



The Heart of Teaching Online Participant Syllabus

Course Description

In teacher preparation education, there is very little focus on the personal character and social emotional skills the teacher brings to and practices the learning process. This course exposes and examines these untapped areas of teacher quality. *The Heart of Teaching* includes an awareness and examination of the educator's personal preparedness for the classroom, as compared to universal norms for quality teaching.

Course Prerequisites

Participants enrolled in this course are required to hold a baccalaureate degree. This course is recommended for K-12 educators and administrators. No prerequisites are required for this course.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

Text Books/Supplemental Reading

There is no textbook required for this course. Refer to weekly reading assignments and additional resources within each Milestone to support course content.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Identify the major themes of people that are seminal components of quality teaching. (NBPTS 1,4)
2. Develop an "eye" for identifying quality teaching by descriptions of themes of teachers. (NBPTS 2,3)
3. Understand the connection between personal character and teacher quality and how this translates into the idea that we teach "who" we are. (NBPTS 4)
4. Experience the interaction of community in learning about quality teaching and quality schools. (NBPTS 5)
5. Learn love as a teaching tool and demonstrate its utility in the learning process.

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

1. Explore the effects of various typical classroom procedures and methods on the motivation of students.
2. Develop an understanding of the types of activities that increase or decrease the motivation of students. Gain understanding of how the current system of education affects the motivations of segments of a school population especially the unengaged student.
3. Work as leaders and collaborators in the professional community to improve programs and practices for students and their families.
4. Read widely in the literature on motivation. Compare current professional practice and begin to implement changes to improve effectiveness.
5. Understand the types of difficulties students may have and develop resources to help students be successful learners.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a guided, graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, asynchronous class and group discussions using threaded discussion questions, peer evaluation, self-evaluation, portfolio development, and the synthesis of new knowledge and skills in designing grade-specific lesson plans or other educational applications of knowledge and skills.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback. Class participants interact with other professionals via the Forum by replying to existing posts as well as creating new threads on topics of their choice.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into "milestones" that participants complete during the 8-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally

relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, formative assessments are embedded throughout the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

Final Projects

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final summative projects are due and will be submitted to the instructor within the 8 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; goes above and beyond requirements; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of

the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in “Distinguished” on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author’s own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in “Proficient” on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Basic” on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author’s own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Unsatisfactory” on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the

instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 8 weeks from the time of their first date of login to complete the course. It is the expectation that participants will post initial responses to Forum discussion questions by Thursdays. In addition, participants are to respond to at least two other participant posts by Sundays. Projects are only due in specific Milestones. Forum postings, assignments, and assessments must be completed by due dates specified within the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.