



Approved by Curriculum Committee on March 17, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: March 26, 2020

SUBJECT: Curriculum Proposal #19-20-23

The School of Education, Health and Human Performance proposes to revise the course content and objectives for EDUC 2200 Introduction to Education. The changes would incorporate the Pre-Admission Field Experience 1 (currently a non-credit pre-admission requirement) as a zero-credit lab and integrate student success and on-boarding skills needed for the profession.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker
Sharon Smith

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: #19-20-23

School/Department/Program: School of Education, Health & Human Performance

Preparer/Contact Person: Sharon Smith

Telephone Extension: 4665

Date Originally Submitted: February 10, 2020

**Revision (Indicate date and label it
Revision #1, #2, etc.):** _____

Implementation Date Requested: August 2020

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The School of Education, Health and Human Performance proposes to revise the course content and objectives for EDUC 2200 Introduction to Education. The changes would incorporate the Pre-Admission Field Experience 1 (currently a non-credit pre-admission requirement) as a zero-credit lab and integrate student success and on-boarding skills needed for the profession.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. NA

- B. Addition of course(s) or credit(s) from program(s)

EDUC 2200L Field Experience 1.....0 hrs.

Total hours added. 0

- C. Provision for interchangeable use of course(s) with program(s) NA

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog. See below and Appendix A.

EDUC 2200 Introduction to Education3 hrs.

This course provides the teacher candidate with an overview of the profession. Its primary purpose is to offer information necessary for an informed career decision and a professional commitment to teaching. It also includes analysis of the historical and sociological bases for programs, instructional strategies and ethical teaching behaviors in American education. (Adapted from current catalog p. 208). Concurrent enrollment in (proposed) EDUC 2200L Field Experience I (0 credit hours) is required. Recommended concurrent enrollment in SOAR course (Education section).

EDUC 2200L Field Experience 1.....0 hrs.

(Previously Early Field Experience, a pre-admission field placement). A field experience designed to introduce prospective teacher candidates to the teaching profession and the work of educators in the school setting. Teacher candidates are placed in Professional Development Schools that formally partner with Fairmont State. The experience must total a minimum of 20 clock hours scheduled over at least five (5) days.

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

NA

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

EDUC 2200L Field Experience 1.....0 hrs. (required)

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

Please see Appendix A

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

Please see Appendix B

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

Please see Appendix B

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

EDUC 2200 Introduction to Education is a required course for all related Teacher Education programs including Elementary Education; Pre-K-Adult and 5-9, 5-Adult, 9-Adult Programs (Secondary) – Art, Biology, Chemistry, Earth-Space-and Science, English, General Science, Mathematics, General Mathematics through Algebra I, Music, Physical Education, School Health, Social Studies, Spanish and

Theatre. The hours needed to complete each of these programs remains the same, there is no change in the number of credit hours.

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

A systematic review of the required Praxis Core Academic Skills for Educators ((CORE) tests (reading, writing and mathematics) over the past four (4) years, reveal declining numbers of students who actually take the tests despite our best efforts to support them. While there are likely multiple reasons for the decline, we are responding to the need for increased monitoring and support of students during that all-important freshman year with these proposed changes. A total of eight or more EDUC 2200 classes have been offered each academic year, with consistently strong enrollment, yet many students fail to register for and take the tests.

For example, in 2018-2019, 195 students were enrolled in EDUC 2200, and fewer than 50 students attempted to take the Praxis tests. Most recently, in Fall 2019, 124 students were enrolled in EDUC 2200, while fewer than 30 students attempted to take the Praxis tests

2019-2020*incomplete year				
	1 Attempt to Pass	2 Attempts to Pass	3+ Attempts to Pass	Not Passed
Reading	28	1	1	10
Writing	18	3	0	26
Math	26	3	1	20

2018-2019				
	1 Attempt to Pass	2 Attempts to Pass	3+ Attempts to Pass	Not Passed
Reading	48	1	0	11
Writing	26	11	4	30
Math	23	6	4	40

2017-2018				
	1 Attempt to Pass	2 Attempts to Pass	3+ Attempts to Pass	Not Passed
Reading	60	1	0	8
Writing	48	10	1	30
Math	40	6	5	42

2016-2017				
	1 Attempt to Pass	2 Attempts to Pass	3+ Attempts to Pass	Not Passed
Reading	80	3	2	10
Writing	52	8	6	39
Math	58	15	5	36

Program admission numbers changed dramatically when the CORE test became a requirement; however, we have been able to maintain a relatively stable number for the past three (3) years. We believe the proposed changes in the EDUC 2200 course will bolster our retention numbers from pre-program admission, and thus increase numbers of those fully admitted.

Fall 2016	24
Spring 2017	18
Fall 2017	45
Spring 2018	19
Fall 2018	31
Spring 2019	16
Fall 2019	31

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

Our desire is to create an on-boarding course with seven (7) focused learning outcomes instead of the previous 19 course outcomes. After review of the course by a summer work group, we were able to combine or delete some repetitive outcomes. The new outcomes also address the knowledge and skills identified by our accreditors and state requirements needed by novices in the field of teaching.

We hope to increase retention by creating an Education learning community. We also want to provide support for the admission process to the Teacher Education Program, as well as a clearer understanding of teacher certification requirements. Additionally, we want to lay the foundation for understanding diversity and its implications for teaching.

Some candidates have difficulty understanding and completing the requirements for full admission to the Teacher Education program. While providing support courses and tutoring to help candidates prepare for the Praxis CORE tests (required by the state for eligibility and certification) has helped, the approach is reactive. We propose a more proactive approach, clearly outlining the requirements for an informed career decision, and providing intentional support for candidate success.

The course will also lay the foundation for understanding the increasingly diverse student populations our teacher candidates will be serving. To be effective, teachers must know their students and seek to understand the effects of contextual factors (e.g. culture, ethnicity, socio-economic status).

At this time, we do not foresee the need for new faculty, facilities, equipment or materials.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
College of Liberal Arts	Dr. Chris Kast	
College of Science & Technology	Dr. Steve Roof	
School of Education, Health and Human Performance	Dr. Amanda Metcalf	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

NA

- VI. ADDITIONAL COMMENTS.

APPENDIX A
Course Description

EDUC 2200 Introduction to Education3 hrs.

This course provides the teacher candidate with an overview of the profession. Its primary purpose is to offer information necessary for an informed career decision and a professional commitment to teaching. It also includes analysis of the historical and sociological bases for programs, instructional strategies and ethical teaching behaviors in American education. (Adapted from current catalog p. 208). Concurrent enrollment in (proposed) EDUC 2200L Field Experience I (0 credit hours) is required. Recommended concurrent enrollment in SOAR course (Education section).

EDUC 2200L Field Experience 1.....0 hrs.

(Previously Early Field Experience, a pre-admission field placement). A field experience designed to introduce prospective teacher candidates to the teaching profession and the work of educators in the school setting. Teacher candidates are placed in Professional Development Schools that formally partner with Fairmont State. The experience must total a minimum of 20 clock hours scheduled over at least five (5) days.

APPENDIX B Course Outcomes and Assessments

EDUC 2200 Learning Outcomes (Old)

1. Career and Employment Opportunities

Identify trends and issues related to career and employment opportunities.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

2. Teacher and Community Empowerment

Describe the concepts of teacher and community empowerment.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

3. Professional Education Organizations

Analyze professional education organizations and describe their role in education.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

4. Societal Trends and Issues

Identify societal trends and issues in education.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

5. Educational Philosophies

Identify, compare, and contrast educational philosophies.

Assessment: Philosophy Statement (**measured by** rubric)

6. Traditional and Contemporary Views in Education

Summarize how traditional and contemporary views impact on the aims of education, curriculum content, the teaching-learning process, teaching strategies, the discipline, and management.

Assessment: Mini Teaching Lesson/Online Equivalent such as Online Presentation for Target Audience
(**measured by** rubric or checklist)

7. Evolution of Education

Describe the evolution of education in the United States.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

8. Development of Teacher Preparation

Describe the development of teacher preparation.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

9. Development of Education for Special Populations

Describe the development of education for special populations.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

10. Rural, Urban, and Metropolitan Schools

Compare and contrast rural, urban and metropolitan schools.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

11. Multiethnicity and Education

Recognize the multiethnic makeup of society in the United States and implications for education and the education profession.

Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

12. School as a Societal Institution

Identify the school as a societal institution.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

13. Social Issues and Implications for Schools

Summarize selected social issues affecting the school.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria) Video Analysis Assignment or Multimedia Presentation Assignment (**measured by** question criterion/criteria, paper criterion/criteria or rubric)

14. Compensatory and Special Needs Programs

Identify compensatory and special needs programs.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

15. Rights of Students and Teachers

Recognize the rights of students and teachers.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

16. Professional Personalized Plan

Develop a personalized professional plan for program completion.

Assessment: Digitally-created Graphic Organizer or Face-to-Face or Online Discussion (**measured by** rubric or checklist or question criteria/criterion)

17. Qualities of Successful Teachers

Identify basic qualities of successful teachers

Assessment: Face-to-Face Shared Summary or Online Summary (**measured by** rubric or summary criterion/criteria)

18. Portfolio Development

Develop a rudimentary WVPTC-based professional portfolio

Assessment: Digitally-Submitted Reflective (Introduction) Paper Submitted to TaskStream (**measured by** rubric or checklist)

19. Technology in Education and Society

Identify the impact of technology on education and society.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions; Multimedia Presentation or Mini Teaching Lesson (**measured by** question criterion/criteria, rubric or lesson criteria/criterion or checklist)

EDUC 2200 Learning Outcomes (Proposed)

1. Investigate the historical, sociological, and professional aspects of education and teaching in the United States.
 - Assessed with Historical/Contemporary Issue presentation and Professional Organization Jigsaw research activity.
2. Articulate teacher certification requirements for West Virginia and states with reciprocity.
 - Assessed with exams.
3. Initiate the process of admission to the Fairmont State University Teacher Education program.
 - Assessed with submission of Declaration of Intent, preparation of Admission to the Program Portfolio documents, Praxis CORE test practice, and registration documents for the tests, tutoring or support courses.
4. Analyze the relationship of contextual factors and diversity in education.
 - Assessed with Noticing Journal and Diversity Perspective paper.

EDUC 2200L Field Experience I outcomes and assessments:

5. Explain classroom contexts from multiple perspectives (that of a student, teacher, and participant observer).
 - Assessed with Noticing Journal
6. Justify the decision to pursue teaching as a career choice.
 - Assessed with My Story (and how it led to me wanting to be a teacher) SOAR assignment and Dispositions form
7. Analyze diverse aspects of the classroom.
 - Assessed with Diversity Perspectives paper

APPENDIX C Proposed Course Syllabus

SYLLABUS

EDUC 2200 and 2200L

Introduction to Education and Field Experience 1

Instructor Information

Instructor:

Office:

Phone:

Email:

Office hours:

Shared Values and Beliefs for Educator Preparation



The mission of the Fairmont State University School of Education (Educator Preparation Provider or EPP) is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn. The EPP integrates the mission across the curriculum, field experiences, clinical practice, and assessments of candidates. The mission provides the structure and guiding principles that are necessary to prepare reflective and responsive educators. The West Virginia Professional Teaching Standards (WVPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and the Council for the Accreditation of Educator Preparation (CAEP) Standards establish and represent the knowledge, skills, and dispositions that candidates must possess in order to facilitate learning for all students. The mission includes the cross-cutting themes of diversity and technology.

Demonstrated competencies within the standards empower candidates to develop and function as reflective and responsive educators who help all students learn. The EPP's research-based mission incorporates educator best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The mission and the respective standards are also central guiding elements of the FSU Professional Development School

(PDS) Partnership. The PDS Partnership provides for an exemplary collaboration with P-12 schools that allow candidates multiple, quality field experiences/internships as well as professional development opportunities for all stakeholders. The EPP's shared values and beliefs include reflective habits of practice; culturally responsive teaching stance; content knowledge; pedagogical knowledge and skills; commitment to and dispositions for renewal of self, curriculum, school, profession; broad definition of diversity; and technology as an opportunity for learning.

The EPP outcomes relate to the shared values and beliefs and incorporate the WVPTS and InTASC Standards. The EPP assesses the outcomes in a systematic and coherent manner throughout the program. Additionally, the EPP reports, analyzes, and shares the results of these outcomes with the purpose of continuous improvement.

The EPP Program Outcomes are:

- (1) **Curriculum and Planning** based on current knowledge of content, pedagogy, assessment, instructional design, and the integration of 21st century tools to help all students learn;
- (2) **The Learner and the Learning Environment** with a focus on how to create a culture and learning environment that meets the learning needs of all students;
- (3) **Teaching** based on the best teaching practices for the integration of knowledge of content, pedagogy, the learner, and the learning environment to involve all students in relevant, engaging, and effective learning opportunities while engaging in a reflective instructional cycle of planning, instructing, assessing, and adjusting based on data;
- (4) **Professional Responsibilities for Self-Renewal** through individual and collaborative processes in the teaching profession to improve learning for all students;
- (5) **Professional Responsibilities for School and Community** through strategies for engagement of the larger community of parents and stakeholders to maintain an environment that fosters learning for all students;
- (6) **Professional Responsibilities for Technology in Education** by transforming teaching and learning to engage all students through the meaningful integration of technology;
- (7) **Culturally Responsive Teaching Practice** that create ideal learning conditions for all students under a broad definition of diversity;
- (8) **Effective Communication** through face-to-face and media techniques in interactions with all students, colleagues, parents, and community; and
- (9) **Professional Dispositions** that demonstrate a commitment to help all students learn.

Course Information

Course ID:

Course Description: This course provides the teacher candidate with an overview of the profession. Its primary purpose is to offer information necessary for an informed career decision and a professional commitment to teaching. It also includes analysis of the historical and sociological bases for programs, instructional strategies and ethical teaching behaviors in American education. (Adapted from current catalog p. 205-206). Co-requisite Field Experience I and SOAR EDUC course.

Course Outcomes:

1. Investigate the historical, sociological, and professional aspects of education and teaching in the United States.
 - a. Assessed with Historical/Contemporary Issue presentation and Professional Organization Jigsaw research activity.
2. Articulate teacher certification requirements for West Virginia and states with reciprocity.
 - a. Assessed with exams.
3. Initiate the process of admission to the Fairmont State University Teacher Education program.
 - a. Assessed with submission of Declaration of Intent, preparation of Admission to the Program Portfolio documents, CORE test practice and registration documents for the tests, tutoring or support courses.
4. Analyze the relationship of contextual factors and diversity in education.
 - a. Assessed with Noticing Journal and Diversity Perspective paper.

Field Experience I outcomes and assessments:

5. Explain classroom contexts from multiple perspectives (that of a student, teacher, and participant observer).
 - a. Assessed with Noticing Journal
6. Justify the decision to pursue teaching as a career choice.
 - a. Assessed with My Story (and how it led to me wanting to be a teacher) SOAR assignment and Dispositions form
7. Analyze diverse aspects of the classroom.
 - a. Assessed with Diversity Perspectives paper

Professional Standards: (can be copied from TaskStream AMS – InTASC and WVPTS) The FSU Teacher Education Program is based on the Interstate Teacher Assessment and Support Consortium (InTASC) and the West Virginia Professional Teaching Standards (WVPTS) [see https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf and <http://wvde.state.wv.us/teachwv/profstandards.html>]. Throughout the program, courses emphasize specific standards. This course supports the development and demonstration of these InTASC and WVPTS:

InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

WVPTS Standard 2 The Learner and Learning

WVPTS Standard 4 Professional Responsibility for Self-Renewal

Diversity: (can be copied from TaskStream AMS - CREDE, highlight diversity outcomes/objectives) The Center for Research on Education, Diversity & Excellence Standards for Effective Pedagogy & Learning (CREDE) Standards represent a set of research-based culturally responsive teaching practices that help all students learn; regardless of socio-economic status, language, race, gender, or special needs [see <http://crede.berkeley.edu/research/crede/standards.html>]. This course supports the development of culturally responsive teaching and the demonstration of these CREDE Standards:

- Joint Productive Activity
Teacher and Students Producing Together
- Language Development
Developing Language and Literacy Across the Curriculum
- Contextualization
Making Meaning: Connecting School to Students' Lives
- Challenging Activities
Teaching Complex Thinking
- Instructional Conversation
Teaching Through Conversation

Technology: The International Society for Technology in Education's Standards for Educators describe the skills and knowledge educators need to change the way they teach, the way they work, and the way they learn in an increasingly connected global and digital society [see <https://www.iste.org/standards/for-educators>]. This course supports these Standards for Educators:

- Historical or Contemporary Issue Technology assignment

Policies (See link for current University policies: <https://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>)

Academic Integrity: Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as: the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as: the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services: Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The coordinator of Disability Services can be reached at (304) 367-4686 or (800) 641-5678 Ext. 8.

Course Expectations: The profession of education requires practitioners to aspire to a certain degree of professionalism; therefore, preservice teacher education candidates will be expected to exhibit the same professional standards as their future colleagues. Candidates will be expected to exhibit the dispositions noted on the FSU School of Education Disposition Report at the “Acceptable” or “Exemplary” levels. Candidates will attend class regularly, be on time, inform the instructor or host teacher of any planned absences and the reason for the absence, be honest, wear professional dress during field experiences and presentations, observe confidentiality when appropriate, and be courteous to and considerate of their classmates and colleagues. If an illness or emergency arises, it is your responsibility to notify the professor or school immediately. Candidates will not be permitted to disrupt class or testing situations by tardiness, cell phones, or other inappropriate behaviors. Cell phones must be off during class or field experience unless, with instructor or host teacher permission, there is a special circumstance requiring your availability. On test days, you will not be permitted to enter the classroom once testing has begun. It is your responsibility to reschedule and take the make-up exam prior to the next class.

Assignment Policy: Assignments have been made at the beginning of the course; therefore, **absences do not excuse assignments**. All assignments must be typed, double-spaced (unless otherwise noted), neat and contain correct sentence structure, spelling, punctuation, and grammar, using APA style. Most will be submitted in Blackboard or TaskStream. Candidates who are unprepared will complete a Late or Incomplete Assignment Form, and if habitual, a Dispositions Incident Form.

Homework and Preparation for Class Policy: Prior to most classes, homework or readings will be assigned. The purposes of these assignments are to introduce candidates to the topic and help them access prior knowledge. Readings and preparation may be assessed by quizzes, written summaries, graphic representations, brainstorming lists, etc. Candidates who are unprepared will complete a Late or Incomplete Assignment Form, and if habitual, a Dispositions Incident Form.

Required Texts/Readings/Resources TBD

Course Requirements

Blackboard and TaskStream are the University’s online learning management systems. Accounts will now be provided for all students. You will be expected to submit most assignments for this course and Field Experience I in TaskStream or Blackboard.

Evaluation Assessments – Detailed instructions will be distributed and/or available on Blackboard and TaskStream for each assignment – Grades are calculated using a weighted point system. Points are converted to percentages (divide the total points earned by the total points possible and multiply by 100) and placed on the following scale:

90-100 – A 80-89 – B 70-79 – C 60-69 – D <59 – F

Summative Assessments

Field Experience I		40%
Noticing Journal	(10%)	
Diversity Perspectives paper	(10%)	
Dispositions	(10%)	
20 hr. must be completed	(10%)	
Final		10%

Formative Assessments (rubric scores will also be recorded as percentages in the grade book)

My Story paper	5%
Historical/Contemporary Issue Integrated Technology Presentation	15%
Professional Organization Jigsaw activity	15%
Preparation of Admission to the Program Portfolio	5%
Practice and registration for the CORE exams/tutoring/support courses	10%

Dispositions – the following dispositions will be assessed during the field experience using the FSU School of Education Disposition Report and filed with the Associate Dean. If you score at the Basic or Unsatisfactory levels, you will be given opportunities to improve; however, frequency and degree of infractions will be considered before progress in the program is made. Please see the Field Experience I handbook for a detailed rubric with explanations of behaviors at each performance level.

➤ Attendance, punctuality, and preparedness	➤ Appearance and demeanor
➤ Initiative	➤ Ethical issues
➤ Self-assessment	➤ Sound judgment, critical thinking
➤ Communication	➤ Fairness
➤ Collaborative	➤ Respectful

Course Outline

Week	Daily Topics for Class Meetings/ Assignments
1	-Intro to course, syllabus, icebreaker -Teaching as a Profession -Teaching as a profession *Sign up for historical contemporary issue presentation *My Story addendum (due week 3)
2	Field Experience Overview -InTASC -WVPTS
3	-Knowledge of the Profession (salary, opportunities, advancement, NBPTS) - Knowledge of the Profession (salary, opportunities, advancement, NBPTS) -Teacher Knowledges (My Story Addendum due)
4	-Field Experience Follow-Up -Professionalism-Ethics (including Technology)
5	-Dispositions -Diversity in the Classroom -Noticing Journal Explanation
6	-Professional Organizations -Professional Organizations -Professional Organizations Jigsaw
7	-Requirements for Teacher Certification -Requirements for Teacher Certification -Requirements for Teacher Certification (CORE)
8	-Historical Purpose of Education -Historical Purpose -Sociological Purpose -Midterm - Check Noticing Journal

9	-Types of Schools -Types of Schools -Types of Schools
10	-Curricular Standards for Students (Common Core/College and Career Readiness) -Curricular Standards for Students -Curricular Standards for Students (PRAXIS)
11	-Contextual Factors -Contextual Factors -Diversity Perspectives Paper Explanation
12	-Contextual Factors -Contextual Factors -Contextual Factors
13	-Community/Family -Community/Family
14	-CORE Practice -CORE Practice
15	-Admission to the Program Portfolio
16	Final

Other