

EDUC 250 – Introduction to Education (3 credits)

Instructor:	Dr. Brittany D. Hagen (please address me as “Dr. Hagen” or “Brittany”)
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Hours of Availability:	As posted outside office and as listed in Starfish
Class Meeting:	Tuesdays, 9:30 – 11:50 a.m. (Weeks 1, 2, 15, and 16) and 10:00 – 11:50 a.m. (Weeks 3-14)
Location:	Room 112
LMS:	Blackboard (Bb)
Instruction Mode:	On-campus, Face-to-Face

COURSE DESCRIPTION

This course provides students with historical, philosophical, social, and psychological foundations of education. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems, diversity and multiculturalism in education, and current trends in curriculum and instruction. Students will participate in a structured field experience to include elementary or secondary placement and special needs. Special emphasis will be placed on observing the teaching-learning process, performing instruction-related duties, work individually with students, and the operating procedures of a K-12 classroom. Students will be introduced to the professionalism of teaching. (CCN course). Pre-req.: Completion of ENGL 110, ENGL 120, and MATH 103 with a grade of “C” or higher. Co-req.: EDUC 272.

PURPOSE OF THE COURSE

This course is designed for students exploring the profession of teaching in early childhood, elementary, and/or secondary schools. It is an introduction to the study of education that explores the foundations of education, how learners differ, and the social and political contexts of schools. This course provides opportunities for students to explore the many facets of the teaching profession and to consider its value as a personal career choice. Students complete a classroom field experience, explore related literature, prepare for licensure exams, participate in role-playing, simulations, and peer-teaching. This course also introduces students to the InTASC standards (found below) which guide our preparation of teachers. Through reflection upon the teacher, the learner, the subject matter, and the context within one teaches, the students will begin to develop a personal philosophy of teaching and learning. As this course is an integral part of the Teacher Education Program, students are expected to approach it as professional development. **A minimum grade of a “B” or higher is required in this course to be admitted into Mayville State University’s Teacher Education Program.**

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)	
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, community), and adapts practice to meet the needs of learners.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Source: Council of Chief State School Officers, 2013.

CONCEPTUAL FRAMEWORK

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework' for more information.

COURSE OBJECTIVES

To successfully complete this course, the learner will be expected to:

1. Explore teaching as a profession and career, and identify the professional responsibilities of teachers.
2. Demonstrate an understanding of the historical, philosophical, social, and psychological foundations of American education.
3. Examine the structure and functions of local and state education systems, and the role of federal government in education.
4. Identify major issues associated with diversity and multiculturalism and explore basic concepts related to teaching a diverse student population.
5. Demonstrate an understanding of the impact of major laws, legal rulings, state policies, and federal policies on educational practice.
6. Identify major issues and trends dealing with curriculum and instructional practices.
7. Sign up to take and prepare for state licensure exams.
8. Participate in an early field experience program in elementary or secondary schools to gain practical experience in areas such as observing teaching, participating in small instructional groups, correcting assignments, assisting with record keeping, assisting with technology, and other activities assigned by the mentor teacher.
9. Complete the required number field experience hours.

PROGRAM STUDENT LEARNING OUTCOMES ADDRESSED IN THIS COURSE

Please refer to the MSU Student Learning Outcome Document on Blackboard to view the highlighted SLO's applicable to this course for your program of study. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will be assessed in future semesters. MSU EPP Key Assessments addressed in this course include: Dispositions.

COURSE IMPROVEMENTS BASED ON MOST RECENT ASSESSMENT FINDINGS

This course was assessed Fall 2015 and the findings from the individually completed dispositions documents led to the following action: The course instructor will implement two completions of the disposition evaluation in this course. An informal evaluation with reflection at mid-term and a formal self-evaluation at the end of the semester.

REQUIRED COURSE MATERIALS

- Kauchak, D. & Eggen, P. (2017). *Introduction to Teaching: Becoming a Professional*. Upper Saddle River, New Jersey: Pearson Education.
- 3 Year TaskStream Subscription – Used to complete evaluations and portfolio checkpoints throughout the program.
- Student Liability insurance is a required purchase for this course. More information can be found on Blackboard.
- Praxis Core Academic Skills test required for ND licensure and admittance to the Teacher Education Program.

INSTRUCTIONAL STRATEGIES

The content of EDUC 250 will be delivered by:

- Student/teacher-led learning experiences
- Direct instruction
- Teacher modeling
- Experiential learning
- Student presentations
- Cooperative learning activities
- Critical and creative thinking strategies
- Class/Online discussions
- Multi-media, current technology
- Simulation and inquiry activities
- Written and oral communication
- Case study review
- Reflective journaling
- Assigned readings

INSTRUCTIONAL TECHNOLOGIES UTILIZED IN THIS COURSE

- TaskStream – This electronic portfolio will be used to complete evaluations and portfolio requirements.
- Blackboard – MSU's learning management system and virtual class environment
- Tegrity – screen and video recording option. Some instructors use this to record their lectures with their presentation slides.
- Electronic Library Resources, Google Docs, various websites and interactive applications

LEARNING EXPERIENCES

Students will participate in the following learning experiences:

1. Collaborate with peers on current issues presentation.
2. Research learning styles, complete learning styles assessments, and reflect on impact on student learning.
3. Reflect on prior educational experiences in order to determine how those experiences influence future practice.
4. Teach and learn effectively with technology.
5. Discuss and complete collaborative activities related to the professional responsibilities of teachers.
6. Sign up for and take the Praxis Academic Core Skills exam before the end of the semester.
7. Observe and reflect on a 25-hour field experience.
8. Write introduction/thank you letters and reflection journals on classroom observations during the field experience.
9. Participate in discussions related to the field experience observations.
10. Develop academic and professional teaching communication skills in classroom activities and field experiences.

INSTRUCTOR EXPECTATIONS

Below, you will find several guidelines to help create successful learning experiences:

- **Be prepared.** Be ready for each class period! The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly.
- **Attend class and participate.** To successfully complete this course, your attendance and active participation is required. Participation in classroom discussions, group project demonstrations, and interactive activities will result in stronger connections to theory and practice, adding to the quality of your learning experience.
- **Use technology appropriately.** Laptops, tablets, iPads, and other devices should not be used during class unless they are used for class work. In addition, cell phones should be turned off or to vibrate and should not be a distraction during class.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct** found in the MSU Student Handbook: <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness and violations include: copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. A good rule of thumb is whenever in doubt, give the author credit and cite. If you have any questions about academic honesty, please consult the instructor.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) located in Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion.

INSTRUCTOR/STUDENT COMMUNICATION

- **Email:** If possible, please email me at brittany.hagen.2@mayvillestate.edu if you have any questions or would like to set up a time to meet. E-mail is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4828. I will use Blackboard to post

messages to all learners if needed. You are required to use your NDUS email address as it is the only way to ensure reliable communication between students and instructors.

- **Feedback:** Assignment feedback is typically given within 1 week of assignment submission via Blackboard.

EVALUATION – GRADING SYSTEM

Evaluation in this course will consist of the components outlined below. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. **You must earn a "B" or higher in this course for admission into the Teacher Education Program.** This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%. Starfish Student Success System will be used to report your successful or unsuccessful submission of course assignments. Pay attention to those updates!

Assignment	Points	Due Date
Exit Slips (16 classes x 5 points/class)	80	Evaluated weekly
Introduction Letter	10	Due: August 28 (Blackboard – before class) Send to mentor teacher upon placement
Liability Insurance	0	Due: Before first contact with students
Case Study and Survey	40	Sign up for a date in class.
Reflective Papers	100	Due: September 4
1. Who Made a Difference? (25)		Due: September 18
2. Learning Styles (25)		Due: October 2
3. Diversity and Social Problems (25)		Due: November 6
4. Program of Study (25)		
Current Issues Presentation	50	Present: October 9 or 16
Admissions: Written Interview	10	Due: November 20 (Blackboard and TaskStream)
Portfolio Checkpoint #1	30	Due: November 27 (present to peers in class)
Disposition Self-Evaluation	10	Due: December 4 (completed in class)
Field Experience Verification Log	50	Due: December 4 (bring HARD copy to class)
Demographic Information Forms	10	Due: December 4 (bring HARD copy to class)
Reflective Journals	30	Due: December 4 (Blackboard – before class)
Wanted Poster	10	Due: December 11 (Blackboard – before class)
Letter of Thanks	10	Due: December 11 (Blackboard – before class)
Teacher Education Handbook (Final exam)	60	Due: December 11, 10:00 a.m.
Total	500	

The percentage to point conversion table for all assignments in EDUC 250 can be found below:

A= 94 – 100%	→	468 - 500 points
B= 87 – 93%	→	433 - 467 points
C= 80 – 86%	→	398 - 432 points
D= 70 – 79%	→	348 - 397 points
F= < 70%	→	0 - 347 points

Exit Slips (80 points)

Evaluated weekly. Check Blackboard for specific preparation requirements. Completing required reading is ESSENTIAL!

Active participation in class is not only central to constructivist learning, it will also be something that is expected of someone entering into the profession of teaching. As such, your active participation is not only required but essential to learning the central ideas of this course. Active participation requires prior preparation. Readings must be completed and reflected upon before class so that you can play an important role in the discussions and activities. You are required to demonstrate a continual understanding of the content by asking questions, relating the material to personal experiences, adding quality input into group discussions, and involving yourself in activities. This is reflected in your dispositions report at the end of the semester. It will also appear in your responses to the exit slips completed at the end of each course. Remember: this class

is likely the first step in your professional teaching preparation. This course requires professionalism and active participation of all in the class, as to provide each student with teaching practice and reflective feedback. Your attendance is very important. Missing class reflects negatively upon your dedication and will also result in a lowered grade. The grade attached to participation will include your active presence and contribution to class through discussions and activities. You CANNOT participate if you are NOT PRESENT, and missed classes cannot be made up unless they are formally excused (university, military, etc. at the discretion of the instructor). It is my responsibility to ensure you interact with and learn the content of our course. Email it to your instructor within 1 week of the class you missed.

Introduction Letter (10 points)

Due: August 28, upload to Blackboard and send a copy to your mentor teacher upon placement

Before you begin your field experience, you will need to introduce yourself to your cooperating teacher. This is your first professional responsibility for the field experience and should be well written, free of grammatical errors, and formatted professionally. This letter is a direct reflection of your written communication abilities as a pre-professional. A template will be provided to give guidance on structure, but should not be copy and pasted.

Liability Insurance: (required for Teacher Education program-no points)

Due: Prior to the first student contact time

All students from MSU in a field experience, internship, student teaching, or other role that places them in a school setting and/or working with children must provide evidence of liability insurance. In the Blackboard drop box titled "Evidence of Liability Insurance", provide evidence that current liability coverage is in place (e.g., copy and paste email confirmation with transaction and ID numbers, scan a membership card, receipt or other signed insurance documentation).

Case Study and Survey (40 points)

Sign up for presentation date

Each chapter in our Kauchak and Eggen (2017) textbook begins with a case study and survey to get you thinking about the content of the chapter. You and a small group of peers will sign up to present one time throughout the semester. Instructor will model what these brief (5-10 minute) presentations can look like. Take initiative, be creative, and engage your learners!

Reflective Papers (100 points)

Paper 1-Due: September 4

Paper 2-Due: September 18

Paper 3-Due: October 2

Paper 4-Due: November 6

Reflective teaching is an essential characteristic of any effective educator. Reflective teachers are inquiring, critical thinkers, who are always questioning and striving to improve their practices. Reflective writing assignments in this course provide practice in considering educational experiences throughout the semester. There will be three reflective papers assigned in this course that will allow you to look critically at several important experiences. These papers should synthesize your experiences with class readings, personal beliefs, classroom experiences, and prior knowledge. The more engaged you are with the writing of these, the more you will take away from the experience, so try to show creativity and deep thought in your reflections. Rubrics will be provided before the due dates. Topics are as follows:

Paper 1 (25 points) – *Who Made a Difference?*

Paper 2 (25 points) – *Learning Styles*

Paper 3 (25 points) – *Diversity and Social Problems*

Paper 4 (25 points) – *Program of Study*

Current Issues Presentation (50 points)

Present in class: October 9 or 16

This assignment requires students to work collaboratively in small groups. The purpose of the presentation and activity is to describe a controversial issue that affects education today and create a 20-30 minute presentation for the class. Groups will be expected to find resources describing all viewpoints on the issue, to identify the contexts that impact these issues, and consider personal values and beliefs that affect each member's viewpoint on the issue. Each group will select an issue from the list, or come up with their own, pending instructor approval. Group members will research the issue and find at least four credible sources. Presentations must cover the following content: description of issue, discuss appropriate contexts (historical, economic, political, financial, etc.), opposing viewpoints of the issues or pros and cons, issue resolution ideas,

information and opinions both from cited sources and the group members, references (APA format), and a handout for peers summarizing the presentation.

Admissions: Written Interview (10 points)

Due: November 20, uploaded to Blackboard AND TaskStream!

To be admitted into the Teacher Education Program, there are several criteria that need to be met. One of those criteria is to complete an admissions interview. This will be an assignment, completed through Blackboard. It will be filed in your TaskStream portfolio. Members of the Teacher Education Committee will review each teacher candidates' written interview responses.

Portfolio Checkpoint #1 (30 points)

Due: November 27, present to small group in class

Students will be completing a TaskStream portfolio checkpoint during this course. The portfolio will be presented to a small group of peers and will include the following components: complete educational autobiography, a professional looking photo, an artifact from one Essential Studies Course that supports one of the INTASC standards, another artifact that supports understanding of any one of the 10 INTASC standards, and a final artifact that supports work towards your Minor and Major.

Dispositions Self-Evaluation (10 points)

Due: December 4, completed in class in TaskStream

When candidates enter the teacher education program, they are expected to demonstrate professional behaviors, attitudes, and communications to make a positive impact on students. In EDUC 250, you will be evaluated by yourself and your instructor on your ability to impact student learning. This impact is measured by many tools, including the dispositions evaluation. As a student in this course you will demonstrate positive dispositions of a professional educator which include: timeliness, attendance, communication, sensitive to diversity, cooperation/collaboration, and responsive to feedback. This assignment is designated as a key assessment in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. Key assessments are aligned to InTASC Standards and are assessed with validated rubrics. Detailed directions are included in the Key Assessment Instructions within TaskStream.

Acceptable Target: All individual item indicators are 2 or higher for all students. The total average for all indicators is 2.5 or higher.

Ideal Target: All individual item indicators are 3 or higher for all students. The total average for all indicators is also 3 or higher.

Field Experience Verification Log (50 points)

Due: December 4, bring HARD copy to class

To successfully complete this course, each student is required to complete 25 observational hours. To provide you with as many diverse opportunities as possible, this course requires that 20 of your hours are in a general education classroom (early childhood, elementary, or secondary classroom) and 5 of your hours will be in a Special Education setting (any level). Each observational hour is worth 2 points (25 x 2 = 50). Students must fill out the field experience form and have cooperating teachers sign the form after each visit. Students will sign up for field experience assignments on the first day of class. Most students will be visiting classrooms in small groups. Remember to act professionally as you are a direct extension of Mayville State University. Although this is an opportunity to observe master teachers at work, do not hesitate to jump in and support the teacher and students!

Demographic Information Forms (10 points)

Due: December 4, bring HARD copies to class

Throughout our teacher candidates' practicum and field experiences, MSU is required to collect data for accreditation reporting purposes. The demographic information form collects data on your teacher and his/her students to ensure that you are participating in a variety of diverse field experiences. Bring a few copies of the demographic information form with you during your field experience. Ask EACH teacher that you observe to sign one. Bring the signed hard copies to class on the due date for credit. The form is not mandatory and if a teacher(s) elects not to sign it, please indicate that on the form when it is turned into your instructor.

Reflective Journals (30 points)

Due: December 4, upload to Blackboard before class

You will submit 5 journal entries (6 points each) on Blackboard. These journal entries allow you to reflect on different topics and areas of interest from your field observations including: diversity, methods of instruction, classroom management, student behaviors, teacher/student interactions, student interests, general classroom environment, strengths, weaknesses, creativity, innovative approaches, problem solving techniques, etc. All 5 journals are due by date on syllabus. You may submit them any time between dates listed on syllabus. These journals should focus on the "What, So What, Now What" template that will be discussed in class. The journal entries are a source for you to record what you observe and learn about the teaching profession during your field experiences. A guidelines sheet and an observation checklist sheet will be provided to help focus your observations and allow for a meaningful learning experience in the field.

Wanted Poster (10 points)

Due: December 11, upload to Blackboard before class. Be prepared to share in class.

You will be asked to reflect on your 25 hours of observations. Think about the following questions: What effective characteristics did you observe? What are the qualities of an effective educator? What skills do effective educators implement or possess. Create a wanted poster to depict what you want to be in your future career as an effective educator. These wanted posters will be shared in front of the class on the last day of class.

Letter of Thanks: (10 points)

Due: December 11, upload to Blackboard before class and send a copy to your mentor teacher upon completion of hours

At the conclusion of the field experience, write a letter that thanks to your mentor teacher for allowing you to work with them. The letter needs to address specifically 2 or 3 things you learned for your future teaching. Send the letter of thanks to your mentor teacher(s) AND submit online in Blackboard

FINAL: Teacher Education Scavenger Hunt (60 points)

Due: December 11, 10:00 a.m.

The Teacher Education Handbook is an important document in guiding our Mayville State University teacher candidates, including students enrolled in this course, EDUC 250. To learn about the requirements of MSU's Teacher Education Program, students will complete a scavenger hunt to identify important information and requirements of them as teacher candidates.

STUDENT SUPPORT

Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

IMPORTANT STUDENT INFORMATION

"Important Student Information" can be found in your Blackboard course shell.

- Academic Grievance Concerns and Instructor English Proficiency
- Starfish - Student Success System
- Students with Documented Disabilities
- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Diversity Statement

OTHER COMPETENCIES ADDRESSED IN THIS COURSE

Diversity Competencies:

10. Knowledge: 0(i) Explain exceptionalities and inclusion, ELL & language acquisition, ethnic/racial cultural and linguistic differences, gender differences, and the impact of these factors on learning.
11. 0(k) Identify students' learning styles, skills, knowledge, language proficiency and special needs.
12. 4(m) explains how to integrate culturally relevant content to build on learners' background knowledge.
13. 9(i) describes how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
14. 10(l) summarizes schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
15. Skills: 0(d) Confront issues of diversity that affect teaching and student learning.
16. 0(e) Use students' interests and background to produce a climate of acceptance, respect, rapport and community.
17. 3(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
18. 4(d) Stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
19. 9(e) Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
20. 0(h) Asks questions and probes responses of all students of different abilities.
21. Dispositions: 1(h) respect learners' differing strengths and needs and is committed to using this information to further each learner's development and plan effective instruction.
22. 2(l) believe that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
23. 2(n) make learners feel valued and helps them learn to value each other.

Technology Objectives:

1. Applies strategies to become a technology-using teacher.
2. Align learning goals and objectives with digitally responsible & ethical use of technology.
3. Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
4. Supports skill development and content knowledge through media and technology.
5. Promote learner success with using appropriate technologies for diverse learners.
6. Enrich professional practice through effective use of digital tools and resources.

STARFISH EARLY ALERT AND CONNECT SYSTEM

This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive "kudos" from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish. Please see the Starfish webpage for additional details:

<https://mayvillestate.edu/academics/starfish/>.

REFERENCES

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>.

COURSE OUTLINE

The following is a tentative schedule and may be subject to change. Weekly readings and assignments will be posted on Blackboard as well.

Week	Date	Topic	Readings Due	Assignments Due
1	9:30 a.m. August 21	<ul style="list-style-type: none"> ○ Introductions/Syllabus Review ○ Case study/survey sign-up ○ Scavenger Hunt BINGO ○ Introduce Introduction Letter 	<ul style="list-style-type: none"> ○ Review Syllabus 	
2	9:30 a.m. August 28	<ul style="list-style-type: none"> ○ Do I want to be a teacher? ○ Case study and survey ○ Speed date – Textbook style ○ Introduce Paper 1-Who Made Difference 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 1 	<ul style="list-style-type: none"> ○ Brown Bag Activity (Introduction) ○ DUE: Introduction Letter
3	September 4	<ul style="list-style-type: none"> ○ TaskStream with Kayla Smith ○ Praxis Sign up and Discussion 		<ul style="list-style-type: none"> ○ DUE: Paper 1-Who Made a Difference? ○ Bring Credit Card to pay for Praxis Test ○ Bring TaskStream Subscription card
4	September 11	<ul style="list-style-type: none"> ○ Student Diversity ○ Case study and survey ○ Introduce Paper 2-Learning Styles 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 3 	
5	September 18	<ul style="list-style-type: none"> ○ Education in the US: Historical roots ○ Case study and survey 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 4 	<ul style="list-style-type: none"> ○ DUE: Paper 2-Learning Styles
6	September 25	<ul style="list-style-type: none"> ○ Educational philosophy and teaching ○ Case study and survey ○ Philosophies of education ○ Introduce Paper 3-Diversity/Social Problems 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 5 	
7	October 2	<ul style="list-style-type: none"> ○ Choosing a school ○ Characteristics of effective schools ○ Case study and survey ○ Mental Health Modules 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 6 	<ul style="list-style-type: none"> ○ DUE: Paper 3-Diversity & Social Problems
8	October 9	<ul style="list-style-type: none"> ○ Current Issues Presentation ○ Dispositions Discussion ○ Formative Feedback 		<ul style="list-style-type: none"> ○ DUE: Current Issues presentations
9	October 16	<ul style="list-style-type: none"> ○ Current Issues Presentation ○ Introduce Program of Study assignment 		<ul style="list-style-type: none"> ○ DUE: Current Issues presentations
10	October 23	<ul style="list-style-type: none"> ○ School Law: Ethical and Legal Influences ○ Legal system-influence on education ○ Case study and survey 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 8 	
11	October 30	<ul style="list-style-type: none"> ○ Curriculum in an Era of Standards ○ Standards, objectives, lesson planning ○ Case study and survey 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 9 	
12	November 6	<ul style="list-style-type: none"> ○ Classroom Management ○ Organization and environment ○ Case study and survey 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 10 	<ul style="list-style-type: none"> ○ DUE: Paper 4-Program of Study
13	November 13	<ul style="list-style-type: none"> ○ Introduce Portfolio Checkpoint #1 ○ Introduce Admission Interview Questions 	<ul style="list-style-type: none"> ○ Review Checkpoint 1 information on Bb 	
14	November 20	<ul style="list-style-type: none"> ○ Becoming an Effective Teacher ○ Motivation/UBD/Bloom's ○ Case study and survey 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 11 	<ul style="list-style-type: none"> ○ DUE: Admissions Written Interview
15	9:30 a.m. November 27	<ul style="list-style-type: none"> ○ Portfolio Checkpoint #1 ○ Developing as a Professional ○ Case study and survey 	<ul style="list-style-type: none"> ○ Kauchak: Chapter 13 	<ul style="list-style-type: none"> ○ IN CLASS: Present Portfolio Checkpoint 1
16	9:30 a.m. December 4	<ul style="list-style-type: none"> ○ Field Experience Wrap-up ○ Introduce Wanted Poster ○ Introduce Letter of Thanks 		<ul style="list-style-type: none"> ○ IN CLASS: Disposition Self-Evaluation ○ DUE: Field Experience Verification Log ○ DUE: Demographic Forms ○ DUE: Reflective Journals ○ Check Blackboard Gradebook
Finals	10:00 a.m. December 11	<ul style="list-style-type: none"> ○ Final Exams Week – 10:00 a.m. ○ Letter of Thanks ○ Wanted Posters ○ Teacher Ed. Handbook Scavenger Hunt 		<ul style="list-style-type: none"> ○ DUE: Letter of Thanks ○ DUE: Wanted Poster ○ IN CLASS: Complete Final Exam