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EDU 210: Foundations of Education Teacher Academy

DMACC / ACHS Concurrent Course
 Course Number: EDU 210 Foundations of Education
 (DMACC – 3 credits, ACHS – 2 credits)

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Course Overview

Students will explore the area of teaching as a profession. This will be a highly interactive class that will allow students to discuss issues surrounding today's teachers. As part of this class, students will plan lessons, study various methods of instruction and assessment, interview teachers and visit classrooms when and if the opportunity allows. Students will be required to keep journal entries and build a portfolio. This class will be based on the needs of the students as they start to understand teaching as a profession.

1st Semester – EDU 210: Foundations of Education is a required course for all elementary and secondary education majors.

2nd Semester – EDU 218: Initial Field Experience is a required course for all elementary and secondary education majors.
Prerequisite: Successful completion of EDU: 210 Foundations of Education (C or better) is required

Required Materials

The following materials will be required for this course.

- ✓ *School: An Introduction to Education*, 3rd Edition, Edward S. Ebert and Richard C. Culyer, Wadsworth, Cengage Learning, 2014.
- ✓ 3 – ring binder with loose leaf paper or spiral notebook
- ✓ Background check

Student Expectations

"We Need You!"

This is an interactive class where discussion is a vital part of your learning as well as being a self-directed learner. Therefore, you are required to engage in the various types of learning opportunities (in person and virtual) to receive the course competencies. The information presented and discussed within this course will enhance your understanding and desire to teach. When absent, you are expected to communicate with me (in person or via email) to obtain the information and assignment(s) missed.

Communication

Contacting Me: If at any time you have questions or need support, please speak with me in person as soon as possible. If we are not able to speak in person, please email me. I will make every effort to respond to your message within 24-48 hours.

Checking In: *You are expected to check your school email and our Google Classroom every day (Monday-Friday).*

Maintaining a consistent line of communication will be crucial to your success as you complete this course.

Concerns, Questions, and Clarifications: Please reach out to me as soon as possible if factors related to class (or outside of class) are interfering with your success. I am committed to your success in this course, but the responsibility for that success is ultimately on you.

Classroom Conduct

- ✓ Students will follow conduct rules and policies as outlined in class. Misconduct will not be tolerated. Refer to the ACHS handbook for detailed school rules.
- ✓ Cell phones and other electronic devices are to be silenced and put away at all times during class, unless otherwise instructed, and left off site during the placement experience.

Netiquette: When participating in a virtual hybrid course, it's important to follow netiquette standards (online etiquette) to ensure a safe, collaborative environment. Remember that digital communication reflects your personal and professional character.

- **When communicating digitally (via email, Remind, etc.), please:**
 - Always assume positive intent from teachers and classmates
 - Use a positive, respectful, and professional tone
 - Use complete sentences and ensure correct spelling and punctuation
 - Use your first and last name at the end of the email
 - Review your message for clarity and accuracy before sending
- **When video conferencing, please:**
 - Wear school appropriate clothing
 - Ensure your background is appropriate
 - Go somewhere without distractions
 - Refrain from eating
 - Mute your sound unless it is your turn to speak

Grading Scale

Minimum Percent	Letter Grade	Minimum Percent	Letter Grade
92.5	A	72.5	C
89.5	A-	69.5	C-
86.5	B+	66.5	D+
82.5	B	62.5	D
79.5	B-	59.5	D-
76.5	C+	<59.5	F

Grading Practices

Your course grade is determined as follows:

Teacher Portfolio

All students will complete a portfolio as part of this class. Portfolios should show what has been accomplished in teacher preparation to this point. You will be expected to include an artifact and professional reflection for the InTASC standards addressed in this course. This will be discussed during class. **You must earn a 72.5% or higher on your portfolio in order to pass this class and progress to EDU 218: Initial Field Experience.**

Placement

Placements will occur when and if the opportunity allows. Details regarding procedures and guidelines will be discussed at that time.

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

We will be using the following performance levels:

Performance Levels for Work Habits/Behavior Standards			
MS	PM	DM	NE
Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.

Learning Opportunities

There will be multiple and varied opportunities for you to practice skills, apply knowledge, review and build on past learning, and extend learning. You will assume more responsibility for your learning through opportunities to apply what you have learned to new situations or experiences.

Assignments are due the date/time specified by the instructor. We learn from each other in this course and when we all give 100% then we all benefit. Being prepared will be an expectation you will have of your students someday - it is important to practice that same expectation for yourself.

Assessments

Formative Assessment:

Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.

Summative Assessment:

Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

You will have multiple assessment opportunities to demonstrate higher levels of achievement. The opportunities may be initiated by your instructor or you, but always at the instructor's discretion. To ensure

that grades reflect progress toward and achievement of the standards/competencies, giving extra credit or bonus points will **NOT** occur in this class.

DMACC Course Competencies

During this course the student will be expected to:

1. Analyze the historical events and individuals that have influenced the development of American Education.
 1. Identify individuals from past centuries that have made significant contributions to education.
 2. Illustrate the differences between early American Education and the current education system.
 3. Discuss early educational laws and policies and how/if they are still impacting education today.
2. Examine the professional aspects of teaching.
 1. Summarize the variety of roles a teacher has both at school and in the community.
 2. Describe ways a teacher can participate in professional development and the importance this has on quality instruction and teaching.
 3. Demonstrate an understanding of effective school characteristics that focus on improved student outcomes.
 4. Explain ways to effectively collaborate with administrators, colleagues, parents, and community members.
 5. Summarize the requirements needed to become a teacher including entrance and exit exams, GPA, and practicum/student teaching experiences.
3. Outline the governance, organization and support of the American Education system.
 1. Explain the organizational structure of the American public school.
 2. Discuss the support and funding provided to schools at a local, state, and federal level.
 3. Describe past and current trends in educational reform and how they impact teaching.
4. Investigate the legal aspects of teaching in the political structure of the American School.
 1. Review significant educational laws and the role they have played in the development of American Education.
 2. Discuss the importance of a professional code of ethics as it relates to teachers and administrators.
 3. Compare the legal rights and responsibilities of teachers and students including their right to “due process.”
 4. Examine teacher’s legal restrictions and freedoms.
5. Develop an appreciation for pedagogy as it relates to classroom management and instruction.
 1. Identify various instructional strategies used to achieve an optimal learning environment for all students.
 2. Compare various types of curriculum and effective ways to implement them.
 3. Describe ways educators differentiate instruction to accommodate student’s social, physical and cognitive differences.
 4. Discuss your current strengths in teaching as well as areas you want to grow in professionally.
 5. Compare various methods of assessing student achievement and the importance of using multiple methods to get the best overview of student learning.
6. Summarize Educational Philosophies and the influence they have on teaching.
 1. Name and explain the schools of philosophy.
 2. Identify various educational philosophies and their influence on classroom instruction.
 3. Develop and articulate a personal philosophy of education.
7. Explain the influence societal issues have on American Education.
 1. Develop an appreciation for the complicity and diversity of the American student population.

2. Discuss the changing structure of the American Family and the impact it has on children and education.
 3. Express ways to create a classroom environment accepting to all students.
8. Assess changes to the American Education system as well as your future involvement in this career field.
1. Explore challenges facing today's educator such as restructuring schools, funding, meeting diverse learning needs, curriculum changes and the utilization of new technology.
 2. Predict future educational innovations and their impact on students, administrators, teachers, parents and communities.
 3. Defend your decision to continue the pursuit of a career in teaching or your decision to choose a different career path.

InTASC (Interstate Teacher Assessment and Support Consortium) Standards

The Learner and Learning

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments

Content Knowledge

- Standard #4: Content Knowledge
- Standard #5: Application of Content

Instructional Practice

- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies

Professional Responsibility

- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

Note: InTASC Standards are a component of your portfolio. As a reminder, you must earn a 72.5% or higher on your portfolio in order to pass this class and progress to EDU 218: Initial Field Experience.