

UTTC Teacher Education

Syllabus

EDU 250 Introduction to Education

Course Information

Credits: 3

Year / Term: Fall 2016

Class Location / Room: ED B02

Days / Time: TR 1:00 p.m. – 2:30 p.m.

Instructor Information

Instructor: Leah Hamann, M.Ed.

Phone: 701.221.1380

Office Location: ED 112 Main Floor

Office Hours: By Arrangement

E-Mail: lhamann@uttc.edu

Required Textbooks:

Cooper, R. (2013). *Those Who Can, Teach* 14th Edition. Wadsworth Cengage Learning. ISBN13 978-0-8400-2878-5

Course Description: This course is a study of teaching as a profession, including historical, philosophical, and psychological foundations of education. The course explores how children differ, how society and schools respond to children's differences, and how the social and political contexts of schooling affect children's education. Students will participate in a field experience with an area school or community organization. Consideration of cultural diversity, particularly Native American, and special needs will be emphasized in the course content.

Prerequisite(s): None


Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Explore teaching as a profession and career, and identify the professional responsibilities of teachers.	<ul style="list-style-type: none">• Journal Reflection• Philosophy of Education
2. Examine the structure and functions of local education systems and state education systems, and the role of the federal government in education.	<ul style="list-style-type: none">• Exam
3. Demonstrate an understanding of the historical, philosophical, social, and psychological foundations of American education.	<ul style="list-style-type: none">• Exam
4. Identify major issues associated with diversity and multiculturalism and explore basic concepts related to teaching a diverse student population.	<ul style="list-style-type: none">• Journal Reflection
5. Demonstrate an understanding of the impact of major laws, legal rulings, state policies, and federal policies on educational practice.	<ul style="list-style-type: none">• Exam
6. Identify major issues and trends dealing with curriculum and instructional practices.	<ul style="list-style-type: none">• Journal Reflection
7. Participate in an early field experience to gain practical experience in areas such as observing teaching, participating in small instructional groups, correcting assignments, assisting with record keeping, assisting with technology, and other activities assigned by the cooperating teacher	<ul style="list-style-type: none">• Observation reflections

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Teacher Standard & Program Outcome	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
50015.5 Professionalism 5b. Reflection and Evaluation	Lecture, discussion, and candidate reflection.	Disposition reflections	<ul style="list-style-type: none"> Disposition reflections
Program Outcome 4 (AAS): Exhibit dispositions of effective teachers	Lecture, discussion, and candidate self-evaluation.	Pre and post disposition self-evaluations and disposition reflections.	<ul style="list-style-type: none"> Pre & Post disposition self-evaluations.

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Requirements

- Attend all class sessions.
- Complete all readings, activities, and projects assigned by the instructor.
- Participate fully and effectively in class activities.
- Complete all exams and quizzes.

Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50% Projects & Assignments 30% Course Participation 20% Assessments

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan: **"Preparing Competent, Caring Teachers"**
- Instructor's name

<p>Your Name Title of Assignment Due Date</p> <p>Introduction to Education Preparing Competent, Caring Teachers Leah Hamann</p>

**When typing use Times New Roman, Arial, or Courier text style size 12.

**Double-spacing the body of your assignment is a must with deduction of points if not followed.

**Include a reference page if necessary.

**Points will be deducted from assignments that do not have a cover page and the required information.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

Comprehension Questions

Comprehension questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings.

Reflective Educator Journaling

Over the course of your teacher preparation program you will be asked to reflect on your own experiences, readings, and classroom observations. In the introduction course to elementary education you will begin the journey of documenting your reflections.

Disposition Reflection Papers

Candidates will submit a disposition reflection paper that relates to a specific reading assignment/class discussion. Please see the last page of your course syllabus for the dispositions and reflection focus questions.

Assessments

Periodically teacher candidates will be assessed of their understanding of information related to the course.

Conference Attendance

To support the UTTC motto, "Leadership Begins Here", all students are required to participate in the United Tribes Technical College Tribal Leader Summit & Trade Show September 6 – 8, 2016 at the Bismarck Event Center. Students are expected to be at the Summit from 1 PM – 3 PM on Tuesday and 9 AM – 3 PM on Wednesday and Thursday. Bussing to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. Bussing to and from the campus will be provided.

For each session attended, the student is expected to write 3-4 sentences that connect the presentation to the "Tribal leadership" theme. Include the name of the presenter, a brief description of the content presented, presenter style, and a session-related reflection connecting the theme to something you learned. Visiting the exhibit hall can be included as a session. The reflection paper is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

- 📍 **Observation/Observation Logs** Candidates will observe in preschool and elementary education classrooms. You will be observing children of different age levels and teachers with diverse teaching styles. Observation criteria will be established and disseminated to you prior to each observation. **Three field trip** observations will take place when a time is suitable that meets the schedule of the course participants.

Candidates will observe teachers and students in various classroom settings in the Bismarck/Mandan school. Observations will take place in the following educational settings:

1. Montessori
2. Parochial
3. Public

- 📍 **Teacher Dispositions Self-Evaluations – Portfolio Artifact**
Each candidate will complete a disposition self-evaluation at the beginning of the semester. Candidates will critically reflect upon the assessment tool to set disposition goals.
- 📍 **Philosophy of Education – Portfolio Artifact**
Candidates will hand in a final paper stating their overall philosophy of education. The criteria for this paper will be distributed to learners after midterm. The paper will be due during finals week. Date due will be announced later in the course.

RUBRICS

Disposition Reflection

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Points
Clarity:	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	Minor, infrequent lapses in clarity and accuracy.	There are frequent lapses in clarity and accuracy.	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	
Relevance:	The topic/issue being reflected upon is relevant and meaningful to student and course learning goals.	The topic/issue being reflected upon is relevant and meaningful to student and course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Most of the reflection is irrelevant to student and/or course learning goals.	
Inter-connections:	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.	Student makes attempts to demonstrate connections between the learning experience and previous other personal and/or learning experience, but the connection is unclear to the reader.	There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	
Mechanics:	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	
Deadline Timeliness:	Reflection was submitted on due date and during class.		Reflection was submitted before 5:00 of due date.	Reflection was submitted by 5:00 p.m. of due date.	
Due date: Late submission:					Total Points /20

Disposition Reflections	Focus Question
1. <i>Collaborativeness</i> : involves and works with others in planning, problem-solving, and implementation of effective practices.	Describe a highly effective team (class, work, sports, community) that you were a part of. What made this team successful?
2. <i>Respect</i> : shows appropriate regard for the needs, ideas, and experiences of others.	Describe a time when you were treated with respect by a teacher and a time when you were disrespected by a teacher.
3. <i>Compassion</i> : sympathizes, often with a desire to understand and help improve conditions of students' lives.	When did a teacher's compassion make a difference in your life?
4. <i>Passion</i> – demonstrates excitement, enthusiasm and optimism for the people, content, and context of the learning process.	Answer one of the two questions below: Think of a time when you became more interested in a subject because of a teacher's enthusiasm? Would you say that you are passionate about the teaching profession? If so, how would your passion be evident to others around you?
5. <i>Reflectiveness</i> : take time consistently to evaluate effectiveness of instruction and behavior in terms of the larger goals of education; nurtures reflectivity in students and peers, reflects on own growth and accountability	Using critical reflection identify at least two challenges you possess as a future/current educator. Then explain what you will do to make these challenges into strengths.
6. <i>Efficacy</i> : nurtures high expectations; demonstrates self-direction and confidence: empowers students and peers.	Describe a time when you helped someone believe in their ability to succeed at something.
7. <i>Resilience</i> : endures stress and maintains stability in the face of disruption and/or chaos; recovers poise or spirit that enables moving forward in an effective manner.	Describe a time when you or someone you know demonstrated resilience.
8. <i>Flexibility</i> : adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one's feet; is comfortable with change.	Describe a time when you successfully made an "on the spot" adjustment in some activity.
9. <i>Inventiveness</i> : uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices.	Which of Gardner's eight multiple intelligences is your main creative strength? Explain how you will take this strength and utilize it in your teaching.
10. <i>Presence</i> : has keen with-it-ness and engagement in human interactions and other's needs.	In this activity please find a spot in your home, car, or workplace where you can find five minutes to close your eyes while paying close attention to your breathing. Share what you noticed during this time.
11. <i>Open-mindedness</i> – exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one's own beliefs and practices; does not display or act upon prejudices against people or ideas.	Explain a time when you changed your mind about something important after weighing out several sides of the situation.
12. <i>Humility</i> : places the needs of the learner and/or learning task above one's own ego; reflects on own growth and accountability.	When was the last time you opening admitted that you did something wrong. Explain the situation in detail.
13. <i>Initiative</i> : exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need.	Provide a descriptive situation when you took initiative to get something started.

POLICIES

Attendance

Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.

Much of the content of this course occurs in class. All absences will have a negative impact on your final grade as you miss lecture, group discussion, and work completed during your absence.

The instructor of this course will count the learner fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

All absences regardless of situation are noted as unexcused in the Jenzabar system.

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected. Therefore, if you are aware of an upcoming absence or if an unexpected event occurs and you are unable to contact your instructor a “note of absence” will be provided within Jenzabar that states your reason for an absence. Notable absences are granted only for the following reasons:

- personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity



Work or activities for other classes are not excused. To be classified as excused, the absence must be officially documented (for example, an illness must be documented by a doctor’s note). If you will be absent due to trips or conferences (i.e. AIHEC) sponsored by the college, you must notify your instructor in writing (not by email) no later than one week **prior** to the absence so we can work out schedule rearrangements. You will not be penalized for official absences. **This attendance policy is non-negotiable.**

Addressing Candidate Tardiness

Candidates must be seated and ready to begin class at the scheduled time. Promptness and even early arrival is recommended. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. **Both tardiness and early departure from class are forms of absenteeism.**

Teacher candidates are required to sign in at each class meeting. The sign in sheet will indicate the time in which a candidate arrives and includes the time of any candidate’s early departure. Participation points are awarded based on the amount of time the student has been present for the scheduled class time.

Three (3) documented late arrivals (tardiness) will constitute one (1) absence and a staffing will be held with the instructor of the course in which an attendance contract will be developed. If the tardiness continues to persist the teacher candidate may be required to drop the course.

The instructor of this course will count the candidate fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

Expect class to last the entire scheduled time. Candidates may not leave class early without a valid excuse or without having made arrangements with the instructor. The act of leaving prior to the end of class is unacceptable and will be treated in the same manner as a tardy.

Things to keep in mind:

- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class.
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible.

Appropriate Dress:

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

Policy for Late Submission:

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Withdrawal from Class:

Withdrawal from class after November 10, 2016 results in an automatic "F" grade for the course.

Plagiarism and Academic Integrity:

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Incompletes

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the instructor and the students about how the course can be completed. Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable circumstances, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A current minimum of a 'C' grade is required for the student to receive an Incomplete in that course.

Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work. A "last-minute effort" to complete a course by the student with a history of poor attendance or poor performance is not a viable reason to report an incomplete grade.

It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. Students must contact their instructors within two weeks of other circumstances they feel would interfere with their ability to attend class and finish the course successfully. The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an "F".

Cell Phones:

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode. **Texting and checking your cell phone is a distraction and a sign of disrespect. Please do not text in class.** If a student continues to misuse their cell phone a staffing will be held.

Background Checks:

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities:

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Students with Disabilities:

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Special Assistance:

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

There is tutoring available for all candidates if needed. If you feel you would benefit from working with a tutor, please let me know and I will assist you in making arrangements. I encourage you to take advantage of this assistance if you feel you would benefit from it.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

COURSE CALENDAR OUTLINE (Tentative)

August	<ul style="list-style-type: none">▪ Introductions▪ Meet Dalton Sherman – What will your legacy be as an educator?▪ Chapter 1
September	<ul style="list-style-type: none">▪ Chapters 2-4▪ Field Trip▪ Disposition Reflections▪ Chapters 1-4 Assessment
October	<ul style="list-style-type: none">▪ Chapters 5-8▪ Field Trips▪ Disposition Reflections▪ Chapters 5-8 Assessment
November	<ul style="list-style-type: none">▪ Chapters 9-12▪ Disposition Reflections▪ Philosophy of Education – drafts
December	<ul style="list-style-type: none">▪ Chapters TBA▪ Dispositions Reflections▪ Chapters 9-12 Assessment▪ Philosophy of Education - final

SYLLABUS SIGNATURE PAGE

Course Title: Introduction to Education

Course Number: EDU 250

Credit Hours: Three (3)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student's Printed Name

Student Signature

Date