Issues
 - i. The student will understand the importance of creating a positive partnership between family, student and school in their community.
 - ii. The student will respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
 - iii. The student will collaborate with learner's families and colleagues to build a safe, positive learning climate of openness, mutual respect support and inquiry.
 - iv. Students will become familiar with common obstacles that interfere in the communication between the three primary stakeholders in the educational process (student, parent, school)
- c. Current Trends in Society
 - i. Students will analyze current trends in Society that impact student achievement.
 - ii. Students will understand how and when to use various technological tools to access, manage, and communicate effectively with educational stakeholders.

Class Rules and Expectations

- Students will follow the OPS student code of conduct as well as the North High policies and procedures.
- Grading procedures will follow the OPS Grading system and be adapted for UNO in accordance with their grading policies. (See Grading Practices)

Texts

Kauchak, D. P., & Eggen, P. D. (2014). *Introduction to teaching: Becoming a professional* (5th ed.). Upper Saddle River, N.J.: PH/Merrill/Pearson.

Assessment

- Formative Assessment
 - Group Projects
 - Classroom Visits
 - Outside experiences
 - Reflection Papers
- Summative Assessments
 - Written Examinations
 - Group Projects

OPS Secondary Grading Practices

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

Types of coursework

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4),

which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). **Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations.** The students score on a formative assessment that was redone will be their final score.

- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

A	=	3.51 – 4.00
A-	=	3.01 – 3.50
B	=	2.51 – 3.00
B-	=	2.01 – 2.50
C	=	1.51 – 2.00
D	=	0.76 - 1.50
F	=	0.00 – 0.75

Redoing/Revising Student Coursework

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

UNO Grading Practices

This course is aligned with UNO disciplinary outcomes as reflected in UNO's master syllabus. Grades will range from A+ to F, as the UNO grading scale requires. The precise grading practices and evaluative criteria may vary from instructor to instructor:

A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.0
B-	2.76
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67

Additional Resources

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2018). *The classroom management book*. Harry K. Wong Publications, Inc.

Dean, C. B., Quackenboss, S., & Doty, J. K. (2005). *Classroom instruction that works*. School Improvement Network.

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