



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

Pre-/Co-requisites: None

Course Objectives:

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

- * Develop a lesson plan
- * Explain the components of SIOP
- * Demonstrate how to differentiate a lesson for various learners
- * 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
- * Write a SMART goal
- * Differentiate between summative and formative assessment
- * Explore national and state level assessments
- * Explore the PRAXIS site and understand what is required in taking the CORE

Instructor: Ms. Jackie Migler, MS

Office: Thatcher 2213

Office Hours: Tuesday and Thursday 8:00 - 12:00, 3:15 - 4:30, Wednesday 8:00- 4:00

Phone: 701-228-5672

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Lecture/Lab Schedule: Tuesday/Thursday 1:00 - 2:15 (lecture)

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 percent 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: (Subject to Change):

<u>Week</u>	<u>Discussion Topic and Activities</u>	<u>Assignment/Readings</u>
Week 1 – August 25,27	-Review course requirements, Warm up activity, review syllabus: cell phone policies, attendance, testing procedures, needs assessment, <u>Nature of teaching:</u> 6 propositions	Chapter 1 due August 27 Chapter 2 due September 1

Week 2 – September 1, 3	<u>Developing Your Stance:</u> developing your stance, issues in education, notetaker for education philosophy	Chapter 3 due September 8
Week 3 – September 8, 10	<u>Students and Families:</u> Team Building: diversity, inequities in US schools, promising practices in working with families	Chapter 4 due September 15
Week 4 - September 15, 17	<u>Providing Inclusive and Responsive Instruction:</u> Universal Design for Learning, differentiating instruction, grouping students, SIOP, special needs students, gender equity, creating safe spaces EXAM 1 (Chapters 1-4)	Chapter 5 due September 22
Week 5 – September 22, 24	<u>Planning for Instruction:</u> (SMART goals, Standards based instruction, Common Core (State Standards), Data driven planning, Lesson plan)	1st draft of your educational philosophy due on September 24 Chapter 6 due September 29
Week 6 – September 29, October 1	<u>COME IN:</u> organizing instruction, modelling skills, behaviors, attitudes, and abilities; enriched instruction and environment, academic interaction, strategy to meet needs.	Write lesson plan based on standards Chapter 7 due October 6
Week 7 - October 6, 8	<u>Instructional Models and Strategies:</u> effective	Chapter 8 due October 13

	questioning, stages of learning cycle, concept formation lesson, cooperative learning, project-based learning	
Week 8 – October 13, 15	<p><u>Student Assessment:</u> 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>Study guide for midterm on Thursday</p> <p>Chapter 9 due October 20</p>
Week 9 - October 20, 22	<p><u>Managing the Learning Environment:</u> creating classroom community, making productive use of classroom space, classroom routines, rationale for your management plan</p>	<p>Develop your own management plan, due October 29</p> <p>Chapter 10 due October 27</p>
Week 10 - October 27, 29	<p><u>Classroom Discipline:</u> <u>Encouraging Appropriate Behavior:</u> qualities of classroom environment that supports student discipline, plan for preventing misbehavior, systems approach to discipline, develop your discipline plan</p>	<p>Develop classroom discipline plan, due November 12</p> <p>Where are you at in your education philosophy paper? Check in with Mrs. Migler</p>
Week 11 – November 3,5	<p><u>Growing in Your Profession:</u> goals based on strengths and needs, ethical basis of your</p>	<p>Resume, cover letter due November 17</p>

	professional decisions, promising pieces of advice	
Week 12 – November 10, 12	<u>Growing in Your Profession</u> (Resume, Portfolio, Interview, License, Mandated Reporter)	
Week 13 – November 17, 19	EXAM # 3 CPI, PBIS, TSS	
Week 14 - November 24	Continue CPI, PBIS, TSS	
Week 15 – December 1,3	CORE – site, practice tests	Philosophy of Education paper due December 8
Week 16 - December 10, 12	<u>CORE</u>	
Final	Philosophy of Education paper	Final - Use the knowledge gained to develop a statement on your philosophy of education (rubric provided)

Tentative Course Assignments and 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	80 points
5	1 st draft of Ed philosophy	20 points
6	Lesson plan	40 points
8	Exam #2	75 points
9	Management plan	30 points
12	Develop your discipline plan	30 points
13	Cover letter, resume	50 points
13	Exam #3	75 points
Final project	Philosophy of Education Paper (there will be check-in points	100 points

	throughout the semester where parts of the philosophy paper will need to be turned in.)	
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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. See me if you have questions.

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.