

UTTC Teacher Education

Syllabus

EDU 310 Teaching and Learning: The Student

Course Information

Credits: 2

Year / Term: Spring 2016

Class Location / Room: ED B02

Days / Time: T/R 11:00 a.m. – 11:50 a.m.

Instructor Information

Instructor: Leah Hamann, M.Ed.

Phone: 701.255.3285 ext. 1380

Office Location: ED 112 Main Floor

Office Hours: By Arrangement

E-Mail: lhamann@uttc.edu

SPRING 2016

January 11	Spring 2016 UTTC Classes Begin
January 15	Last day to enroll/register for Spring 2016 Classes
January 18	Martin Luther King Day (No Classes)
January 22	Last day to add and/or drop classes without a record (Census Date)
February 15	President's Day (No Classes)
March 8-10	Mid-term Exams
March 11	Mid-term Grades Due
March 14-16	AIHEC Conference
March 14-18	Spring Break
March 23	Career & College Fair
March 25	Good Friday (No Classes)
March 28	Holiday (No Classes)
April 4	Pre-Registration for Summer and/or Fall Semester
April 8	Last day to withdraw from one or more classes with a 'W' grade
May 4-6	Final Exams
May 9	Final Grades Due
May 13	UTTC Spring 2016 Commencement

Required Textbooks:

Farrell, T.S.C. (2003). *Reflective Practice in Action*. Corwin Press. ISBN-13: 978-07619314645

Dunn, S. (2010). *Case Stories for Elementary Methods: Meeting the INTASC Standards*. Allyn and Bacon. ISBN-13: 978-0131791251

Tomlinson, C.A. *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD, Pearson Merrill Prentice Hall. ISBN 0-13-119502-6

Course Description: This course prepares the teacher candidate for becoming a reflective practitioner, providing opportunities to acquire both the technical (how to) and the practical (what to) expertise that leads to professional judgment about teaching. Through dialogue rooted in reflection on personal experience, or apprenticeship of observation, the candidate will gain resources and guidance for reflection on issues embedded in what it means to teach based on their own personal experiences. This course addresses "relevance", one of the four "R's" of the conceptual framework for the Teacher Education unit philosophy.

Instructor Resources:

Brookhart, S. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, Virginia: ASCD.

Brown, J. (2004). *Making the most of understanding by design*. Alexandria, Virginia: ASCD.

Hallermann, S. (2011). *PBL in the elementary grades*. Navato, California: Buck Institute for Education.

McTighe, J. (2013). *Essential questions: Opening doors to student understanding*. (2nd ed.). Alexandria, Virginia: ASCD.

Tomlinson, C. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, Virginia: ASCD.

Tomlinson, C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum*. Alexandria, Virginia: ASCD.

Whitaker, T. (2004). *What great teachers do differently: 14 things that matter most*. Larchmont, NY: Eye on Education.

Prerequisite(s):**Student Learning Outcomes:**

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Learn and practice methods of inquiry for a variety of self-assessment and problem solving strategies for reflecting on practice, its influences on elementary students' growth and learning, and the complex interactions between them.	<ul style="list-style-type: none"> Collaborative Lesson Plan Five Unit Lesson Plans
2. Demonstrate understanding of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.	<ul style="list-style-type: none"> Critical Self-Reflection
3. Identify, access, and use technology-based resources (TaskStream folios) in support of continuing professional development.	<ul style="list-style-type: none"> Artifacts in TaskStream
4. Demonstrate competence with uploading artifacts to the TaskStream folios and including a reflection with each one of the artifacts, as appropriate.	<ul style="list-style-type: none"> Artifacts in TaskStream

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 5a. Practices and behaviors of developing career teachers	Lecture, discussion, and candidate reflection.	INTASC Critical Reflection	<ul style="list-style-type: none"> Critical Self-Reflection
Program Outcome: 5 Reflective Practice	Lesson planning utilizing UBD and UDL.	Collaboration with colleagues to reflect on, plan, and implement ALL components of a TED lesson plan.	<ul style="list-style-type: none"> Collaborative lesson plan

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.

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:

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

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

Your Name Title of Assignment Due Date Teaching and Learning: The Teacher Preparing Competent, Caring Teachers Leah Hamann

- **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

Reflection Logs

Questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature while assessing their understanding of the information provided through the text and supplemental readings.

Assessments

Periodically teacher candidates will be assessed of their understanding of information related to the course based on the textbook readings, class lectures, and any other material distributed by the instructor.

Peabody Iris Modules

Candidates will be required to complete two Iris Modules during the course of the semester.

Major Assignments/E-Portfolio Artifacts

Assignment #1 – Collaborative Lesson Plan

Candidates will be working on their own lesson plan but will be provided critical review from a colleague. The lesson plan will be taught to the class after revisions have been made. The lesson plan will also feed into the final project: Unit plan. A rubric will be provided.

Assignment #2 InTASC Principles – Critical Reflection

Teacher candidates will familiarize themselves with the most current InTASC principles by analyzing and completing a critical self-reflection of their current InTASC pre-service status.

Final Project #3 – Pre-Unit Plan

A two week unit will be preplanned and outlined to then be generated during the spring 2016 semester for EDU 312: Teaching and Learning: The Teacher. The unit plan will include 10 lesson plans that integrate across the academic disciplines that include: Understanding by Design (UbD), Universal Design for Learning (UDL), and State and Common Core Standards.

POLICIES

Course Attendance Policy

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. Since all absences are not excused it is important to have your absence 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. **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.

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.

Consider it this way:

If you had a (teaching) job that started at 8:00 in the morning and you kept coming late, failed to show up, or left early you would more than likely be fired from that job and certainly be held liable of the safety and education of your students and of any incidents that occurred during your absence.

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 or emailed directly to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Withdrawal from Class

Withdrawal from class after April 8th, 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.

Accommodation of 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 123 (first floor). The DS 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.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

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.

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.

The Disclaimer – This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.

TOPICS COVERED

- | | |
|----------|--|
| January | <ul style="list-style-type: none">▪ Course Introduction▪ What Great Teachers Do Differently▪ Touchstones of Good Teaching▪ Parts of a Comprehensive Lesson Plan UTTC TED |
| February | <ul style="list-style-type: none">▪ Evaluating a Lesson Plan▪ The Differentiated Classroom▪ Universal Design for Learning (UDL)▪ Collaborative Lesson Plan▪ InTASC Standards |
| March | <ul style="list-style-type: none">▪ Writing Essential Questions▪ Understanding by Design (UBD)▪ Universal Design for Learning (UDL)▪ Midterm: InTASC Critical Reflection |
| April | <ul style="list-style-type: none">▪ Understanding by Design (UBD)▪ Project Based Learning (PBL) |
| May | <ul style="list-style-type: none">▪ Pre-Unit Plan |

SYLLABUS SIGNATURE PAGE

Course Title: Teaching and Learning: The Student

Course Number: EDU 310

Credit Hours: Two (2)

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