The Learning Community 331030

In this course, students develop an understanding of the various responsibilities and systems involved in the K-12 educational system. Specifically, students will acquire the knowledge of education through the perspective of classroom, school, district, state, and federal roles. In clinical experiences, students are embedded in observational and small group or individual teaching settings. They engage with students, schools, and stakeholders across the community to better understand how the community functions as a system, noting how elements within the system relate and interact and the impact of students.

Course Objectives:

1. Know, practice and reflect on concepts relating to the personal characteristics of education professionals.
   a. Self-Awareness: my identity, understanding bias, understanding equity, my values, StrengthsFinder, empathy, teacher impact, teacher persona.
   b. Personal Expectations: professionalism, becoming a change agent.
   c. Leadership: common characteristics of successful leaders, credibility, unpack concept of credibility and trustworthiness, habits of effective speakers.
   d. Connecting with Students: cultural competence, expectations for students, building mutual respect, establishing boundaries.
2. Know the language of the work of teaching, understand the cycle of planning, implementing, evaluating and reflecting on a lesson, and practice planning, implementing, reflecting on and revising classroom practice.
   a. Planning: Standards 101, Curriculum 101, understanding by design.
   b. Assessing: Assessment 101, formative assessment, summative assessment.
3. Know the structure of communities within and beyond the school, understand how these communities form and interconnected system of systems, and practice connecting and reflecting on these communities.
   a. Partners: understanding the roles of stakeholders, building relationships with families and caregivers, talking about a student with families and caregivers, mapping resources available to support students.
   b. Colleagues: collaboration with colleagues, working with administrators, extracurricular activities.
   c. Local Community: civic engagement, community, organizations, supporting social justice at home, researching your community, local/regional culture, identifying equity.
4. Know the structures that govern a school and school systems, understand the role of the professional educator within these systems, and practice developing a personal professional identity and career path.
   a. Understanding the School System: purpose of school, school system: federal vs. state vs. local, local governance, policy making, school funding including Title I of ESEA (Elementary and Secondary Education Act), district and school budgets, accountability systems, salary schedules and trends, types of schools.
   b. Planning a Path: career pathways, roles, and opportunities, being a professional, unpacking the Educators Rising standards report.
   c. Context for Great Teaching: profiles of effective educators, edTPA101, National Board 101: five core propositions, mythbusting: superhero teachers, the history of teaching, unions, collective bargaining, due process, professional associations and organizations for educators.

📄 *FCPS CTE - Education and Training Program Area Scope and Sequence

Pathway Resources:
- Education and Training Resources Shared Drive
- T&L Pathway Document Library
- FCPS Navigator
- Educators Rising
- Educators Rising Curriculum & FCPS Curriculum Alignment
- 📷 The Learning Community Archive
- Ed Rising Lesson Resource Bank ARCHIVE

Industry Certification:
- AAFCS Pre-PAC Education Fundamentals

- AAFCS Education Fundamentals Standards

Academic, Employability, & Interdisciplinary Skill Standards/Practices:
- Kentucky Interdisciplinary Literacy and Math Practices
- Cross Cutting Academic (A) and Employability Standards (E) - Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities and workplace skills called employability skills
- KTPS/INTASC Core Curriculum Alignment
- AAFCS
  - 1.A.5 Field experiences
  - 1.A.6 Observations

- *Learning Intentions = explain what the students are learning to provide clarity. This example is not comprehensive.*
- *Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.*

Unit1 : Building Your Mindset and Equity Awareness

KDE Program of Studies Course Objectives:

1. Know, practice and reflect on concepts relating to the personal characteristics of education professionals.
a. Self-Awareness: my identity, understanding bias, understanding equity, my values, Strengths Finder, empathy, teacher impact, teacher persona.
b. Personal Expectations: professionalism, becoming a change agent.
c. Leadership: common characteristics of successful leaders, credibility, unpack concept of credibility and trustworthiness, habits of effective speakers.
d. Connecting with Students: cultural competence, expectations for students, building mutual respect, establishing boundaries.

EPSB Enduring Standards
I: Understanding the Profession
II: Learning About Students
VII: Engaging in Reflective Practice

Summative Assessment:	Essential Vocabulary:
Copy of PRAXIS-Style Multiple Choice Exam	Bias (implicit, unconscious, subconscious), Stereotypes, Stereotype threat, Cultural competence, Empathy, Ally, Fair, Fairness, Equity, Equal, Equality, Access, Opportunity, Persona, Content expert, Collaborator, Advocate, Educator preparation program (EPP), Institutions of higher education (IHEs), Certification areas, Hybrid course. Format Fully online course format, FAFSA, Grants, Loans,

Learning Intention	Success Criteria I Can	Industry Cert Standards	Formative Assessments	HQIR & Lessons
We are learning about bias and its impact on education	- examine the role and significance of bias, stereotypes and privilege in educational settings. - Explain how our identities shape our perspectives and the way we experience the world - Define bias and its significance in educational settings - Recognize and reflect on their own biases. Analyze personal biases. - Describe how implicit bias can limit students' educational attainment. - Describe how preconceptions can limit students. - Analyze how perception of students, groups of students, and communities hinder student success	Competency 1B: Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers 1B. Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers 1.B.1 Dispositions of individuals working in education careers		ER Unit 1: Building Your Mindset - UNDERSTANDING BIAS Understanding Bias
Understanding Equity in Education	- Recognize the value of acknowledging the experience of others and identify ways to become an ally. - Differentiate between equity and equality. - Determine who decide what is fair and equitable - Explain the concept of equity, including its application in broader society			ER Unit 1: Building Your Mindset - UNDERSTANDING EQUITY

	and in specific educational contexts. ● Explain the concept of equity in general and education-specific terms, including its application in society and in specific educational contexts. ● Explain why it's important for teachers to understand equity. ● Identify and examine issues of equity in their school and community ● Explain how a teacher's understanding of equity or lack thereof influences student growth and development.			Understanding Equity
My Teacher Persona	● Explain what a persona is and describe different types of personas they inhabit as students, friends, teammates, community members, employees, etc. ● Describe the roles that teachers play including and beyond teaching itself (e.g., that of content experts, role models, leaders, collaborators, ambassadors, advocates, etc.). ● Describe the responsibilities that teachers bear ● Name and describe characteristics of a teacher persona, including why these characteristics are important. ● Practice inhabiting and presenting a teacher persona. ● Analyze the importance of teachers in our society ● Analyze the possibility of balancing individual needs to the common good. ● What expectations should I have for myself as a rising educator? ● Describe ways rising educators can embody the roles of scholar, role model, lifelong learner, and ambassador for learning with high expectations for themselves and others. ● Explain the impact of the "superhero teacher" narrative on both students and teachers. ● Define effective educators and mythbust the concept of superhero teachers. ● Describe and demonstrate a commitment to ethical practices.	1.B.4 Professional attitudes and behaviors 1.A.3 Multiple roles of educators		ER Unit 1: Building Your Mindset - MY TEACHER PERSONA
Selecting the Right College Career Paths, Roles & Opportunities	● Describe, compare and contrast the characteristics of various teacher preparation programs at colleges and universities around the country. ● Describe factors (e.g., personal, professional, environmental, financial, etc.) that should be taken into consideration when selecting a college or university. ● Explain application requirements and processes for teacher preparation programs at colleges and universities around the country. ● Develop a plan for making informed decisions about the teacher preparation programs they select to reach their professional goals. ● What career paths in education interest me, and how do I pursue them? ● How do I select the right college for me?	1.B.2 Professional growth 1.B.3 Lifelong learning 1A: Examine roles, functions, and education and training requirements of individuals engaged in education careers 1.A.7 Education and training required for education careers		ER Unit 2: Individuals Inside Institutions - CAREER PATHS ROLES AND RESPONSIBILITIES Career Paths, Roles and Opportunities
Planning Your Year with Educators Rising ER Unit 1				

Unit 2: How Teachers Think and Classroom Management

KDE Program of Studies Course Objectives:
3. Know the structure of communities within and beyond the school, understand how these communities form an interconnected system of systems, and practice connecting and reflecting on these communities.
   a. Partners: understanding the roles of stakeholders, building relationships with families and caregivers, talking about a student with families and caregivers, mapping resources available to support students.
   b. Colleagues: collaboration with colleagues, working with administrators, extracurricular activities.
   c. Local Community: civic engagement, community organizations, supporting social justice at home, researching your community, local/regional culture, identifying equity.
A professional educator understands how bias, equity, and their own teacher persona might impact their role.
A professional educator understands how bias, equity, and student identity might impact learning.

EPSB Enduring Standards
I: Understanding the Profession
II: Learning About Students
III: Building Content Knowledge
VII: Engaging in Reflective Practice

Summative Assessment:	Essential Vocabulary:

Learning Intention	Success Criteria I Can	Industry Cert Standards	Formative Assessments	HQIR & Lessons
Professionalism	• Explain what professionalism is and why it is integral to teaching. Discuss Teacher Advocacy. • Discover professional associations and unions that support the teaching profession • How does accomplished teacher leadership and active participation in professional associations and/or unions mirror and support one another? • Explain how dressing, behaving, and interacting as professionals affects teachers' credibility and trustworthiness. • Discern how successful professionals manage a synthesis between maintaining their values as individuals and upholding the values and policies of the institutions that employ them. • Discern and demonstrate ways to model the professionalism necessary of a rising educator. • Explain personal characteristics, abilities, knowledge, and skills needed to work • Determine profession growth and responsibilities of teachers	Competency 1B: Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers 1.B.2 Professional growth 1.A.4 Professional responsibilities of those engaged in education careers		ER UNIT 1– Professionalism [Professionalism]
We are learning about the power of reflection as an education	• Analyze personal values in relation to the education profession. • Describe themselves as learners, including their unique talents, preferences, and motivations.	1.B.1 Dispositions of individuals working in education careers		ER UNIT 1– Reflective Habits of Mind

professional High Personal Standards Reflective Habits of Mind (ERU 1)	● Analyze their own educational experiences, including how they analyze their own educational experiences, including how these experiences could influence the teacher they become. ● Reflect on their understanding of content knowledge, evaluating what they do and do not know, comparing it to what they need and wish to know. ● Reflect on and identify useful ways to build their knowledge of both content and self. ● Demonstrate a commitment to openness and honesty when reflecting on experiences.	1.B.2 Professional growth 1.B.4 Professional attitudes and behaviors		Update – Reflection & metacognition <u>Reflective Habits of Mind</u>
Critical Thinking: My Experiences (ERU 7)	●			ER UNIT 7 – Critical Thinking
How do I best learn?	● Describe the six levels of Bloom's taxonomy and describe how the taxonomy can be used to classify the cognitive nature and complexity of given tasks ● Explain how we learn and the importance of lifelong learning	1.B.3 Lifelong learning		
Growth Mindset We are learning how to set realistic goals as an educator	● Examine roles, functions, and education and training requirements of individuals engaged in education careers ● Set challenging goals in the pursuit of excellence. (expectations for knowledge, skills, and dispositions) ● Set short term and long term goals (continuous improvement) ● Determine how to improve content knowledge ● What does accomplished teaching encompass? ● How do I define short- and long-term success as an educator? ● Autobiography/Superhero Teacher ● How can teachers advocate for themselves? ● Explore Career portfolios and teacher induction	1A: Examine roles, functions, and education and training requirements of individuals engaged in education careers 1.A.1 Career portfolios 1.A.2 Teacher induction		ER Unit 1 – Growth Mindset – Update

Unit 3 – School Communities and Systems

KDE Program of Studies Course Objectives:

4. Know the structures that govern a school and school systems, understand the role of the professional educator within these systems, and practice developing a personal professional identity and career path.

    a. Understanding the School System: purpose of school, school system: federal vs.

    b. Planning a Path: career pathways, roles, and opportunities, being a professional,unpacking the Educators Rising standards report.

    c. Context for Great Teaching: profiles of effective educators, edTPA 101, National Board 101: five core propositions,mythbusting: superhero teachers, the history of teaching, unions, collective bargaining, due process, professional associations and organizations for educators.

A professional educator has high expectations for their knowledge, skills, and disposition.

A professional educator utilizes metacognition for continuous improvement.

EPSB Enduring Standards

I: Understanding the Profession

III: Building Content Knowledge

V: Implementing Instruction

VI: Using Assessments and Data

VII: Engaging in Reflective Practice

Summative Assessment:	Essential Vocabulary:
	Policy (federal, state, local), Finance and funding, Salaries, Benefits, Organizational chart, Standards, Dispositions, Ethics, Boundaries, Frayer model, Culture, Safe environment, School community, Text evidence, Socratic, Dialogue debate, National Education Association (NEA), Kentucky Education Association (KEA), Narrative, Beliefs, Bias, Experience, Vulnerability, Authenticity

Learning Intention	Success Criteria I Can	Industry Cert Standards	Formative Assessments	HQIR & Lessons
What is the Purpose of Schools? How Does My District Work? We are learning about education as a system and the role of education in the local, state, national,a nd global context We are learning about school policy We are learning about the history of	● Describe the purpose of schools in our communities ● Describe how school systems work ● Describe how public education works ● Compare different educational systems ● Analyze educational systems ● Explain how my district works, identify key players, and analyze effectiveness. ● Describe the policies, processes and politics that drive the operations of and decision-making for a school district. ● Conduct research to understand the leadership, departments and roles, and funding sources and allocation for the local school district. ● Explain how budgets and funding influence teacher and student progress ● Conduct research to understand the salary and benefits offered to teachers in the local school district. ● Identify and explain key policies for teachers and students within the local school district. ● Analyze how political systems influence the work of educators ● Explore the history of education and how it has shaped education today.	1E: Examine the historical and contemporary significance of education in society 1.E.1 History of public education in the U.S. 1.E.2 21st Century Skills 1.E.3 School reform 1.E.4 School choice 1.E.5 Social significance of schools 1.E.6 Impact of social change on education		ER Unit 2: Individuals Inside Institutions What is the Purpose of School? Update How does my district work How Does My District Work?

education	• Understand how school districts are organizes and the relations schools have with the community and the economy • What is the history of teaching and the current and future state of education? • Understand the importance of community partners to schools • Explain importance of education to society			
Mapping Resources Available to Support Students	• Identity resources available to students • Categorize and visually represent services, programs, individuals, and community assets that can provide support to students within a school or district • Determine how educators can access and utilize these resources to address student needs effectively • Creating a comprehensive overview of available support systems to optimize student well-being and academic success. • Describe our local community and the stakeholders • Explain community goals and community landscape • Compare different communities and how education is a central theme • Analyze school and communities			ER Unit 2: Mapping Resources Available to Support Students update Mapping Resources Available to Support Students
Model Code of Ethics for Educators (Revisit Professionalism) We are learning about teacher ethics	• Define ethics, and describe the role of ethics in the teaching profession. • What does it mean to be a responsible, ethical teacher? • Explain how an ethical outlook guides teachers' decision-making, inspiring them to elevate students' needs, honor diversity and take action when necessary. • Explain the importance of aligning personal values and professional conduct in order to serve as a role model in and out of the classroom. • Identify and describe the five principles of the Model Code of Ethics for Educators. • Apply knowledge of ethics and the Model Code of Ethics for Educators in real-world or simulated teaching contexts • Explain legal standards that impact teachers - NCLB, Academic Freedom, Contracts Funding, Highly Qualified, contracts, FERPA.	1C: Understand ethical and legal standards and principles that impact education careers 1.C.1 Academic freedom 1.C.2 No Child Left Behind (NCLB) 1.C.3 Organization, governance, and funding of public schools 1.C.4 Highly qualified teachers 1.C.5 Professional code of ethics 1.C.6 Teacher contracts 1.C.7 Family Educational Right and Privacy Act (FERPA)		ER Unit 4: Revisit: Professionalism & Being an Advocate for the Profession Revisit: Professionalism & Being an Advocate for the Profession
Teachers' Unions 101 We are learning about education professional organizations	• Explain the ways in which membership to a professional association and/or a union (e.g. the • National Education Association or the American Federation of Teachers) benefits educators and supports their development as leaders. • Connect the idea of accomplished teacher leadership to membership in professional associations and/or unions and understand the support role that they play. • Describe how professional associations or unions support teacher leaders. • Analyze the significance of the studied educational professionals to society and the profession.			

Comparative Education	- Demonstrating a clear understanding of factors contributing to achievement gaps across different systems. - Identifying how different curricular frameworks address specific learning goals and societal needs. - Evaluating the impact of teacher preparation programs on classroom pedagogy across different contexts. - Highlighting disparities in access to quality education and proposing strategies for addressing inequities			

Unit 4 The Basics of Instruction - Building your Mindset or What's the Point? Intentional Planning and Instruction

KDE Program of Studies Course Objectives:

2. Know the language of the work of teaching, understand the cycle of planning, implementing, evaluating & reflecting on a lesson, & practice planning, implementing, reflecting on & revising classroom practice.

    a. Planning: Standards 101, Curriculum 101, understanding by design.

    b. Assessing: Assessment 101 formative assessment summative assessment.

A professional educator knows how to design learning experiences derived from the curriculum.

A professional educator know how to use research-based strategies and techniques to support learning goals.

EPSB Enduring Standards

I: Understanding the Profession
III: Building Content Knowledge
IV: Engaging in Responsive Planning
V: Implementing Instruction
VI: Using Assessments and Data
VII: Engaging in Reflective Practice

Summative Assessment:	Essential Vocabulary:
	Alignment (vertical and horizontal), Hidden curriculum, Learned curriculum, Null curriculum, Official curriculum, Tau[...] curriculum, Tested curriculum, Sequence, Backward design, Template, Assessment, Formative assessment, Criteria[...] Educational objectives, Knowledge, Pedagogical content knowledge, Schema, Collaboration, Collective expertise, Common planning, Co-teaching, Professional development, Mutual agreement, Reciprocity, Open lines of communication, Responsive feedback, Joint decision making, Professional organizations

Learning Intention	Success Criteria I Can	Industry Cert Standards	Formative Assessments	HQIR & Lessons
Curriculum 101	• Create a working definition of curriculum including the key layers and components of the curriculum. • Utilize relevant standards in instructional planning and assessment • Describe one model of curriculum design (Understanding by Design). • Determine own beliefs about curriculum • Understand HQIRs and how they intersect with curriculum • Describe their own curriculum orientation. • Explain standards alignment. Use of state and national content standards • Create a curricular unit sample plan that aligns with their own curriculum orientation. • Create Pacing guide and complete curriculum alignment	3D: Utilize relevant standards in instructional planning and assessment 3.D.1 Standards-based education 3.D.2 Use of state and national content standards 3.D.3 Pacing guide 3.D.4 Curriculum alignment		ER Unit 4-Basics of Instruction [Curriculum 101](#)
Backwards Planning	• Define backwards planning as a method for curricular, instructional and assessment planning. • Explain the philosophies underlying the backwards planning method. • Describe the steps in the backwards planning method. • Evaluate the usefulness of backwards planning. • Practice using the backwards planning method. • What does an effective lesson look like?	3C: Develop organizational and managerial skills that enhance professionalism 3.C.1 Course, unit, and daily lesson planning		ER Unit 4-Basics of Instruction [Backwards Planning](#)

	- How can I design learning experiences to reach all students? - What are effective instructional techniques in different situations and contexts?	3.C.2 Professional development		
Formative Assessment (Selecting & Designing Assessments)	- Explain the purpose of assessment - Determine how to assess what students have learned - Describe the purpose and design of formative assessments administered during and at the conclusion of lessons. - Discover how formative assessments determine instruction and how to use assessment data to better my teaching and advance learning - Describe innovative methods for administering creative, thought-provoking formative assessments that engage and motivate students while measuring their abilities and current levels of competence (e.g., questioning, short performance tasks, journal or notebook entries). - Explain how assessments can be developed and interpreted in a fair, ethical and equitable manner, with modifications and accommodations made to meet students' cognitive, social, emotional and physical needs. - Design a formative assessment to check understanding during or at the conclusion of a lesson. - Identify and describe ways—formal and informal—to build content expertise	5.B.1 Purposes of assessment 5.B.4 Formative assessment (i.e., purpose, examples, and implementation)		ER Unit 5: Inside a Skilled Teachers Toolbox Formative Assessment
Importance of Content Knowledge	- Explain why deep content knowledge is important for a teacher and their students. - What is content knowledge for teachers? - How is it different from general knowledge within the discipline? - How can I develop my content knowledge and expertise? - How can I use content knowledge to frame learning experiences that honor students' perspectives, curiosity and motivations?			
Collaborative Planning	- Consider ways to question, evaluate and extend knowledge, broadening and deepening content knowledge to develop increasingly complex insights within their subject areas. - Explore how teachers are members of extended learning communities and are committed to building relationships with colleagues. - Identify how teachers work with other educators to strengthen the vertical alignment of curricula, enhance interdisciplinary connections and create a culture of innovative practice. - Describe the hallmarks of collaboration, such as sharing of resources, perspectives and feedback, as well as attitudes and dispositions needed for successful collaborative relationships. - How can teacher collaboration create stronger schools and communities? - Explain how and why collaborative planning helps teachers engage students and stimulate learning. - Demonstrate skills needed to collaborate effectively with colleagues and help build vibrant learning communities. - Explore mentoring programs - Determine how technology has increased collaboration	3.C.3 Mentoring 3.C.4 Collaborative teaching 3.C.5 Technology use in the classroom		ER Unit 4: The Basics of Instruction Collaborative Planning

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PLO #1: Introduction to the teaching profession ● SLO #1: Students will learn how to deliver meaningful learning experiences **for all** students by integrating their knowledge of content, pedagogy, the learner, and the learning environment as measured by textbook chapters, journal articles, and quizzes. ● SLO #2: Students will engage in the reflective instructional cycle of planning, instructing, assessing and adjusting based on data measured by quizzes and discussions. ● SLO #3: Apply a variety of communication, instructional, and assessment strategies in their teaching which will be measured by quizzes and discussions. ● SLO #4: Students will learn the historical foundations of education in the U.S.	**Learning Module 1:** ▢ Introductions and Why A Teacher Assignment ▢ History of Education and Teaching (Articles) ▢ The Landscape of the Teaching Profession ▢ Challenges in Teacher Education in Kentucky	**Unit1 : Building Your Mindset** **Unit 2: How Teachers Think**
PLO #2: Demonstrate professional responsibilities for school and community ● SLO #5: Students will research the Kentucky Standards as printed by the Commonwealth and as measured in homework and classroom discussions ● SLO #6: Demonstrate teacher leadership by participating in the development and/or implementation of the school-wide mission, strategic planning/continuous improvement process, curriculum initiative, and student support and management systems as measured by research papers and classroom discussions. ● SLO #7: Students will engage in practices of finance and government by preparing a comprehensive school budget.	**Learning Module 2:** ▢ Chapter 4: Foundation of U.S. Education (Parkway) ▢ Chapter 8: Today's Students (Parkway)	**Unit 3-Individuals Inside Institutions**
PLO #3: Learn to demonstrate culturally responsive teaching practices ● SLO #8: Engage in practices to help all students – regardless of language, cultural barriers, race, geographic location, special needs, or poverty – learn; including facilitating learning through joint productive activity among teachers and students, developing students' competence in the language and literacy of instruction throughout all instructional activities, as measured by homework, chapter readings and quizzes. ● SLO #9: Demonstrate how to challenge students toward cognitive complexity, and engage students through dialogue, especially instructional conversation. as measured by written reports and discussions.	**Learning Module 3:** ▢ Blooms Taxonomy Discussion (Articles) ▢ Chapter 5: Historical Foundations of Education (Parkay) ▢ Discussion on Rosenwald Schools ▢ African-Americans in Education (Articles) ▢ Chapter 6: Finance and Government in Education (Parkay) ➢ Chapter 7: Ethical and Legal Issues in Education (Parkay)	**Unit 4 The Basics of Instruction**

Campbellsville University [Learning Community / EDU 220 Syllabus](#)			
[KTPS/INTASC Core Curriculum Alignment](#)	● Introduction to course, syllabus ● Student introductions ● KFETS	Set up KFETS account	
KTPS/InTASC 9 Professional Learning and Ethical Practice	● Do you want to be a teacher?	Chapter One Reading Guide	**[Unit1 : Building Your Mindset](#)**
KTPS/InTASC 1 Learner Development	● Intervention as it relates to violence in schools ● Changes in American Society ● Clinical Experience	Chapter 2 Reading Guide	
KTPS/InTASC 2 Learner Differences	● Exceptional; and at-risk students ● Role of school in diverse society ● Student Diversity	Chapter Three Reading Guide	
KTPS/InTASC 3 Learning Environments	● Historical foundations of Ed in the US ● Education in US History	Chapter Four Reading Guide	
	● Interrelationship of basic concepts and philosophy of education to praxis ● Education Philosophy	Chapter Five Reading Guide	**[Unit 2: How Teachers Think](#)**
	● Structure and organization of classrooms and school systems ● Choosing a School	Chapter Six Reading Guide	
	● Philosophy of Education development	Philosophy of Education Presentation	
	● Legal aspects of teaching ● Governance and Finance ● School Law ● Code of Ethics & Confidentiality	Chapter Seven Reading Guide	**[Unit 3-Individuals Inside Institutions](#)**
KTPS/InTASC 5 Application of Content	● Technology embedded in the curriculum ● School Curriculum ● Student Handbook	Chapter Nine Reading Guide	**[Unit 4 The Basics of Instruction](#)**
KTPS/InTASC 4 Content Knowledge	● Kentucky Academic Standards		
	● Classroom Management	Chapter Ten Reading Guide	
	● Becoming an Effective Teacher ● KTPS/InTASC ● RTI/Dyslexia	KY Academic Standards Summary Chapter Eleven Reading Guide	
KTPS/InTASC 6 Assessment KTPS/InTASC 7 Planning for Instruction KTPS/InTASC 8 Instructional Strategies	● Measurable Objectives ● Lesson Planning ● Instructional strategies	Co Teaching Project/Lesson Plan due	
KTPS/InTASC 10 Leadership and Collaboration	● Education Reform ● Developing as a Professional	Chapter Twelve Reading Guide	

WKU EDU 250 Introduction to Education [TLP Common EDU 250 Fall 2025.pdf](#)			
[**KTPS/INTASC Core Curriculum Alignment**](#)	**Course Learning Objectives**	**Topics**	
KTPS/InTASC 1 Learner Development		Teachers, Schools, & Students	[**Unit1 : Building Your Mindset**](#)
KTPS/InTASC 2 Learner Differences	3. Compare student differences and similarities.	Student Similarities and Differences	[**Unit 2: How Teachers Think**](#)
KTPS/InTASC 4 Content Knowledge KTPS/InTASC 5 Application of Content KTPS/InTASC 7 Planning for Instruction KTPS/InTASC 8 Instructional Strategies	1. Develop and teach mini-lessons in different settings. 4. Use relevant content standards to create goals, objectives and learning targets.	Curriculum and Instruction	[**Unit 4 The Basics of Instruction**](#)
KTPS/InTASC 6 Assessment	2. Describe different assessment goals and create simple assessments.	Assessment and Accountability	
KTPS/InTASC 3 Learning Environments		Positive and Productive Learning Environments	
	6. Describe education's historical and philosophical background.	History of Education in the US	[**Unit 3-Individuals Inside Institutions**](#)
		Philosophical Foundations of Education in the US	
	8. Describe current educational trends and issues.	Societal Context of Schooling in the US	
	5. Describe the legal context of P-12 education.	Ethical and Legal Issues in US Schools	
		Governing and Financing Public Schools in the US	
KTPS/InTASC 9 Professional Learning and Ethical Practice KTPS/InTASC 10 Leadership and Collaboration	7. Demonstrate basic teaching skills (instructional, technology, research, literacy). 9. Describe teaching as a career including the certification process.	Developing Professionalism	