Eastern Illinois University

New Course Proposal

EDU4550, Alternative Certification: Introduction to Teaching

1. Catalog Description
   a. Course number: EDU 4550
   b. Title: Alternative Certification: Introduction to Teaching
   c. Meeting times and credit: (1-1-1)
   d. Terms to be offered: SU
   e. Short title: ALT CERT INTRO
   f. Course description: This course addresses Illinois Professional Teaching Standards in collaborative relationships and reflection and personal growth. The course is an introduction to the academically rigorous, intensive Alternative Certification Program. Requires 30 clock hours of participation/observation.
   g. Prerequisites: Proficiency with web browser software and Internet use.

2. Objectives and Evaluation of the Course
   a. Objectives:
      1. Understands schools as organizations within the larger community context.
      2. Understands the benefits, barriers and techniques involved in parent/family relationships.
      3. Understands school and work-based learning environments and the need for collaboration with business organizations in the community.
      4. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
      5. Understands how school systems are organized and operate.
      6. Understands school policies and procedures.
      7. Understands the importance of active participation and leadership in professional education organizations.
   b. General Education: not applicable
   c. Student Assessment:
      Projects: 60 percent (Projects will require students to visit schools, observe teachers and students, participate in teacher preparation and assessment activities, and interview teachers and administrators.)
      Online activity participation: 20 percent (Students will be required to participate in online discussions and initiate and respond to electronic communications from the instructor and fellow students.)
      Final report: 20 percent (Students will prepare and electronically submit a final report analyzing their experiences and indicating how they will use the knowledge gained through the course in the future.)
   d. Graduate level: not applicable
   e. Writing course: not applicable

3. Outline of the Course
   a. This course will be delivered exclusively through the use of technology—no on-campus class will meet. Rather than specifying units of time for class meetings,
course content is expressed in terms of modules. Completion of each module will require a student to spend approximately three hours of time at the computer. Five modules, then, require approximately 15 hours of computer time, the equivalent of a one semester hour course’s traditional contact or “seat” time. In addition to completing on-line modules, students will complete five projects, which will each require approximately six hours of actual time spent in schools, for a total of 30 clock hours of participation/observation.

b. Although the class will be offered exclusively through technology, academic integrity will be maintained as it relates to students’ achievement of learning objectives.

   (1) Contact with students will require the use of personal E-mail, in addition to submission of discussion comments that require logging on to WebCT through a unique username and password.

   (2) In addition to security gained through logging in to the WebCT site, students will sign and secure signatures of educators with whom they have worked in classrooms as they complete their projects. They will print forms from the WebCT site, take the forms with them during site visits, then return the signed forms to the instructor. The reliance on written work for assessment means that the same level of security found in traditional courses’ written assignments exists here.

Module I: Technology in Education

Goals:
This module is designed both to introduce technology and distance learning and to establish a context for the use of technology in education.

Knowledge Indicators:
- Understands how to run computer software; access, generate and manipulate data; and publish results.
- Understands how to use technology in communicating, collaborating, conducting research, and solving problems.

Performance Indicators:
- Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.
- Uses appropriate technology related to computers and technology in written and oral communications.
- Demonstrates knowledge of uses of computers and technology in education, business and industry, and society.
- Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
- Demonstrates knowledge of ethical and legal issues concerning use of computers and technology.
• Demonstrates knowledge of broadcast instruction, audio/video conferencing, and other distant learning applications.

Activities:
• Introduction to web-based education and components of WebCT (system requirements and testing, software installation and setup, communicating with the instructor and fellow students).
• Uses of technology (written and oral communications; education, business and societal applications; accessing information and enhancing productivity; ethical and legal issues; distance learning applications).

Assessment: Project: Consult with at least one faculty member at a school district, then write a technology issues paper.

Standards Addressed: Core Technology 1A, 1B, 1C, 1F, 2A, 2D, 2E, 2G, 2H, 2I, 4A, 4B, 4C

Module II: School as an Organization

Goals:
This module explores schools as organizations in the larger community context, parent and family relationships, and school and work-based learning and the need for developing collaborative relationships with entities outside the school.

Knowledge Indicators:
• Understands schools as organizations within the larger community context.
• Understands the benefits, barriers and techniques involved in parent/family relationships.
• Understands school and work-based learning environments and the need for collaboration with business organizations in the community.

Performance Indicators:
• Uses electronic mail and web browser applications for communications and for research to support instruction.
• Uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

Activities:
• Conduct a survey of the school in which the internship will be held, showing how the school relates to the following aspects of the local community:
  o Description of school (population; scope and depth of classes offered at the secondary level; other curriculum opportunities; description of work based learning programs such as Tech Prep, academies, job shadowing, and cooperative occupational education; brief description
of clientele—administration, students, teachers, and staff—as they relate to sufficiency and attitudes toward the school
  o Description of town (population, where people work, recreation opportunities, work programs that businesses participate in and where students work)
  o Governing structure
  o Advisory structure (agencies that work with the school, advisory committees uses and benefits)
  o Public relations (newspaper reports, interviews with business people and parents regarding attitudes toward school, willingness to pass referendums, etc.)
  o Retrieve any policy statements that are provided to teachers at the school
  o Reflect on how this description of the community affects the school?

  • Conduct a literature/Internet search of benefits, barriers, and techniques involved in parent/family relationships.
    o Techniques should include positive relationships and not just relationships when the student has conducted himself/herself inappropriately.
    o Include the parent’s role in the educational activities outside the classroom.
    o What is the attitude of parents toward parent/teacher conferences in the school in which the student will be interning? Reflect on how the school’s relationship with the parents affects the school.

**Assessment:** Project: Interview at least one faculty member in the internship school to discuss the role of the school in the community, collaboration, and parent/family involvement, then write a paper to report results of the interview.

**Standards Addressed:** IPTS: 9A, 9B, 9C; Core Technology: 6C, 6D, 7A

**Module III: Professional Conduct**

**Goals:**
This module examines professional codes of conduct, policies and procedures, and teacher’s responsibilities within the school.

**Knowledge Indicators:**
- Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- Understands how school systems are organized and operate.
- Understands school policies and procedures.
Performance Indicators:
- None

Activities:
- Students review certification issues on line at http://www.isbe.net/teachers/teachers.htm and identify policies that they must follow for their own professional development efforts.
- Students interview at least one faculty member and one administrator from the internship school to discover relevant policies and procedures and how they impact the teacher’s role in the school.


Standards Addressed: IPTS: 11A, 11B, 11C

Module IV: Technology in the Classroom

Goals:
This module explores the specific application of technology in the classroom, providing an introduction to and beginning experience in the educational use of technology.

Knowledge Indicators:
- Understands the social, ethical, and human issues related to computing and technology.

Performance Indicators:
- Ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socioeconomic status.
- Describes the historical development and important trends affecting the evolution of technology and its probable future roles in society.
- Describes strategies for facilitating consideration of ethical, legal and human issues involving school purchasing and policy decisions.
- Uses spreadsheets for analyzing, organizing and displaying numeric data graphically.
- Uses teacher utility and classroom management tools to design solutions for a specific purpose.
- Collaborates with on-line workgroups to build bodies of knowledge around specific topics.
- Makes use of development readings and other resource materials from professional and trade organizations to improve teaching and learning.
- Structures and/or facilitates cooperative learning groups as part of students’ tasks and assignments.
Activities:

- Observe and actively participate with students and teachers. Maintain a log of critical issues for success observed, as well as opportunities for use of technology.
- Interview teachers and administrators to discover critical issues for success as a new teacher.
- Interview teachers about the use of technology in education.
- Search the Internet for ideas and resources for using technology.

Assessment: Project: Use productive tools to develop a report to report results of the interviews and review of the Internet.

Standards Addressed: IPTS: 10E; Core Technology: 2J, 4A, 4B, 4C, 5C, 5E, 7F, 7K, 8E

Module V: Professional Development

Goals:
This module explores the role of professional development for teachers, as well as guides students toward building an Individualized Professional Development Plan. This plan details each of the state standards to be met by the time the candidate completes the Alternative Teacher Certification Program (including standards for all teachers, as well as those for the candidate’s selected area of certification), providing a description of the evaluation instrument that will be used, along with the specific schedule that will be followed in implementing the evaluation. This document becomes the instrument thought which the candidate’s progress is assessed by mentors during the intensive summer session and throughout the internship. Finally, it provides the basis by which candidates are evaluated in the final assessment (EDU 4570) to determine whether they will be recommended by the EIU certification officer to receive the initial 4-year teaching certificate from the state of Illinois.

Excerpts from the form (illustrating the approach taken for two of the Illinois standards for all teachers) follows:
## Sample Items from an Individualized Professional Development Plan

<table>
<thead>
<tr>
<th>Standard</th>
<th>Evaluation Instrument and/or Data Collected</th>
<th>Evaluation Schedule</th>
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<tbody>
<tr>
<td><strong>STANDARD 3 – Diversity</strong></td>
<td>Daily lesson plans, detailing adaptations for diverse learners, shall be submitted to mentors.</td>
<td>Candidates shall submit daily lesson plans as follows:</td>
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<tr>
<td>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td><strong>Intensive Summer Session</strong></td>
<td>• 2 lesson plans to be submitted to district and EIU mentors by end of week 7</td>
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<td><strong>Internship</strong></td>
<td>• 1 lesson plan per week to district mentor</td>
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<td>• 4 lesson plans per month to EIU mentors</td>
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<td></td>
<td><strong>Final Assessment</strong></td>
<td>• 4 lesson plans shall be included in candidate portfolio, including adaptations for diversity related to academic ability, learning style, culture and exceptionality. Samples shall also include recognition of gender and socioeconomic status diversity that may impact implementation of a lesson.</td>
</tr>
</tbody>
</table>

| **STANDARD 8 – Assessment** | Copies of student assessment tools shall be submitted to mentors. | Candidates shall submit copies of assessment tools as follows: |
| The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students. | **Intensive Summer Session** | • 2 assessment tools (one informal and one formal) to be submitted to district and EIU mentors by end of week 7 |
| | **Internship** | • 3 assessment tools per month (one informal and two formal) to district mentor and EIU mentors |
| | **Final Assessment** | • 3 assessment tools (one informal and two formal) shall be included in candidate portfolio. |

* Note: Frequency may be increased should mentors determine that a candidate requires additional work to meet the standard.

Candidates, EIU faculty, and mentors shall use the IPDP to monitor candidates’ progress toward meeting all state standards. The IPDP shall be reviewed by mentors and candidates during week 8 of the intensive summer session. Each candidate’s areas of need for additional emphasis shall be identified, and a plan shall be developed for supporting the candidate’s efforts at making improvements, including candidate activities, evaluation method and schedule for evaluating progress throughout the internship year.
Knowledge Indicators:
- Understands the importance of active participation and leadership in professional education organizations.

Performance Indicators:
- Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- Develops simple hypermedia and multimedia products that apply basic instructional design principles.
- Develops and publishes simple on-line documents that present information and include links to critical resources.

Activities:
- Individualized Professional Development Plan. Using the facilitator-developed template on-line, begin the development of a personal career portfolio. The following items must be included in the development of the product: at least one peripheral device and a personal web page.

- Professional Organizations. Research and report on professional organizations (educational and discipline specific). List the purposes and benefits. List the professional literature received through the professional organizations. Interview a teacher who is a leader in a professional organization in the discipline at the local, state, regional, or national level to determine the benefits of belonging to professional organizations and what it takes to move into a leadership role.

Assessment: Project: Post an electronic portfolio as a web page. Include a link to professional organizations for education in general and for the student’s discipline in particular.

Standards Addressed: IPTS: 10G, 11E; Core Technology: 7B, 7C, 7H

4. Rationale:
   a. Purpose and need: Addresses Illinois professional teaching standards as part of an “intensive course of study in education theory, instructional methods and practice teaching” in accordance with Illinois School Code 105 IULCS 5/21-5c for Alternative Route to Teacher Certification programs in the state of Illinois. Students must successfully complete this and other courses in the Alternative Route to Teacher Education Program at Eastern Illinois University prior to being issued the one-year nonrenewable provisional alternative teaching certificate that makes them eligible to begin the internship which comprises the second phase of the program. This course serves a further purpose of providing candidates with an introduction to teaching prior to their enrollment in the eight-week session. Those who decide not to pursue the career of teaching can elect not to enroll in the eight-week summer session.
b. Justification of the level of the course and a list of all prerequisites: The course is designed for students who have at minimum a bachelor’s degree, plus five years of experience in the area in which they seek teacher certification.

c. Similarity to existing courses and/or effect upon programs in other departments: NONE

d. Impact on Program: This course is a required component of the Alternative Route to Teacher Certification Program at Eastern Illinois University.

5. Implementation
   a. Faculty Member(s): Virtually any faculty member involved in teacher preparation could teach the course; it will likely be taught the first year by Jim Kestner, Alt. Cert. Program Coordinator.
   b. Costs: No additional Costs to Students
   c. Texts: None
   d. Term to be first offered: Summer 2003

6. Community College Transfer: Not applicable

7. Date approved by the Department

8. Date approved by the College of Education  9/23/02

9. Date approved by CAA  11/21/02