



Course Prefix/Number/Title:
ED 250 – Intro to Education

Number of Credits:
2 Credits

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 students will also write their own educational philosophy from the learning in this class.

Hybrid Course Information:

- **What is a Hybrid Course:**
EDUC 250 is a hybrid course. A hybrid course utilizes the online learning management system, Blackboard Learn, for learning activities completed outside of class. Typically in reducing the number of in class meetings. For this class we will meet in class for the typical hours; however, the class will be “Flipped”. In-class meetings are used for collaboration and discussion.
- **What is a “Flipped” class:**
A flipped class is when students will review content and complete specific tasks on their own time and then be prepared for group discussions and activities during the in class meeting times.
- **Expectations for Work Online:**
Although this course is “Flipped”, this course requires the SAME amount of work. Taking a flipped course demands a lot of discipline, self-direction, and time management skills. You are expected to do work outside of class so you are prepared for the in class discussions and activities.
- **Technical Requirements:**
You will need regular access to a computer with reliable Internet access to complete assignments and tasks. If you have your own computer or are considering purchasing hardware, please refer to DCB’s [Recommended Computer Specifications](#).

Pre-/Co-requisites:
None

Course Objectives:

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

- Develop a lesson plan for a standard
- Explain the components of SIOP (Sheltered Instruction Observation Protocol)
- Demonstrate how to differentiate a lesson for various learners (Universal Design for Learning)
- 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 (MTSS)

- Write a SMART goal
- Differentiate between summative and formative assessment and how they will use each to guide their instruction.
- Explore national and state level assessments, standards
- Discuss and explain how to use various instructional models and strategies in their instruction
Explore the PRAXIS site and understand what is required in taking the CORE

Instructor: Hattie Albertson

Office: Thatcher 203

Office Hours: Mondays and Wednesdays 10AM - Noon

Phone: 701-228-5454

Email: hattie.c.albertson@dakotacollege.edu

Lecture/Lab Schedule:

Hybrid – F2F 2 days each week, Online 1 day each week

Textbook(s):

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

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percentage 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:

Week	Discussion Topic and Activities	Assignment/Readings
Week 1 –	Review course requirements, Warm up activity, review syllabus: cell phone policies, attendance,	Chapter 1 due day 2 Page 16-17 in text.

	<p>testing procedures, needs assessment</p> <p><u>Nature of teaching:</u> 6 propositions</p>	<p>Important words in chapter 1</p> <p>Chapter 2 – due day 1 next week</p>
Week 2	<p><u>Developing Your Stance:</u> developing your stance, issues in education, notetaker for education philosophy</p>	<p>Chapter 3 due day 1 next week</p> <p>Mission statement of a school</p>
Week 3	<p><u>Students and Families:</u> Team Building: diversity, inequities in US schools, promising practices in working with families</p>	<p>Complete part 1 of notetaker for next week</p> <p>Chapter 4 due day 1 next week</p>
Week 4	<p><u>Providing Inclusive and Responsive Instruction:</u> Universal Design for Learning, differentiating instruction, grouping students, SIOP, special needs students, gender equity, creating safe spaces</p> <p>EXAM 1 (Chapters 1-4)</p>	<p>5 most important things you need to do to ensure your classroom is accessible</p> <p>Chapter 5 due day 1 next week</p>
Week 5	<p><u>Planning for Instruction:</u> (SMART goals, Standards based instruction, Common Core (State Standards), Data driven planning, Lesson plan)</p>	<p>Unpacking standard</p> <p>Write lesson plan based on standards</p> <p>Chapter 6 due next week</p>
Week 6	<p><u>COME IN:</u> organizing instruction, modelling skills, behaviors, attitudes, and abilities; enriched instruction and environment, academic interaction, strategy to meet needs.</p>	<p>How did you learn a physical skill?</p> <p>Chapter 7 due next week</p>
Week 7	<p><u>Instructional Models and Strategies:</u> effective questioning,</p>	<p>Fossil analysis of lesson plan</p>

	stages of learning cycle, concept formation lesson, cooperative learning, project-based learning	Chapter 8 due next week
Week 8	<p>Student Assessment: norm and criterion referenced assessment, formative and summative assessments, state and national assessments, classroom assessments and usefulness, classroom assessment sequence</p> <p>MIDTERM Exam</p>	<p>Quick write on experience with assessment</p> <p>Chapter 9 due next week</p>
Week 9	<p>Managing the Learning Environment:</p> <p>creating classroom community, making productive use of classroom space, classroom routines, rationale for your management plan</p>	<p>Store/business reflection</p> <p>Develop your own classroom plan and 5 teaching routines plans due next week</p> <p>Chapter 10 due October 26</p>
Week 10	<p>Classroom Discipline: Encouraging Appropriate Behavior:</p> <p>qualities of classroom environment that support student discipline, plan for preventing misbehavior, systems approach to discipline, develop your discipline plan</p>	<p>Develop classroom discipline plan, due next week</p> <p>Where are you at in your education philosophy paper? Any questions?</p>
Week 11	<p>Growing in Your Profession: goals based on strengths and needs, ethical basis of your professional decisions, promising pieces of advice</p>	Resume, cover letter due next week
Week 12	Mandated Reporter training	Complete the notetaker

Week 13	EXAM # 3 due CORE – site, practice tests	
Week 14	TSS	10 learnings on ACES site
Week 15	TSS	Philosophy of Education – part 3 of notetaker due this week
Week 16	<u>Guest speaker</u>	Final paper due last day of class
Final	Philosophy of Education paper	Final - Use the knowledge gained to develop a statement on your philosophy of education

Tentative Course Assessments:

<u>Week</u>	<u>Assignment</u>	<u>Points</u>
Weekly	Class assignment/projects may be completed in class for points., These cannot be made up.	100 points
4	Exam #1	60 points (10 extra)
5	Lesson plan/unpacking standards	50 points
8	Exam #2	67 points (10 extra)
10	Classroom plan/teaching 5 routines	50 points
11	Discipline plan	30 points
12	Cover letter, resume Exam #3	50 points 74 points
13	Turn in completed notetaker on mandatory reporter	30 points
16	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

CTE Competency / Department Learning Outcome(s):

- Employ industry-specific skills in preparation for workplace readiness
- Combine general education and vocational skills curriculum

Relationship to Campus Focus:

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. If use of the cell phone or other electronics is disruptive to the class, the student may be asked to leave.
- Be respectful of other students, technicians, instructors, and guests.
- Ground rules will be discussed and 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:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.