



Dual Credit Syllabus Term: Full Year 2025
Kankakee Valley High School
Introduction to Teaching - EDUC 101 – 3 Credit Hours

Instructor Information:

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COURSE INFORMATION

High School Course Title & DOE #: Education Professions I (DOE# 5408)

Ivy Tech Course Title and Number: EDUC 101 Introduction to Teaching

Length of Course: 1 year

PREREQUISITES: Demonstrated readiness for pre-College English

PROGRAM: Education

CREDIT HOURS: 3

LECTURE HOURS: 3

A course that provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. This course may be taught in face-to-face, blended, and Learn Anywhere formats.

VOLUNTEER SERVICE LEARNING/FIELD EXPERIENCE STATEMENT:

A 20-hour (minimum) volunteer service learning/field work experience is required for successful completion of this course.

INDIANA DOE COURSE DESCRIPTION

Education Professions prepares students for employment in education and related careers and provides the foundation for study in higher education that leads to teaching and other education-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education professions. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for school-age children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of teaching/learning centers in educational settings; Indiana state regulations and licensing requirements related to school-age children; and employability skills. Intensive laboratory or field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field

experiences by the Education professions teacher. Articulation with postsecondary programs is encouraged. This course is recommended for students with interests in education and training career paths and provides the foundation for study in higher education that leads to careers in education.

IVY TECH CATALOG DESCRIPTION

An introductory three-credit course which provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A 20 hour supervised observational experience component is required for successful completion of this course.

MAJOR COURSE LEARNING OBJECTIVES:

Upon successful completion of this course the student will be expected to

1. Identify and appreciate the essential qualifications and personal demands of teaching as a profession.
2. Define and evaluate his/her own teaching dispositions and learning style.
3. Recognize the essential function of professional ethics, personal morals, and a strong value system in the role of the teacher, including the importance of confidentiality and liability issues pertaining to family/school relationships.
4. Reflect on personal reasons for entering the teaching profession and write an initial statement of educational philosophy.
5. Review current teacher licensure laws in the State of Indiana. Compare this licensure process with requirements for teaching in a variety of global locations.
6. Recognize and identify strategies to support the family's role as the child's first teacher and to support the family/teacher partnership in a culturally competent manner.
7. Identify career choices within the field of education, including opportunities to teach abroad. Explore programs for professional preparation.
8. Define and describe the nature, purpose and responsibilities of the public education system in a democratic society. Compare and contrast with the role of public education in other countries.
9. Review the history of American education and identify the philosophical foundations of education and their global roots.
10. Identify and observe in the classroom various elements of diversity that affect K-12 student learning and accomplishment.
11. Recognize and examine the diversity in schools in the United States and globally.
12. Identify and observe in the classroom the cultural, family, and environmental factors that affect students in schools.
13. Complete a minimum of twenty (20) hours of supervised service learning/field work experience in a classroom and reflect on the experience in relation to personal skills, dispositions, and future professional decisions.

COURSE CONTENT:

Topical areas of study include

- Teaching and learning
- Learning styles

- Effective teachers
- The teaching profession and professional Ethics
- Licensure laws and the certification process
- Career choices
- Purpose of public education in society
- Current trends and issues in education
- Diversity in schools
- Social problems affecting students
- Philosophical foundations of education
- History of American education
- Organization and funding of schools
- Relationship-building techniques
- Family-advocacy
- Professional dispositions
- Power of communities
- Global Education Practices
- Teaching abroad

A TABLE HAS BEEN DEVELOPED BELOW TO SUMMARIZE WHICH STANDARDS HAVE BEEN ADDRESSED IN EITHER A PRIMARY OR SECONDARY FASHION IN THIS InTASC COURSE.

Web Site <http://www.doe.in.gov/> (Course number: EDUC 101, Course Name: Introduction to Teaching)

InTASC Standards Addressed in this course	InTASC
1	X
2	X
3	X
4	
5	x
6	x
7	x
8	
9	x
10	x

INTASC STANDARDS FOR BEGINNING TEACHERS

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

PORTFOLIO STATEMENT

All degree seeking students will be expected to present examples of coursework that they deem suitable for a cumulative portfolio that will be reviewed prior to graduation. The portfolio will contain several artifacts and reflection pieces as evidence of the student's demonstrated understanding of education principles as outlined by INTASC standards. The cumulative portfolio should document dispositions and competencies reflected in assignments throughout their coursework. Students may begin collecting artifacts when they begin their coursework. Creating a portfolio has value to the graduating student, the Ivy Tech Community College Education Program, the transferring four-year institution, and potential employers. Students should select from a variety of assignments and are free to confer with their instructor about alternate choices of material. See additional handouts on this cumulative assignment.

CERTIFICATION STATEMENT

Ivy Tech cannot guarantee that any student will pass a certification or licensing exam. Our requisite coursework is designed to assist you in understanding the material sufficiently to provide a firm foundation for your studies as you prepare for the exam. Department of Education web site <http://www.doe.in.gov/>

REQUIRED TEXTS AND MATERIALS

All materials, readings, and resources will be provided in class or curated individually. No required textbook.

METHODS OF INSTRUCTION

Student Learning Objectives will be achieved through direct instruction, independent reading assignments, project-based assessments, observation logs, a reflection journal, quizzes/tests and lab/field experiences. Various internet sites, applications, and videos will be utilized when applicable.

EVALUATION METHODS AND GRADING CRITERIA

Grades are objectively based on the required in-class assignments, quizzes, tests, projects, observation logs, reflection journals, and exams.

GRADING SCALE

As required by the program of this course, the grading scale below will be used for the student's college grade. Ivy Tech EDUC grade scale:

Letter Grade	Percentage
A	93%-100%
B	85%-92%
C	75%-84%
D	70%-74%
F	<69%

COURSEWORK CALENDAR

**Instructor reserves the right to make changes to the calendar as the semester progresses.*

Assignment/Project/Assessment Title	Date
The Teaching Profession <ul style="list-style-type: none"> ● Inclusive Ice Breakers ● Bulletin Board Design Classroom and School Climate ● Letter to Future Students ● Teaching Certification Requirements ● Keeping a Telling Reflection Journal 	August 14th August 15th August 16th August 26th August 28th
Theory/Effective Teaching and Lesson Planning/Bloom's <ul style="list-style-type: none"> ● Bloom's Taxonomy Activity ● Bloom's Taxonomy and Objectives ● Bloom's Taxonomy and Lesson Planning Test ● Unpacking a Standard IDOE Standard Resources ● Formal Lesson Plan Writing (digital artifact) 	August 30th September 6th September 16th September 18th September 20th
Children's Literacy/Anchor Texts <ul style="list-style-type: none"> ● Developmental Levels Crash Course ● Children's Literature Overview Levels Genres ● Literature and Inclusivity ● Children's Literature Review Inclusivity and Audience ● Lesson Planning with Anchor Text ● Think Alouds Strategies for Student Engagement 	October 2nd October 4th October 11th October 25th October 30th November 8th
Non-Traditional Schools, Homelessness, and ACES <ul style="list-style-type: none"> ● <i>Beyond the Blackboard</i> film analysis and discussion ● Global teaching options 	November 15th November 18th
Philosophy of Education <ul style="list-style-type: none"> ● Definitions ● Philosophical and Psychological Orientations ● Self-Assessment Philosophical Inventory ● Philosophy of Education Presentation (digital artifact) 	November 22nd December 2nd December 4th December 17th

Instructional Strategies <ul style="list-style-type: none"> ● Student Engagement Activity ● Skill Practice and Developmental Levels ● Instructional Types Transmissionist v. Constructivist 	January 8th January 10th January 15th
History of Education School Funding, Law, and Policy <ul style="list-style-type: none"> ● History of American Public Education Guided Notes ● History of Education Test ● School Funding Educational Law and Policy ● <i>Ruby Bridges</i> film analysis discussion 	January 17th January 29th January 31st February 3rd
School Choice and Accountability <ul style="list-style-type: none"> ● School Accountability ● School Types Exploration ● Global Educational Needs ● Current Trends in School Choice ● IDOE Accountability Resources ● <i>Waiting for Superman</i> Analysis and Discussion 	February 7th February 7th February 12th February 12th February 12th February 19th
Special Needs ESL & ELL Student Diversity <ul style="list-style-type: none"> ● Special Needs Labels Law Guided Notes ● Accommodation vs. Modification ● Special Needs and Diversity Test ● ELL/ESL Immersion Exercise ● Formal Lesson Planning with Modifications and Accommodations 	February 24th February 24th February 26th February 28th March 3rd
Classroom Management and Behavior <ul style="list-style-type: none"> ● Classroom Management Guided Notes ● Classroom Management Test ● Classroom Management Plan (digital artifact) 	March 7th March 21st March 31st
Assessments <ul style="list-style-type: none"> ● Assessments Types and Purposes ● Formal v. Informal Assessment Task ● Technology and Assessment 	April 4th April 9th April 14th
Unit Planning and Thematic PAC <ul style="list-style-type: none"> ● Unit planning and backwards design ● Final Project--Thematic Learning PAC 	April 23rd May 5th

REGULAR TASKS AND EVALUATIONS

Each quarter students will receive an evaluation based on their performance in their cadet teaching placement. Students will be expected to complete 1-2 bulletin board projects each semester. Each week, students will submit their cadet teaching reflection logs for evaluation.

MAKEUP WORK AND LATE SUBMISSIONS

All assigned work is graded and will count towards your final grade in this course. It is up to you to do the work to get the grade that you want. Late work is rarely accepted, and only under special circumstances and with clear communication with the instructor. You should be thinking like an educator who has to meet the demands of meeting deadlines and completing work!

ATTENDANCE

Students are expected to comply with the attendance policy set forth in the Kankakee Valley School Corporation

handbook. Additionally, students who have excessive absences will not be able to adequately complete cadet teaching and this may impact the overall score of various assignments. A student who's attendance issues interfere significantly with required field experiences and/or classroom assignments will not be able to complete the course and will be removed.

FIELD EXPERIENCE

At least two days a week students will be in the field observing and interacting with various educational settings. It is imperative that students have accurate logs that reflect their time spent in these settings. It is in these settings that students will apply what they have learned in class and work to seek out opportunities to expand their hands-on knowledge of the educational field. Students will also be required to keep reflection journals on their time in the field. The [code of conduct](#) must be followed. If a student can not comply with the expectations set forth in the code of conduct concerning professionalism and/or participation, they will be removed from the course.

CELL PHONE POLICY

According to [Indiana Senate Enrolled Act 185](#), it is against the law for a student to use a cell phone during instructional time unless part of a specifically documented health accommodation. **Cell phones should be placed in the assigned holding area during class.** A charging station is also provided in the classroom where phones may be placed before class starts. There may be times for cell phone use as part of the course, but those specific times will be conveyed by the instructor. No cell phones should be in use for anything other than appropriate photo or video documentation during any field experiences! Any student who disregards this law will be held accountable via administrative intervention.

ACADEMIC HONESTY STATEMENT

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests or other academic works is a violation of College rules.

No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

When it comes to writing lesson plans, students should understand that although resources in the public domain are there to be shared and borrowed, they are NOT a replacement of your requirements to show YOUR lesson planning process. You can use prewritten plans and games to inspire your own original ideas, but you must not seek to find a lesson and copy it as part of any assignment. Giving credit to all resources is also imperative and must be clearly documented on your lesson plans through formal bibliographies and provided web links.

Students are held to a high standard that includes accurately representing their own work and documenting resources. Students must submit original work created without artificial supports. Students may not use artificial intelligence (AI) programs to create work and pass it off as their own. Submissions will be run through an automated AI detection matrix. Work that is returned with excess AI content will be returned to the student with stipulations for resubmission. Work may be subject to school plagiarism policies at the instructor's discretion. Writing is a balancing act of using/remixing/editing, resources and creating from scratch. Resources must be documented.

COPYRIGHT STATEMENT

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

CERTIFICATION AND LICENSING STATEMENT

Ivy Tech cannot guarantee that any student will pass a certification or licensing exam. Your success will be determined by several factors beyond the instruction you are given in the classroom including your test-taking skills, your willingness to study outside of class, and your satisfactory completion of appropriate practice exams. Certification and licensure exam questions are drawn from databases of hundreds of possible questions; therefore, a thorough understanding of the subject matter is required. Ivy Tech's coursework is designed to assist you in understanding the material sufficiently to provide a firm foundation for your studies as you prepare for the exam.

ADA STATEMENT

Ivy Tech Community College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact your local Ivy Tech campus' Office of Disability Support Services.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

TITLE IX

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students, including students enrolled in the College's dual credit and dual enrollment programming, have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. Ivy Tech's Title IX policies can be found here.

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law requires that secondary and post-secondary instructors share this information with a Title IX Coordinator.

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

Students can review their rights and responsibilities as an Ivy Tech Community College dual credit student here: <https://www.ivytech.edu/studentcode/index.html>

DROP PROCESS AND STUDENT RESPONSIBILITY

Each course drop/withdrawal required the student to fill out the form(s) and complete the process via DualEnroll.com. The last date to drop a course (where nothing would appear on a student's college transcript) is 10 business/school days after the start of this course's term. The last date to withdraw (resulting in a W on a student's college transcript) from this course is the 75% mark of the term. Contact your local Ivy Tech campus' K-14 staff for specific drop dates.

ACCESSING GRADES

Course grades are available for students by logging into Ivy Tech's online student system called, MyIvy, at the following address: <https://myivy.ivytech.edu/>. Ivy Tech will not distribute grades by mail, you will need to look up your grades in your MyIvy account. There may be a waiting period of 30 days from the end of the high school semester to obtain grades through MyIvy. If you'd like to order an official transcript, check your unofficial transcript first and then order your official Ivy Tech transcript through MyIvy by taking the following steps:

Step 1: Login into your MyIvy account (myivy.ivytech.edu)

Step 2: Select “Student” on the left hand side.

Step 3: Select “Course Info”

Step 4: Then select “Request Official Transcripts”

If you no longer have access to MyIvy because you have not attended in two or more years, click here to request your transcript online. You will need to Create an Account with Parchment Exchange if you haven’t already done so. Should you need to reset your password, you will click on “Forgot Your Password.”

VIRTUAL LIBRARY

The Ivy Tech Virtual Library is available to students on and off campus. The virtual library includes over 40,000 digital materials, offering full-text journals and books and other resources essential for course assignments. The Virtual Library can be found under the “Library” tab of your MyIvy account:

<https://myivy.ivytech.edu>

IVY TECH HELP DESK/EDUCATIONAL TECHNOLOGY SUPPORT

Phone: 1-888-IVY-LINE (1-888-489-5463), select option 4. Online: Links to request IvyLearn and Educational Technology support and locate your campus online learning support.

RIGHT OF REVISION

The instructor reserves the right to change any statements, policies or scheduling as necessary. Students will be informed promptly of any and all changes.