



UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

EDU 311 Teaching and Learning: The Teacher Syllabus EDU 310 A Fall 2017

Instructor and Class Information

Instructor Name	Leah Hamann
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Office Location	Education Building, Office #112
Office Hours	As Arranged
Section Number	A
Start Date	8/22/2017
End Date	12/8/2017
Meeting Times	M & F from 1-1:50
Location	Education Building, Room B02

Course Information

Course Number	EDU 311
Course Title	Teaching and Learning: The Teacher

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.

Total Credits 2.00

Textbooks

Farrell, T.S.C. (2003). *Reflective Practice in Action*. Corwin Press. ISBN-13: 978-0761931645.

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

1. Grading Scale

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

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

State Standard and Program Outcomes

State Standard -
50015.4 Assessment

Program Outcome -
2: Applications of Pedagogy within Learning Environments: To develop the skills in teaching methodology that allows for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 3, 4, 5, 6, and 8)

2. Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

3. Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

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

Student grades will be impacted by the frequency and quality of participation in class.

4. Summit Attendance

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm

on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation 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.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the “Communities – Stronger Together” theme. Include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay 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.

5. Policy for Late Submission

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

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

6. Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

7. Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. 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.

8. 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 for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: 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. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are 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.

9. 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 Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

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

☑ **Written Assignments: Application Exercises, Case Studies, and Reflections**

Written assignments will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature as well as to assess the teacher candidates' ability to apply their knowledge to their professional practice.

☑ **Lesson Plan Construction**

Teacher candidates will design a two –week unit (10 lesson plans) based on ND curriculum and National Standards (Common Core) within various academic disciplines. Learning outcomes, objectives, assessment and instruction will be evaluated through the lesson plan and reflection on the plan and teaching. Lesson plans will need to include differentiated instruction this includes but is not limited to VARK and Multiple Intelligences.

☑ **Professional Disposition:** Dispositions are defined as the “values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth” (NCATE, 2000). One of your responsibilities in this course is to display a professional disposition reflective of effective classroom teachers. You will be evaluated on how well you maintain your professional responsibilities, professional demeanor, professional communication, and professional judgment. Disposition self-evaluations will be conducted at the beginning and end of the course.

- Ⓜ **Unit Activity Center (Midterm):** Each candidate will construct a unit activity center that relates directly to their unit lesson plans. The construction of the activity center will include five activities that are elementary aged students can successfully complete on their own. Candidates will present their activity center to their colleagues.
- Ⓜ **Unit Assessment Rubric (Final):** Candidates will generate a rubric that measures the essential question/objectives of their two week unit. This artifact will be included in the Thematic Unit assignment outlined on the next page.
- Ⓜ **Thematic Unit (Final):** Candidates will construct a thorough two week unit that includes the following:

<p><u>Lesson Plans:</u> 10 Total Lesson Plans</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Unit lesson plan <input type="checkbox"/> Lesson 2 <input type="checkbox"/> Lesson 3 <input type="checkbox"/> Lesson 4 <input type="checkbox"/> Lesson 5 <input type="checkbox"/> Lesson 6 <input type="checkbox"/> Lesson 7 <input type="checkbox"/> Lesson 8 <input type="checkbox"/> Lesson 9 <input type="checkbox"/> Assessment of Unit lesson plan 	<p><u>Part I</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Review <p><u>Part II</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Objectives <p><u>Part III</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Calendar <p><u>Part IV</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Lesson Plans – Table of Contents <p><u>Part V</u></p> <ul style="list-style-type: none"> Unit Activity Center 	<p><u>Part VI</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Accommodations <p><u>Part VII</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Community Resources <p><u>Part VIII</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotated Biography <p><u>Part IX</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology <p><u>Part X</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher’s Planner <p><u>Unit Defense</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Set Date and Time with Instructor
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Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

Elementary Education Program Outcomes	Assessment
50015.4 Assessment	Lesson Plan Rubric
<p><i>Program Outcome -</i> 2:Applications of Pedagogy within Learning Environments: To develop the skills in teaching methodology that allows for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 3, 4, 5, 6, and 8)</p>	Differentiated instruction reflection

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.

Class Schedule

Date/Session	Topics
August	Course Introduction What Great Teachers Do Differently? Touchstones of Good Teaching Parts of a Comprehensive Lesson Plan UTTC TED
September	Evaluating a Lesson Plan The Differentiated Classroom Universal Design for Learning (UDL) Collaborative Lesson Plan InTASC Standards
October	Writing Essential Questions Understanding by Design (UBD) Universal Design for Learning (UDL) Midterm: InTASC Critical Reflection
November	Understanding by Design (UBD) Project Based Learning (PBL)
December	Pre-Unit Plan