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Teacher Academy Syllabus Spring 2020

DMACC / ACHS Concurrent Course

Course Number: EDU 218

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(DMACC – 2 credits, ACHS – 2 credits)

Ms. Mitzi Petersen

School Phone: 965-9610

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 in a formal 80 hours (4800 minutes) clinical. 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: Internship to Education 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.

- ✓ *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, 2nd edition, Douglas Fisher and Nancy Frey
- ✓ 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 ACHS handbook for detailed school rules.
- ✓ Cell phones and other electronic devices are to be turned off and put away at all times during class 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

Students will be required to spend a minimum of 80 hours (4800 minutes) in observation for this course. These observation hours will be in a classroom setting and will be at both elementary and secondary levels. You will be expected to have at least one experience at the PreK – 5 level and at least one experience at the 6-9 level. Students will be expected to journal their experience and turn in journal summaries. ***If hours are not completed by the end of the semester, the student will not pass the class.*** Clinical information will be handed out and discussed in class.

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. **Summarize ways to effectively create a positive classroom climate.**
 - ✓ 1.1 Design, with input from the classroom teacher, expectations for your future classroom.
 - ✓ 1.2 Develop an activity/lesson that teaches tolerance and acceptance.
 - ✓ 1.3 Develop and share your plan for designing the physical structure of your future classroom. The plan should include but not be limited to seating, whole and small group learning areas, information/bulletin boards and technology centers.
2. **Demonstrate an understanding of various methods for successful delivery of instruction.**
 - ✓ 2.1 Explain three examples of differentiation you have observed in the classroom and the impact each had on student learning.
 - ✓ 2.2 Outline methods of instruction proven to be effective in engaging students in learning. Methods should include but not be limited to Project Based learning, integrated studies and Technology Integration.
 - ✓ 2.3 List examples of accommodations and modifications used to deliver instruction for students on an Individualized Education Plan.
 - ✓ 2.4 Discuss the benefits of teacher focused, dialogue focused and student focused instruction and provide an example of each
3. **Identify effective methods of classroom management.**
 - ✓ 3.1 Compare the expectations/responsibilities of administrators, teachers and students in establishing a safe and productive classroom environment.
 - ✓ 3.2 Explain strategies used to effectively manage a classroom including building positive relationships, establishing classroom routines, developing clear classroom expectations and the use of positive behavior supports and token systems.
 - ✓ 3.3 Express the importance of following school district and building policies within an educational setting as it relates to classroom management.
4. **Demonstrate an understanding of the duties and responsibilities for teachers both in and out of the classroom.**
 - ✓ 4.1 Outline additional duties outside the classroom covered by the teacher on a daily and weekly basis.
 - ✓ 4.2 Summarize one after school event and one volunteer event you have attended/participated in during the course and share how these experiences have better prepared you to become a teacher.
5. **Appraise current trends in education and their effect on classroom instruction.**
 - ✓ 5.1 Assess the use of new forms of technology/innovation in the classroom and the impact it has on enhanced student learning.
 - ✓ 5.2 Plan a lesson/activity involving STEM for elementary students and share with your instructor and classroom teacher.
 - ✓ 5.3 Plan a lesson activity involving the use of STEM in a cross-curricular way at the secondary level and share with your instructor and classroom teacher.
6. **Construct a portfolio that demonstrates your growth in understanding the teaching profession.**
 - ✓ 6.1 Produce artifacts demonstrating your knowledge and skills for teaching as they relate to pre-service standards.
 - ✓ 6.2 Explain InTASC standards and the influence they have on preparing quality educators.

- ✓ 6.3 Demonstrate your professional growth using written reflections over themes and pre-service standards to be included in your portfolio.
- ✓ 6.4 Demonstrate your growth in the teaching profession by sharing your portfolio with your instructor and classroom teacher.

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: All InTASC Standards will be passed with 72.5% proficiency level or C in order to pass this class.