

EDUC 250 - Introduction to Education

Dakota College Bottineau

Fall 2019

Tuesday and Thursday - 1:00 - 1:50

2 Semester Credits

Instructor: Ms. Jackie Migler, MS

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Office Hours: Tuesday and Thursday 12:00 - 1:00, 3:15 - 4:30, Wednesday 8:00- 4:00

Text Book: Guillaume, A. (2016). K-12 Classroom Teaching: A Primer for New Professionals (5th ed). Boston, MA: Pearson.

Resources: This course will use the internet for viewing videos exploring educational sites. Please make sure that you have access to a computer/internet. There will be supplemental readings throughout the course. Information on the class will be posted on Blackboard. Power points will be available in class the day of the discussion on the chapter.

Course Description: This course examines historical, philosophical, social and psychological foundations of education. Students will be introduced to different learning styles of learner and how to accommodate those, laws regarding education and special populations, classroom management techniques, instructional strategies and models, Every Student Succeeds Act guidelines, and student assessment. The student will also write their own educational philosophy from the learning in this class.

Prerequisites: None

Course Goals:

Upon completion of this course, students will be able to:

- Develop a lesson plan
- Explain the components of SIOP
- Demonstrate how to differentiate a lesson for various learners
- Develop a classroom management system that they can utilize in their classroom
- Set up a portfolio with artifacts from this class, a resume, and example of a letter of inquiry
- Explain the components of a Multi-Tiered System of Support
- Write a SMART goal

- Differentiate between summative and formative assessment
- Explore national and state level assessments
- * Explore the PRAXIS site and understand what is required in taking the CORE

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes or assignments completed in class may not be made up. There is a one-week grace period to make up any missed exams or assignments. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are assigned based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - <79.5% of the total points
- D - 59.5 - 69.5% of the total points
- F - <59.5% of the total points

Tentative Course Outline (Subject to Change):

<u>Week</u>	<u>Discussion Topic and Activities</u>	<u>Assignments/Readings</u>
Week 1 – August 27, 29	-Review course requirements, Warm up activity, review syllabus: cell phone policies, attendance, testing procedures, needs assessment, <u>Nature of teaching:</u> 6 propositions	Chapter 1 due August 29 Chapter 2 due September 3
Week 2 – September 3, 5	<u>Developing Your Stance:</u> developing your stance, issues in education, notetaker for education philosophy	Chapter 3 due September 10

Week 3 - September 10, 12	<u>Students and Families:</u> Team Building: diversity, inequities in US schools, promising practices in working with families	Chapter 4 due September 17
Week 4 - September 17, 19	<u>Providing Inclusive and Responsive Instruction:</u> Universal Design for Learning, differentiating instruction, grouping students, SIOP, special needs students, gender equity, creating safe spaces EXAM 1 (Chapters 1-4)	Chapter 5 due September 24
Week 5 – September 24, 26	<u>Planning for Instruction:</u> (SMART goals, Standards based instruction, Common Core (State Standards), Data driven planning, Lesson plan)	1st draft of your educational philosophy due on September 26 Chapter 6 due October 1
Week 6 – October 1, 3	<u>COME IN:</u> organizing instruction, modelling skills, behaviors, attitudes, and abilities; enriched instruction and environment, academic interaction, strategy to meet needs.	Write lesson plan based on standards Chapter 7 due October 8
Week 7 - October 8	<u>Instructional Models and Strategies:</u> effective questioning, stages of learning cycle, concept formation lesson, cooperative learning, project-based learning	Assessment Day on October 10 Chapter 8 due October 15
Week 8 – October 15, 17	<u>Student Assessment:</u> norm and criterion referenced assessment, formative and summative assessments, state and national assessments, classroom assessments and usefulness, classroom assessment sequence MIDTERM Exam	Study guide for midterm on Thursday Chapter 9 due October 22

Week 9 - October 22, 24	Managing the Learning Environment: creating classroom community, making productive use of classroom space, classroom routines, rationale for your management plan	Develop your own management plan, due October 31 Chapter 10 due October 29
Week 10 - October 29, 31	Classroom Discipline: Encouraging Appropriate Behavior: qualities of classroom environment that supports student discipline, plan for preventing misbehavior, systems approach to discipline, develop your discipline plan	Develop classroom discipline plan, due November 14 Where are you at in your education philosophy paper? Check in with Mrs. Migler Chapter 11 due November 5
Week 11 – November 5, 7	Growing in Your Profession: goals based on strengths and needs, ethical basis of your professional decisions, promising pieces of advice	Resume, cover letter due November 19
Week 12 – November 12, 14	Growing in Your Profession (Resume, Portfolio, Interview, License, Mandated Reporter)	
Week 13 – November 19, 21	EXAM # 3 CPI, PBIS, TSS	
Week 14 - November 26	Continue CPI, PBIS, TSS	
Week 15 – December 3, 5	CORE – site, practice tests	Philosophy of Education paper due December 10
Week 16 - December 10, 12	CORE	
Final	Philosophy of Education paper	Final - Use the knowledge gained to develop a statement on your philosophy of education (rubric provided)

(Tentative) Course Assignments and Assessments:

There will be weekly assignments, readings, and assessments:

<u>Week</u>	<u>Assignment</u>	<u>Points</u>
Weekly	Class assignments/projects may be completed in class for points. These cannot be made up.	100 points
4	EXAM #1	80 points
5	1 st Draft of Ed Philosophy	20 points
6	Lesson plan	40 points
8	EXAM #2	75 points
9	Management plan	30 points
12	Develop your own discipline plan	30 points
13	Cover letter, resume	50 points
13	EXAM #3	75 points
Final	Philosophy of Education Paper (there will be check-in points throughout the semester where parts of the philosophy paper will need to be turned in.)	100 points

Service Area Goal and Objectives:

Goal: Develop an educational or human services philosophy

Objective: Students will develop an educational or human services philosophy paper. A common rubric is used to ensure reliability and validity of data collected. Students will be given a notetaker and a rubric.

Relationship to Campus Theme:

This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals and adult caregivers.

Classroom Policies:

- The cell phone policy will be discussed as a class and researched as to what policies are used in various educational settings.

Cell phones and other electronics are prohibited in the classroom at all times unless you have visited with the instructor previously. If these technologies are used in the classroom without the instructor's prior permission, the student will be asked to leave the class.

- Be respectful of other students, technicians, instructors, and guests.
- Ground rules will be established by the group.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, please refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook.

"Faculty members have the prerogative of determining the penalty for prohibited academic conduct in their classes. Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case."

- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor. Students will hand in assignments and assessments on the due date specified.
- Completion of the assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in class discussions. Attendance and participation may be factored into your final grade. The student is responsible for the information presented in class whether they are in attendance or not.

Confidentiality:

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

Disabilities:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Jackie Migler (701-228-5672) in Disability Support Services as early as possible in the beginning of the semester.