

EDU 312: Teaching And Learning: The Teacher



UNITED TRIBES
TECHNICAL COLLEGE

UTTC Course Syllabus
Teaching and Learning: The Teacher
EDU 312 – 2 Credits
MF 9:00-9:50
Classroom – B02
Fall 2016

Office Information

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Office Hours: by arrangement

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.

Required 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.

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

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.

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Course Student 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.	Lesson Plan Unit
2. Demonstrate understanding of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.	Reflection Logs
3. Identify, access, and use technology-based resources (TaskStream folios) in support of continuing professional development.	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.	Artifacts in TaskStream

Institutional Learner Outcomes:

The institutional learner outcomes are designed to ensure students have experiences that help develop the abilities to communicate, problem solve, think critically and value diversity as citizens in a global society. The institutional learner outcomes are the foundation of learning that enable students to further their education, advance in their careers and develop within them an ability to be critical thinkers. In addition to mastering the content of college courses, students need opportunities to develop the ability to apply what they learn. Students are expected to have met this outcomes upon completion of their educational experience at UTTC.

The UTTC faculty members created four student learner outcome statements that are used to measure student learning across all courses. These outcome statements, and the competencies for each, are embedded in all course syllabi for general education and program-specific courses. The four institutional learner outcomes identify levels of proficiency in the areas listed below:

1. Communication
2. Critical thinking
3. Quantitative and scientific reasoning
4. Personal and social responsibility

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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 practice 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.

Program Outcomes:

1. To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);
2. To develop the skills in teaching methodology that allow 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, 2, 4, 5, 6 and 8);
3. To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);
4. To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);
5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and
6. To develop effective communication and collaboration skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

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Candidate Outcomes Aligned with Program Outcomes:

1. Demonstrate mastery of content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);
2. Develop expertise 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, 2, 4, 5, 6 and 8);
3. Use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);
4. Develop and demonstrate a deep respect for diversity demonstrated in the belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);
5. Engage in reflective practice as a means to continually improve the teaching and learning process of both the candidate and the students (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and
6. Develop and demonstrate effective communication and collaboration skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):

North Dakota ESPB Teacher Standard and Program Outcome Assessment

50015.5 Professionalism

5a. Practices and Behaviors of Developing Career Teachers

Program 5: Engage in reflective practice as a means to continually improve the teaching and learning process of both the candidate and the students (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9)

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

ND ESPB Teacher Standard(s)	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
50015.6 Instructional Technologies	Creation of a comprehensive Thematic Unit	Completed comprehensive Thematic Unit produced electronically	<ul style="list-style-type: none"> Completed comprehensive Thematic Unit
Program 3: Reflective Practice	Reading and reflection upon the InTASC principles	Completed InTASC reflections	<ul style="list-style-type: none"> InTASC reflections

Course Requirements

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

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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 and 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

****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.**

Your Name Title of Assignment Due Date Psychology of Child Development Preparing Competent, Caring Teacher Leah Hamann

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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.

- 📍 **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.

- 📍 **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.

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🌀 **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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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.**

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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.

<p><i>Midterm and Final Projects/Assignments</i> – 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.</p>
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Withdrawal from Class:

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

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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.

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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.

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TOPICS COVERED

AUGUST

Course Introduction
The Value of Reflection

SEPTEMBER

What Great Teachers Do Differently
The Differentiated Classroom
Evaluating a Lesson Plan
Understanding by Design (UBD)
Universal Design for Learning (UDL)
InTASC Standards
Transitions

OCTOBER

Project Based Learning (PBL)
Understanding by Design (UBD)
Universal Design for Learning (UDL)
Midterm: Unit Activity Center

NOVEMBER

Writing Essential Questions
Unit Lesson Plans

DECEMBER

Final: Comprehensive Unit Plan Defense

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.

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Please sign this form, detach from syllabus, and return to the instructor.

Course Title: Teaching and Learning: The Teacher

Course Number: EDU 312

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.

Print Signature

Student Signature Date