Course Information Summary

Course (Prefix, Number, Title):
SED 2000 - Inquiry Into Teaching. (1-2-1) F, S

Course Description:
Catalog Description: An introduction to the expectations of the modern-day secondary education teacher, including the role of the teacher, moral, ethical, and legal expectations of teaching, and the social and political context of schools and communities. Ethnographic research methods will also be introduced. Thirty clock hours of participation/observation are required. Credits: 1

Pre-requisites/Co-requisites
None

Required Text:
None

Support of Conceptual Framework:
ISEP provides clinical experiences in culturally diverse settings, teaches and models diverse instructional strategies, and provides practice in the use of diverse technologies. In this secondary program, the specialty methods courses address diverse subject areas and levels.

Methods of Instruction:
The program uses the following instructional strategies: lecture, discussion, small group work, human relations incident analysis, modeling/demonstrations, clinical experiences (focused observation and/or tutoring), directed writing (reflection, essay on beliefs, letter), guest speakers (e.g. teacher panel), and experiences with technology (interactive discussion boards, podcasts, electronic portfolio).

Learning Outcomes/Objectives
Students will demonstrate an understanding of the College of Education and state of Illinois teacher education requirements and procedures.

Students will demonstrate an understanding of the College of Education’s theme, outcomes and dispositional framework.

Students will demonstrate an ability to identify and explain the eleven Professional Teaching Standards as the foundation of teacher education in the state of Illinois.

Students will demonstrate an ability to exhibit appropriate and professional teacher behavior during completion of field experiences.

Students with develop an understanding of diverse populations in schools.
Students will demonstrate an ability to effectively engage in the use of technology for completing assignments including an electronic portfolio.

Students will demonstrate an ability to identify and analyze the dispositions of effective educators.

Students will demonstrate an ability to make self-reflective judgments about one’s personal dispositions, goals, interests and abilities as related to a career in education.

Students will demonstrate an ability to decide whether a career in education is personally suitable.

**Grading Policy:**
Credit/No Credit

**Assignments (Include all assignments that are required across all sections):**

**Course Assignments**
- Criminal Background Investigation Documentation
- Letter of Intent
- Observation Plan
- Clinical Experience Record Sheets
- Favorite Teacher Letter
- Personal Teaching Experience (PTE) Essay
- Class Participation Activities on diversity, communication, professional development and lesson planning
- Teacher Panel Reflection Activity
- Illinois Learning Standards Lesson Description
- Human Relations Incident (HRI) Analyses Paper
- Electronic Portfolio Submissions
- Final Exam

**Field Experience Assignments**
- Field Experience I (20 hours in a minimum of 3 schools)
- Classroom Environment Field Assignment
- Technology in Schools Field Assignment
- Effective Teacher Dispositions Assignment
- Discussion Board Reflection

**Chart of Assessments (Undergraduate/Initial or Graduate/Advanced as applicable)**
Complete the appropriate chart on the following page, identifying the assessments for the course, a brief description, and then checkmark the boxes for the Unit Standards and Dispositions addressed by that assessment. This should include all assignments/assessments that you can/have aligned with Unit Standards and Dispositions. At the very least it will include Unit and Program Assessments aligned to the Unit Standards. Note: There will be overlap between this and the assignment section.
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
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</thead>
<tbody>
<tr>
<td>CBI Documentation</td>
<td>Documentation of criminal background investigation</td>
<td>☑  ☑  ☑  ☑  ☑  ☑  ☑  ☑  ☑  ☐  ☑  ☑  ☑</td>
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<td>Letter of Intent</td>
<td>Letter to apply for teacher education program</td>
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<td>Observation Plan</td>
<td>Plan for meeting field experience requirements</td>
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<tr>
<td>Clinical Record Sheets</td>
<td>Documentation of field experience hours</td>
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<td>Favorite Teacher Letter</td>
<td>Letter reflecting on effective teachers including knowledge, skills and dispositions</td>
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<td>Personal Teaching Experience Essay</td>
<td>Reflection on previous teaching experiences and dispositions</td>
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<tr>
<td>Class Participation Activities</td>
<td>In-class exercises and activities</td>
<td>☑  ☑  ☑  ☐  ☑  ☑  ☑  ☑  ☐  ☑  ☑  ☑  ☑</td>
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<td>Teacher Panel Reflection</td>
<td>Reflection on panel discussion</td>
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<tr>
<td>ILS Lesson Description</td>
<td>Lesson plan description related to state standards</td>
<td>☑  ☑  ☑  ☐  ☑  ☑  ☑  ☑  ☐  ☑  ☑  ☑  ☑</td>
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<td>HRI Analyses Paper</td>
<td>Analysis of dispositions in several scenarios</td>
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<td>Electronic Portfolio</td>
<td>Submissions of Letter of Intent and Field Exp. I</td>
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<td>Final Exam</td>
<td>Comprehensive exam</td>
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<td>Field Experience I</td>
<td>Observation/tutoring- 20 hours in public schools</td>
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<td>Classroom Environment Field Assignment</td>
<td>Field observation and reflection related to the classroom environment</td>
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<td>Technology in Schools Field Assignment</td>
<td>Field observation and reflection related to technology</td>
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<td>Effective Teacher Dispositions Assignment</td>
<td>Field observation and reflection related to dispositions</td>
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<td>Discussion Board Reflection</td>
<td>Reflection on field experience observations</td>
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**List of Initial Unit Standards:**
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
Standard 5 – Learning Environment
Standard 6 – Instructional Delivery
Standard 7 – Communication
Standard 8 – Assessment
Standard 9 – Collaborative Relationships
Standard 10 – Reflection and Professional Growth
Standard 11 – Professional Conduct

**List of Unit Dispositions:**
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity