



UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

EDU 312 Teaching and Learning: The Teacher Syllabus EDU 312 A Spring 2018

Instructor and Class Information

Instructor Name	Leah Hamann
Email	lhamann@uttc.edu
Start Date	1/9/2018
End Date	5/4/2018
Meeting Times	M & F - 9:00-9:50 am
Location	Education Building, Room B02

Course Information

Course Number	EDU 312
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
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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.

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 practica 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.

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

State Standard - 50015.2 Curriculum 2a. Central Concepts, Tools of Inquiry, and Structures of Content

Program Outcome - 5: Reflective Practice: 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 6 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
50015.2 Curriculum 2a. Central Concepts, Tools of Inquiry, and Structures of Content	Creation of a comprehensive Thematic Unit	Completed comprehensive Thematic Unit produced electronically	<ul style="list-style-type: none"> • Completed comprehensive Thematic Unit
Program 5: Reflective Practice	Reading and reflection upon the InTASC principles	Completed InTASC reflections	<ul style="list-style-type: none"> • InTASC reflections

Course Objectives

1. Demonstrate understanding of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.
2. 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.
3. Identify, access, and use technology-based resources (TaskStream folios) in support of continuing professional development.
4. Demonstrate competence with uploading artifacts to the TaskStream folios and including a reflection with each one of the artifacts, as appropriate.

1. Grading Scale

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

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. 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.

5.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.

6.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.

7.Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is for 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.

8.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.

Class Schedule

Date/Session	Sessions
January	Course Introduction The Value of Reflection What Great Teachers Do Differently The Differentiated Classroom Lesson Plan 4
February	Understanding by Design (UBD) Universal Design for Learning (UDL) InTASC Standards Transitions Lesson Plan 5 & 6
March	Project Based Learning (PBL) Midterm: Unit Activity Center Lesson Plan 7, 8, 9
April	Lesson Plan 10 Unit Final Artifact Rubric Unit Sections
May	Unit Defense

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