1. **COURSE TITLE\*:**  Paraprofessional Seminar
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2225
3. **PREREQUISITE(S)\*:** GPA minimum 2.5  **COREQUISITE(S)\*:**  EDUC 2224
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This seminar is designed to accompany the paraprofessional practicum, EDUC 2224. The seminar will provide students with opportunities to share and critique their onsite experiences. This course assists students in making informed decisions about becoming a teacher and ensures that they have an up-to-date picture of the ever-changing face of education. Issues in reform, professionalism, diversity, and using technology in day-to-day teaching situations are emphasized throughout the text. Students will analyze theory and practice as it relates to educational paraprofessionals.

1. **LEARNING OUTCOMES\*:**

After completing this course, the students will have gained knowledge on:

1. Roles and responsibilities of a paraprofessional
2. Teamwork, communication, and problem solving
3. Appropriate behavior guidance techniques
4. Working in an inclusive setting
5. Supporting students with special needs
6. Effective instructional resources
7. Collecting data for record-keeping
8. Characteristics of professionalism
9. Teaching a diverse group of students
10. History of teaching
11. **ADOPTED TEXT(S)\*:**

*Introduction to Teaching: Becoming a Professional*; 7th Edition

Authors: Don Kauchak & Paul Eggen

Publisher: Pearson (2021)

ISBN: 9780136874812

**OR**

Inclusive Access (Follett)

ISBN: 978-0-13-576046-8

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Projects  |  |  |
| Projects  |  |  |
| Discussion Forum  |  |  |
| Chapter Reflections  |  |  |
| Tests  |  |  |
| Total | 1000 | 100% |

**Assignments**

**Personal Analysis (15 points):** Describe how your personal experiences with societal changes will influence your effectiveness as a teacher, and list several things you can do to prepare yourself to work with students either similar to or different from you, such as vulnerable students. Write a paper with a minimum of 400 words using Microsoft Word Times New Roman 12pt font with 1-inch margins.

**Philosophy of Education (25 points):** Develop your Philosophy of Education. Write a paper with a minimum of 800 words using Microsoft Word Times New Roman 12pt font with 1-inch margins. The following are some sample questions you might address in your paper:

1. What grade(s) do you want to teach?
2. What can you accomplish in teaching that is worthwhile?
3. What are your objectives for student learning?
4. How do you want to teach?
5. How do you believe children learn?
6. How will you major your effectiveness as an educator?

**Resume (15 points):** Develop your resume for your paraprofessional position.

 **Teacher Interview (25 points):** Interview a teacher asking the following questions:

1. Why did you choose to teach? What are all the reasons that influenced your decision?
2. What are some of the most rewarding aspects of teaching? Can you give me some specific examples?
3. What are some of the most difficult parts of teaching? Can you give me some specific examples?
4. Are you more or less confident in your ability to help kids learn than you were before you started teaching?
5. How effective was your preservice teacher-preparation program in helping you learn to teach? What would have made it more effective?
6. Do you plan to stay in teaching, or do you plan to move to a different job or profession? If you plan to leave teaching, what are your reasons for leaving?
7. If you were asked to describe the process of teaching in one sentence, how would you describe it?
8. Do you believe that teaching is a profession? Why or why not?

**Chapter Discussion Questions (65 points = 5 points for each of 13 chapters):**

* You will write a 200-word answer to the question found in the Discussion Forum on Canvas.
* You must write a 100-word response to another student in the class.

**Chapter Reflections (65 points = 5 points for each of 13 chapters):**

* + You will write 200-word reflection of your reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children?
	+ You must write a 100-word response to another student in the class.

**Tests: 90 points total (30 points for each of 3 tests)**

 **Test 1: Chapters 1-4**

 **Test 2: Chapters 5-8**

 **Test 3: Chapters 9-13**

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

 This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

 **Chapter 1: Do I Want To Be A Teacher?**

**Chapter Overview:** Chapter 1 introduces your students to teaching and examines the rewards and challenges involved in being a teacher. The chapter continues with a discussion of professionalism, followed by an introduction to the increasing diversity in our country and reforms teachers will experience when they begin their careers.

**Chapter Learning Outcomes:**

* Describe major rewards and challenges in teaching
* Describe the essential characteristics of professionalism, and explain how they relate to teaching.
* Identify different dimensions of diversity and explain how diversity affects the lives of teachers.
* Explain how the current reform movement in education is changing the teaching profession.

* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 2**

**Chapter 2: Changes in American Society: Their Influence on Today’s Students**

**Chapter Overview:** In this chapter, the implications for teaching of changes in the American family, and shifts in demographic and socioeconomic patterns are discussed. Challenges facing modern youth, such as alcohol and drug use, violence, suicide, child abuse, and sexuality, are described and analyzed. Educational efforts to assist American youth in facing these changes and challenges are described in terms of community, school, and classroom efforts.

**Chapter Learning Outcomes:**

* Describe changes that have occurred in the American family and society, and the implications of changes for education.
* Describe changes that have occurred in our country’s students and the implications of these changes for education.
* Explain how socioeconomic status influences students and their success in school.
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 3**

 **Chapter 3: Student Diversity: Culture, Language, Gender, and Exceptionalities**

**Chapter Overview:** Learner diversity is the focus of this chapter. The chapter begins by examining culture and language diversity, including a focus on English learners (ELs). Then, it turns to gender and its influence on learning. This discussion is followed by an examination of learners with exceptionalities and how schools respond to learners with special needs.

**Chapter Learning Outcomes:**

* Explain how cultural diversity influences learning and how effective teachers use this diversity to increase learning.
* Describe the major approaches to helping EL students learn.
* Explain how gender differences influence school success and how effective teachers respond to these differences.
* Explain how schools have changed the ways they help students with exceptionalities.
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 4**

 **Chapter 4: Education in the United States: Its Historical Roots**

**Chapter Overview:** This chapter traces the historical roots of today’s education in our country. The discussion is intended to help students understand the historical basis for principles and policies, such as the separation of church and state, state control of education, how public funding for education originated, and how the present structure of education evolved. The chapter also examines the education of cultural minorities, including many of the issues that remain today.

**Chapter Learning Outcomes:**

* Explain how the diversity of the original colonies shaped our educational system, and describe the role of religion in colonial schools.
* Explain how the early national period influenced education in this country.
* Explain how the common school movement influenced education in our country today.
* Describe the historical roots of contemporary secondary schools.
* Identify similarities and differences in minority groups’ struggles for educational equality.
* Explain how schools became instruments for national purpose during the modern era.
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 5**

 **Test: Chapters 1-4**

**Week 6**

 **Chapter 5: Educational Philosophy and Your Teaching**

**Chapter Overview:** The chapter begins by examining the difference between philosophy and theory and the nature of normative philosophy. It continues by examining the branches of philosophy, the traditional educational philosophies, and the process of forming a personal philosophy of education. The chapter emphasizes the practical role of philosophy as a guide for educational practice.

**Chapter Learning Outcomes:**

* Define philosophy and describe the branches of philosophy.
* Describe the major educational philosophies and explain how examples illustrate each.
* Explain why a personal philosophy of education is important and describe the steps involved in forming one.

* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 7**

 **Chapter 6: Governance and Finance: Regulating and Funding Schools**

**Chapter Overview:** This chapter describes the uniquely American configuration of school governance and finance. Constitutional law is used as a framework to analyze the interconnected forces influencing both the governance and the finance of American education. Recent innovations such as charter schools and vouchers, as well as the increasingly popular practice of home schooling, are used to illustrate and analyze governance and finance issues.

**Chapter Learning Outcomes:**

 Describe the major educational governance structures at state and local levels.

* Explain the different sources and targets of educational funding.
* Describe current issues in school governance and finance.

* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 8**

 **Chapter 7: School Law: Ethical and Legal Influences on Teaching**

**Chapter Overview:** The chapter begins by examining how ethics and law influence professional decision making. Our country’s legal system is described as an overlapping and interconnected web of federal, state, and local influences. The concepts of rights and responsibilities are then used to frame legal issues for both teachers and students.

**Chapter Learning Outcomes:**

* Explain the differences between legal and ethical influences on the teaching profession.
* Describe how the legal system at the federal, state, and local levels influences education.
* Explain how teacher employment, academic freedom, liability, and teachers’ personal lives are influenced by the law.
* Describe the legal implications of religion in the schools.
* Describe students’ legal rights and responsibilities.

* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 9**

 **Chapter 8: Choosing the Right School**

**Chapter Overview:** The chapter begins by offering different descriptions of schools and outlining the components of schools, including personnel, the physical plant, and the curriculum. It then turns to different school levels and what pre-service teachers should consider in making decision about the level at which they might want to teach. The third major section of the chapter examines the characteristics of effective schools and answers the question: What makes a good school?

**Chapter Learning Outcomes:**

* Describe different meanings of school and identify the components of a typical school organization.
* Describe important differences between schools at different levels.
* Identify characteristics of good schools.

* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 10**

**Test: Chapters 5-8**

**Week 11**

 **Chapter 9: The School Curriculum in an Era of Standards**

**Chapter Overview:** In this chapter standards are used as a framework for the evolving American curriculum. The chapter begins by defining curriculum and then discussing THE explicit, implicit, null, and extra-curricula. Forces that influence the curriculum are then discussed in detail, and controversial issues in the curriculum are examined.

**Chapter Learning Outcomes:**

* Differentiate between curriculum and instruction, and explain how the explicit, implicit, null, and extra curriculum are different.
* Identify different forces that influence the curriculum and explain how they will influence your teaching.
* Describe prominent controversial issues in the curriculum.

* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 12**

 **Chapter 10: Classroom Management: Creating Productive Learning**

 **Environments**

**Chapter Overview:** This chapter begins by describing the essential components of a productive learning environment and then turns to the processes involved in creating this type of environment in classrooms. The chapter continues by discussing the importance of communicating with parents, and in its final section makes suggestions for intervening in cases of student misbehavior when they inevitably occur.

 **Chapter Learning Outcomes:**

* Explain how effective classroom management contributes to a productive learning environment
* Explain how teachers can create productive learning environments in their classrooms.
* Explain how involving parents contributes to a productive learning environment.
* Describe how effective teachers intervene when misbehavior occurs.
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 13**

 **Chapter 11: Becoming an Effective Teacher: Reaching All Students**

**Chapter Overview:** The chapter begins with an examination of the research on motivation and its implications for instruction. The chapter then examines the role of planning in effective instruction. Next, essential teaching skills, the instructional skills that all teachers should have, are presented and discussed in detail. Finally, different instructional strategies are described in terms of their content focus, structures, as well as strengths and weaknesses.

**Chapter Learning Outcomes:**

* Define motivation, and describe how teachers can increase motivation with their instruction.
* Explain the processes involved in planning for instruction.

* Explain how expert teachers implement instruction and assess student learning.
* Describe different instructional strategies, and explain how these strategies promote learning in all students.
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 14**

 **Chapter 12: Education Reform and You**

**Chapter Overview:** The schools in our country are going through a period of reform unparalleled in our nation’s history. This chapter examines the most significant reform efforts and how they will influence teachers. The chapter begins by defining reform, and then examines reforms that focus on teachers, followed by reforms that focus on the curriculum, and those that focus on schools. In each case the impact these reforms will have on both new and veteran teachers is the lens through which the reforms are viewed.

**Chapter Learning Outcomes:**

* Explain how the current reform movement has been shaped by previous efforts at reform.
* Explain how reform efforts focusing on standards, testing, and accountability are influencing the curriculum and classroom instruction.
* Describe how schools are being changed as a result of reform efforts.
* Describe how current reform efforts that focus on the teacher will affect your life in the classroom.
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 15**

 **Chapter 13: Developing as a Professional**

**Chapter Overview:** This final chapter of the text describes how the beliefs of preservice and beginning teachers can influence their future teaching success, and discusses the processes involved in entering the profession. The chapter also offers suggestions to help new teachers succeed in the first year of their careers, and discusses ways to be involved in career-long professional development.

**Chapter Learning Outcomes:**

* Describe the beliefs of beginning teachers and explain how these will influence your finding a desirable job.
* Identify factors that contribute to a successful first year of teaching.
* Describe career-long professional development opportunities available to teachers.
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Reflection for Chapter

**Week 16**

 **Test: Chapters 9-13**

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

 differences

* Understanding how biases may influence the relationship an educator may have

 with children, families, and colleagues

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

* **Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)
* **Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.
* **Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.
* **Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.
* **Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation Addressed**

*Standard 1. Promoting Child Development and Learning*

*Standard 2. Building Family and Community Relationships*

*Standard 3. Observing, Documenting, and Assessing to Support Young Children and*

 *Families*

*Standard 4. Using Developmentally Effective Approaches to Connect with Children and*

 *Families*

*Standard 5. Using Content Knowledge to Build Meaningful Curriculum*

*Standard 6. Becoming a Professional*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.