Ihanktonwan Community College

Introduction and Foundations of American Education

Spring 2014 ED 206 Wednesday 4-6pm-2 credits

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**Book**

Parkay, F.,Standford, B. (2010). Becoming a teacher (8th ed). New Jersey: Pearson Education

**Course Description**

This course is an introduction to the historical, cultural, and philosophical foundations of education. Students will reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning, and schooling. Students will also examine current and historical roles, expectations, stereotypes, and characterizations that define teaching as a profession.

**Teaching Philosophy/teaching methods**

I believe the fundamental goal of teaching is to foster learning. Learning takes place in many different circumstances and contexts. Although everyone is capable of learning, a student's desire to learn is a vital pre-condition to effectively mastering new concepts and skills. Humans have multiple learning styles: some learn best in lecture atmospheres, some are motivated by discussion, and others absorb best when they read and reflect on what they have read. The classroom setting can encourage or inhibit learning depending on the dominant learning style of each student. Accommodating different learning styles creates an atmosphere that is conducive to learning. Students take many of their learning habits from the instructor. If the instructor doesn't show interest in the subject and a passion for learning, students are less likely to put forth the effort to learn in that class. An instructor must convince students of his or her knowledge and expertise before they will show a willingness to learn.

My job, as an instructor, is to create an atmosphere that fosters learning. I am an instructor because I have a passion for guiding students through the learning process, in addition to a passion for the material I present. One of the best ways to foster learning is to demonstrate those feelings to my students. I encourage learning by creating a relaxed environment for students, stimulating conversation about concepts being presented and organizing material in a way that makes it easiest to understand. I treat subject matter as interconnected, emphasizing that everything students are learning fits together into a holistic understanding of the world, from which they develop their personal worldview. I believe this is best accomplished when I am demonstrating general research methodology. I demonstrate that learning how to find information applies to all areas of life and I use topics and examples that are multidisciplinary. Finally, I believe that respect for my students is one of the most important things I can show - not only to encourage their openness to the material I am presenting, but also to inspire them to respect each other and all other humans.

One of the most important concepts I hope to impart to students is that learning is a process that never ends. For me, the learning process includes improving myself professionally. I want to read more about formal learning theories to expand my understanding of how learning takes place. As I continue to instruct classes, I also aim to enhance my ease and confidence in front of classrooms and audiences. Finally, I plan to experiment with different methods and means of presenting information to classes in order to improve the learning atmosphere I create for students.

**Grading**

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

**Policy**

All policies found in the student handbook will be followed. Students are required to familiarize themselves with policy and procedure.

**Instructional Methods**

Students will learn through class lectures, discussions, class activities, reflection, writing, comparative analysis, and general class participation. Students will be evaluated using weekly chapter tests, attendance, and participation.

**Course Objectives**

In order for students to become actively engaged in what they are learning, this course will provide opportunities for students to:

1.Identiy the qualities of and expectations for effective teaching and related educational services.

2.Make reflective judgments about personal goals, interests and abilities, and a career in education.

3.Demonstrate communication skills necessary for teachers/educators.

4.Become aware of career opportunities in Education

5.Develop an awareness of the diverse and exceptional populations in schools.

6.Decide whether a career in education is worth further exploration.

**Interstate New Teacher Assessment and Support Consortium (INTASC) Principles for Beginning Teachers**

Through assignments, readings, and class activities, students will:

**Principal 1:** Understand the central concepts, tools of inquiry, and structures of the disciplines he or she teaches an d can create learning experiences that make these aspects of subject matter meaningful for students

**Principal 2:** Understand how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development

**Principal 3:** Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners

**Principal 4:** Understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills

**Principal 5:** Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

**Principal 6:** Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

**Principal 7:** Plan instruction based knowledge of subject matter, students, the community, and curriculum goals

**Principal 8:** Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner

**Principal 9:** Be a reflective practitioner who continually evaluates the effects of his or her choices and action on others (students, parents, and other professionals in the learning community) and seeks out opportunities to grow professionally

**Principal 10:** Foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being

**Student Responsibilities**

1. **Attendance**-The attendance policies stated in the Ihanktonwan Community College Student Handbook will be strictly adhered to. **Successful completion** of this course is contingent upon attendance, participation, and completion of all course requirements, complied in a portfolio in a timely matter.
2. **Accountability**-All readings, presentations, and assignments must be ready when due in order to earn the maximum number of points allowed. The instructor reserves the right to deduct points for late work. After one week, a failing grade for that assignment may be given. Work handed in must be professional quality. A final grade will not be given unless a completed portfolio is handed in**. MOST IMPORTANTLY STUDENTS MUST UNDERSTAND THAT THEY ARE ULTIMATELY RESPONSIBLE FOR THEIR OWN LEARNING**
3. **CELL PHONE POLICY** Cell phone usage disrupts the learning process. All cell phones must be turned off and put away during class time. You may check your messages and/or make necessary phone calls during class breaks or after class is over. Thanks for your cooperation.
4. **DISABILITY STATEMENT** ICC strives to assist students with declared disabilities that may impact their learning. Please advise your instructor or academic advisor prior to the beginning of the class if you have special needs.

**Points**

**Attendance-25 points (upon excused absences, attendance points may be made up)**

**Participation-10 points**

**Chapter Tests-25 points**

**Journal Reflections on Assigned Chapters-20 points**

**Article Reflections-25 (assigned at throughout the semester)**

**The assigned chapters must be read before class with a journal reflection ready to discuss in class.**

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| **Date** | **Agenda** |
| **8/25** | **Introduction** |
| **9/1** | **Chapter 1 Your Chosen Profession/ Chapter 2 Today’s Teachers** |
| **9/8** | **Chapter 3 Today’s Schools** |
| **9/15** | **Chapter 4 Philosophical Foundations** |
| **9/22** | **Chapter 5 Historical Foundations** |
| **9/29** | **Chapter 6 Governance and Finance** |
| **10/6** | **Chapter 7 Ethical and Legal Issues** |
| **10/13** | **Chapter 8 Today’s students** |
| **10/20** | **Chapter 9 Addressing Learner’s Individual Needs** |
| **10/27** | **Chapter 10 Authentic Instruction and Curricula** |
| **11/3** | **Chapter 11 Curriculum Standards, Assessments, and Student Learning** |
| **11/10** | **Chapter 12 Integrating Technology into Teaching** |
| **11/17** | **Chapter 13 Becoming a Professional Teacher** |
| **11/24** | **Work on final essay** |
| **5/7** | **Final Essay** |

The following components must be included in your article reflections:

**1.Summary (explanation)**

In order to explain something, you should concisely and accurately summarize the author’s major points. Do not just copy the author’s words. Summarize in your own words. As you summarize, keep the material for class discussion in mind. In addition, list the evidences being presented to support the author’s position. The summary should account for less than 50% of the paper. Begin the summary section with the bolded heading: **Summary**

**2.Analysis**

In order to analyze the author’s position you should state how the evidence is being interpreted. Analyze the author’s position in a critical fashion. Critical does not necessarily mean to find fault; instead, it means to think about the arguments presented carefully and offer other comments or insights. For example, is the author’s interpretation logically valid? Is the author consistent? Include an analysis of how the evidence presented is interpreted and what the author’s (implied) conclusion may be. In addition, show how the interpretation both supports the Indian Education Beliefs or practices as we discuss and/or argues against the other views. Begin the analysis section with the single bolded heading: **Analysis**

**3.Synthesis (recommendation)**

Finally synthesize your own response to the author. You can do this several ways. You might state whether you agree or disagree with the author and explain WHY? Do not use the words “I agree” or “I disagree” to start this section. You may state whether you believe the article presented is good with strong evidence for the points discussed and why. Augment your answer with relevant material from class discussion. You will not be graded on if you agree or disagree-but rather on the logical strength of your argument and the references you make. Begin the synthesis section with the bolded heading **Synthesis**.

**Portfolio-Start Building it Now**

Students will create and maintain a professional portfolio. Portfolios offer a means to promote better teaching and to document teaching achievement. Portfolios often give a clear picture of learners and the products they create. Organize portfolio in a logical and consistent matter. Keep in mind that you are building a comprehensive picture of yourself and your accomplishments through these materials. They should work together as a cohesive unit, each adding an essential element to the whole.

You should think of the portfolio as a work in progress and plan to continue to develop it throughout your teaching career. Keep in mind that your portfolio should speak for you as a teacher in your absence.

**Possible portfolio components**

-introduction/personal information

-resume/professional organizations/employment history

-philosophy

-awards/grants

-certification information

-classroom activities/pictures

-evidence artifacts-standard-based activities

-technology

-professional development

-training activities/presentations

-=scrapbook

References

**Cover Page**

-name/contact information

-current position

-subject area specialties

-professional goals, both short and long

-this could even be a letter from you-welcoming the viewer and sharing your beliefs as a teacher with a photograph of yourself as an option

**Philosophy of teaching statement**

**Resume of professional experience to include the following:**

-grades and school where you have taught

-list and description of courses taught

-leadership positions held

**List of professional development activities**

These are a list of activities that have developed your expertise.

-workshops attended/given

-college courses taken

-conferences attended

-conference presentations

-grant-funded projects you have been involved with

-memberships in professional teaching organizations

-any efforts you have made to develop your teaching skills

**Evidence/Artifacts**

The prime material in your portfolio is the evidence that you present ot support your resume. Package and present these materials in a neat and organized manner. When helpful, provide a written narrative to describe the material, what it was used for, and how it demonstrates your capabilities. This section might be divided into “Teacher Tools” and “Student Products”. The evidence should include but is not limited to:

-sample lesson plans

-sample student work and projects

-sample remediation plans

-course material developed/power point presentations/videotapes with parental permission

-professional growth plans

-teaching certificates

-evaluations and observations

-awards and other recognitions

-newspapers, magazine articles about you or your class

**Assembly**

Most teachers use three ring binders for their portfolios with page protectors to hold their pages. Different sections of your portfolio should be defined and divided.

**Extended time** **will not be granted past finals week unless arrangements are made ahead of time with a valid reason.**

**Grade changes will not be granted without a class completion contract that is approved by me and the college administration.**

**I reserve the right to adjust this schedule as I deem necessary.**