

TEDU 101.C01: Introduction to Teaching
Spring 2013: Monday and Wednesday 1:00-2:15 P.M.
Ginter Park-Richmond Public Elementary School

Instructor: Virginia Greene
Email: catonvc@vcu.edu
Office Hours: Please email to schedule an appointment for before/after class.
Credits: 3 credit hours

Required Course Readings

Kozol, J. (2008). *Letters to a young teacher*. New York: Crown. ISBN: 0307393720
Course readings on Blackboard.

Course Description

This course provides undergraduate students with an introduction to teaching and learning in elementary settings. Students will explore current educational reforms and their influences on elementary schools and students. Service-learning activities will enable students to gain first-hand experiences in urban elementary classrooms. Service-learning at VCU is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets community-identified needs. This collaborative teaching and learning strategy is designed to promote and encourage course content, personal growth and civic engagement. This course requires a minimum of 20 hours of service with selected community schools.

Course Objectives

Through participation in this course, each student will be able to

- a. demonstrate an understanding of the multi-faceted responsibilities of the elementary teacher,
- b. demonstrate an understanding of the Virginia Standards of Learning and their classroom application,
- c. demonstrate an understanding of classroom management techniques used in the elementary school setting,
- d. discuss educational practices and reforms that currently influence teaching and learning,
- e. participate in cooperative group activities and classroom debates/discussions regarding instruction and grades PK through 5 and learning/teaching styles,
- f. develop an understanding of the challenges and rewards of teaching in urban settings through practical experience and critique of scholarly materials,
- g. demonstrate an understanding of service-learning as a pedagogy, and
- h. make informed decisions regarding entry into Virginia Commonwealth University's Extended Teacher Preparation Program in Early and Elementary Education.

Course Requirements

1. Attendance and Dress Code-MUST ADHERE TO. FAILURE TO DO SO WILL RESULT IN A POINT DEDUCTION!!!

Students are responsible for regular class attendance. In order to accommodate emergency situations, students may be excused from two classes without impacting their final grade. Two points will be deducted from your final grade for each absence beyond the allowed two. Every two late arrivals or early departures will be considered an absence. Students must adhere to the VCU and Richmond Public Schools dress codes. Guidelines are on Blackboard. Students who are not dressed appropriately for class and/or service-learning hours will have points deducted from their final grade and will be asked to leave class.

2. Class Participation and Assignments/Readings

Students are expected to participate in cooperative learning groups and interact in classroom discussions. Participation in class includes being respectful of your peers' views and presenting yourself in a professional manner consistent with the dispositions adopted by the School of Education and the VCU Disruptive Student Policy. ***All assignments and readings should be completed prior to their due date. Students will read assigned readings in preparation for class and random written critiques of the readings will be assigned for homework/classwork. *Please note that you must be able to print out all assignments, homework, and/or articles located on Blackboard. ALL ASSIGNMENTS SHOULD BE ADDED TO BB.*

3. Critique of Literature and Movie

You will explore issues and topics related to teaching in urban settings by a) researching, reading, and analyzing an empirical research journal article, b) watching and analyzing a movie, and c) reading and analyzing a book.

4. Group Project on an Issue in Education

In a small cooperative group, you will present an issue in education not covered in class.

5. Completion of Testing

There are different options for testing required for admission into the Extended Teacher Preparation Program. Students must *register for and complete* one of the following options *and submit scores* to the course instructor. Please beware of early registration deadlines from the testing companies. You can visit the LSEE Blackboard site for more information. (LSEE advisors and Blackboard site has tons of info!)

VCLA Testing Information	Praxis Testing Information
VCLA Testing Website: http://www.va.nesinc.com	Praxis Testing Website: http://www.ets.org/praxis/about/
Dates: Register online at www.va.nesinc.com	Dates: You may take the computer or paper test. Register online at www.ets.org
Costs: For more info, visit www.va.nesinc.com	<i>Computer Costs:</i> Costs vary depending on your testing choices. For more info, visit www.ets.org

Suggested Option:

- Virginia Communication and Literacy Assessment (VCLA) Scores: Reading (235) and Writing (235)

AND ONE OF THE FOLLOWING

- Praxis I Math Subtest: Score 178
- SAT Math Subtest Score 530
- ACT Math Subtest: Score 22

If you opt to not do the suggested option, you may pick one of the three alternate options. However, if you pick one of these options for entrance into Extended Teacher Preparation Program, you will still be required to take the VCLA before Student Teaching as it is required for licensure.

1. Praxis I Scores: Reading (178), Writing (176), and Math (178)
2. SAT Scores: Reading (530) and Math (530) with a total of 1100
3. ACT Scores: Math (22) and English plus Reading (46) with a composite score of 24

Speak with your advisor concerning additional requirements or questions.

6. Service Learning Activities

Service-learning activities in this course meet a real community need and enhance students' learning. By participating in specifically chosen school-based activities, students will obtain real-world experience with concepts and principles being taught in the course; thus, connecting classroom learning and community-based (e.g., school-based) learning. Service learning activities will be assigned by the school educator principal and/or the course instructor. Students will be in the school once a week for 10 weeks for 2 hours – a total of 20 hours for the semester. You are required to make-up any sessions in the public school missed due to your absence. *Students are required to document their attendance at the service-learning site by having their classroom teacher complete the service-learning log at the end of each visit and by signing in/out on the school volunteer computer.*

Students will observe, participate, and reflect upon the multi-faceted responsibilities of the elementary teacher. Service learning activities will include: a) observing elementary teachers engaged in direct instruction involving whole group or small groups elementary students, b) assisting teachers by preparing instructional materials, c) developing and creating displays of student work or bulletin boards, d) accompanying teachers as they walk students to resource classes, the lunchroom, the playground, etc., e) assisting an individual student within the classroom as they complete an assignment, f) assisting the teacher as she monitors students in an assembly or on bus duty and g) gathering materials to support the teachers instruction. Activities outside these parameters should be discussed with your instructor *prior* to your participation. **At no time should a VCU student be left in charge of students without their assigned public school educator present.**

- a. **Reflective Journals:** Students will write reflective journals that are dated. These reflective entries focus on describing *what was observed* during service-learning hours, analyzing *why it is significant* and important to be cognizant of it in light of class readings, activities and discussions, and reflecting on *how it will impact* you as a teacher. These are personal interpretations and should be in narrative format following the guidelines on Blackboard.
- b. **Observation of Lesson:** A formal written summary and personal reflection of at least one Standard of Learning (SOL) instructional lesson observation is required. See Blackboard for guidelines.
- c. **Teacher Interview:** Students will conduct and analyze an interview of their assigned classroom educator to understand his/her use of effective classroom management techniques and the strategies used to redirect inappropriate behavior. See Blackboard for guidelines.
- d. **PRINT ALL SERVICE LEARNING DOCUMENTS TO HAVE READY FOR USE.**

Course Evaluation and Grading


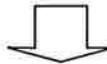
All assignments must be the original work of the student submitting them for course credit. Unless otherwise specified, all assignments must be typed in 12 point Times New Roman font, double-spaced, 1 inch margins. *Assignments must be submitted prior to the beginning of class via Blackboard. **Late assignments will not be accepted.** Please communicate with me for extenuating circumstances or other events that may occur.*

Assignments	Possible Points
Class Participation and Homework	25
Completion of Testing (5pts for math, 5pts for reading/language)	10
Movie Critique – <i>The First Year</i>	15
Journal Article Critique	15
<i>Letters to a Young Teacher</i> Book Club Participation	15
Group Project and Presentation	20
Service Learning Hours Log of 20 Hours	20
Reflective Service Learning Journals	40
Observation of a Lesson	10
Teacher Interview	10
Final Exam	20
TOTAL POINTS POSSIBLE	200

The final grade will be derived in accordance with the following scale:

<i>Points</i>	<i>Percentage</i>
A = 185-200	93-100
B = 170-184	84-92
C = 154-169	76-83
D = 140-153	69-75
F = 0-152	0- 68

Tentative Course Schedule On the following pages is a tentative course schedule. Please note the assignments and schedule may be altered with suitable notice.

DATES	FOCUS	READING(S) DUE	ASSIGNMENT(S) DUE
JAN 14	Introductions Course Overview Kozol and Course readings, Blackboard	<u>Things to do</u> 	<u>Things to do</u> 
JAN 16	Vision of Teaching Teaching Students with Diverse Backgrounds	***FOLLOW SYLLABUS TOPICS FOR ASSIGNED READINGS ON BB***	Syllabus agreement email or print out
JAN 21 NO CLASS			
JAN 23	Service Learning Orientation School Overview and Tour (Hopefully)	<u>Read SL Folder on Bb</u>	Teacher choice-choose more than 1
JAN 28	Film: <i>The First Year</i>	<u>Discuss in class:</u> Film Critique-The First Year	
JAN 30	Film: <i>The First Year</i> Group Discussion on characters	<u>Info on Blackboard</u>	
JAN30	<i>Begin Service-Learning</i>		
FEB 4	Library Instruction		Film Critique
FEB 6	National Standards Discuss article topics	Assigned Readings on Blackboard	
FEB 11	Virginia Standards	Assigned Readings on Blackboard	Copy of Empirical Research Article
FEB 13	<i>No Child Left Behind</i> and <i>The Blueprint for Reform</i> -video, Youtube	Assigned Readings on Blackboard	
FEB 18	School Reform: Charter Schools, Vouchers	Assigned Readings on Blackboard	SL Journal #1 Due AND Testing Registration or Proof
FEB 20	Curriculum and Instruction Lesson planning	Info on Bb	Journal Article Critique
FEB 25	Book Club #1	Kozol: Chapters 1-7	
FEB 27	Student Assessment Testing	Assigned Readings on Blackboard	
MAR 4 AND 6 SPRING BREAK	SPRING BREAK! ENJOY!		
MAR 11	Homework Discuss lesson observation	Assigned Readings on Blackboard	
MAR 13	Community and Family Involvement PTA handout		SL Journal #2
MAR 18	Classroom Management	Assigned Readings on	

		Blackboard	
MAR 20	Classroom Management Discuss lesson observations		Lesson Observation
MAR 25	Book Club #2 Discuss teacher interview	Kozol: Chapters 8-Epilogue	
MAR 27	Grouping Students and Differentiation Exceptional Education: Overview	Assigned Readings on Blackboard	
APR 1 AND 3 RPS SPRING BREAK	USE THIS TIME TO COMPLETE WORK AND WORK ON PRESENTATIONS!		
APR 8	Exceptional Education Presentations		Teacher Interview
APR 10	Roles & Responsibilities of Elementary Teachers Group Presentation: Overview	Assigned Readings on Blackboard	
APR 15	Preventing Teacher Burnout Service Learning Debriefing	Assigned Readings on BB SL Discussion	SL Debriefing-Class discussion, bring notes
APR 17	Group Presentations Discussion and Prep day		Group Presentation
APR 19	<i>End of Service Learning Activity</i>		
APR 22	Group Presentations	<u>Reflections/Evaluations</u>	SL Journal #3
APR 24	Group Presentations		SL Time Log/Evaluations/ Thank You Due by Apr 29
APR 29	Final: Viewing of <u>Waiting for Superman</u> and exam due		Final Exam due May 6