SYLLABUS FOR THE EFFECTIVE EDUCATOR

Term: Fall, 2015
Course Number: EDUC 315
Instructor: Dr. Dawn Greene
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Office Hours: By Appointment
Course Dates: November 16, 2015-December 3, 2015
Course Times: 8:30 AM – 12:00 PM
Course Meeting Room: 308

Mission of the Education Program:
Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:
Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

About Your Professor:
Dr. Greene has always had a desire to teach and maintained a position teaching evening classes while working in the field of Business.   After eventually transitioning to full time high school teaching, she pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and administration. After working as a teacher, school principal, administrator, district assistant superintendent and higher education adjunct professor, she accepted the positon of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

Prerequisites: EDUC 300, EDUC 311, EDUC 313

Textbook(s):
Voltz, D. (2010). Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms. ASCD Publications.

Additional Resources used in class:
Wong H. (2005). How to Be an Effective Teacher: The First Days of School. Harry J. Wong Publications, Inc.

Learning Outcomes/Competencies:
Students in this course will:

1. Discover and understand a unified vision of the effective educator as exemplified in such standards and principles as the INTASC principles, the Indiana Department of Education Pedagogy Standards and CAEP Standard One.
2. Understand why and how educators have come to teach and demonstrate that understanding by building upon the ideas presented in Educational Foundations and Educational Psychology.
3. Understand the social, legal, technological, academic and cultural factors and themes that have and continue to influence the construction of educational design so as to make critical and effective educational decisions.
4. Analyze, synthesize and effectively apply standards and principles as foundational supports enabling candidates to provide creative and fundamentally supportive learning options for their students that are commensurate with the skill of a professional educator.

Therefore, understanding and analyzing standards while synthesizing those understandings into a clear and coherent perspective on the effective teacher require that teacher candidates become "reflective practitioners." Thus, **INTASC Principle IX** applies to this course and all of its reflective assignments, as do **NBPTS Core Proposition 4, IDOE Pedagogy Standard 6** and **ACEI Standard 5.1**, wherein teachers think systematically and critically about their practice and learn from experience.

Course Description:

This experiential course is designed to immerse the student into the standards that shape the very basis of educational design. This survey course introduces the student to the current issues in the teaching, and pedagogy fundamental to the education profession. Students will recall and utilize the theories of Dewey, Toffler, Banks, Kohlberg, Brofenbrenner, and Gardner. Issues covered include the role of technology, an introduction to Special Education students, bilingual education, multi-cultural education, and school safety. Pedagogical strategies include basic instructional methodology, effective teaching practices, planning, implementation, and assessment.

Course Outline & Class Dates:

WEEK 1 – Why the Standards are Important

Monday	**Foundations of the Effective Educator** – Supporting Theory
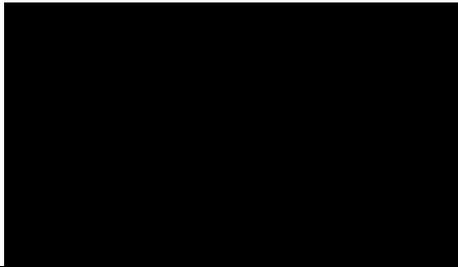
Tuesday	**Understanding the Standards –** NBPTS & INTASC Standards
Wednesday	ACEI and Pedagogy Standards
Thursday	**Standards Review and Application –** Connection to Effective Teaching

WEEK 2 – Applying Technology to Education

Monday	*Discussion*: The Goal of Technology in the Classroom
Tuesday	*Guest Speaker*: Demonstration of new technology uses: SmartEd, Cell Phones, My Big Campus, web quest, Knoodle and email
Wednesday	*Discussion/Assignment:* Rubric Creation to assess understanding
Thursday	**In-Class Demonstration – Technical Application Assignment**

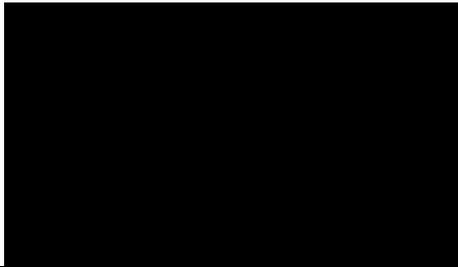## Week 3 – Understanding Standards Based Assessment

Monday	*Discussion/Activity:* Connecting Standards to Assessment (Objectives)
Tuesday	Core Standards and Academic (Indiana State) Standards Review; Curriculum Mapping; Data Driven
Wednesday	Presentations: How do students grow academically? Present assignment response using a form of media/technology and handouts. Teach the class as if they are a classroom of future educators.
Thursday	**Course Final – 9:00 AM (two hours)**

Standards for Indiana: http://www.doe.in.gov/standards

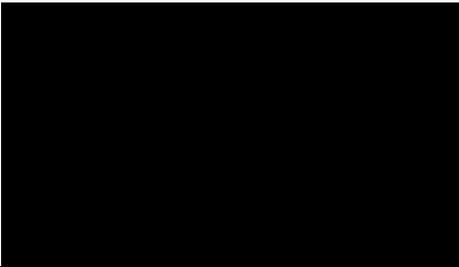## INTASC Teaching Standards:

	THE LEARNER AND LEARNING
Standard #1: Learner Development	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.
Standard #2: Learning Differences	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.
Standard #3: Learning Environments	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.
	CONTENT KNOWLEDGE
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content	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.
Standard #6: Assessment	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.

Standard #7: Planning and Instruction	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.
Standard # 8: Instructional Strategies	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.
	PROFESSIONAL RESOPONSIBILITY
Standard #9: Professional Learning and Ethical Practice	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, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration	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.

National Board for Professional Teaching Standards NBPTS:

Proposition 1: Teachers are Committed to Students and Their Learning	Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
NBCTs understand how students develop and learn.	They are able to use diverse instructional strategies to teach for understanding.
They respect the cultural and family differences students bring to their classroom.	
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	
NBCTs are also concerned with the development of character and civic responsibility.	

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Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

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Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

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Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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Learning Strategies: Professional literature analysis, whole group discussions, small group activities, professional consultation (interviewing), professional observation (classroom), personal reflection, individual assignments.

ASSIGNMENTS

1. **Attendance and Blackboard** are the equivalent of "Participation. The attendance policy for this course is that all students are expected to attend in order to receive a passing grade (*please see the Attendance section of this syllabus*). When a Blackboard prompt is posted, you are to respond with your own comment and then engage in meaningful responses to the comments of your classmates.

2. **Standards Review and Application Assignment:** This assignment is designed to ensure that you understand the standards that are presented and are able to effectively use

them to build objectives and assessments that correspond with the intent of the objective. This assignment will be done in class.

3. **Technology Demonstration:** Each student will research and present to the class using a new technology format as a learning tool in the classroom with students. You can illustrate the effectiveness of such applications as Prezzi, Cartoonz, Phone Apps, etc. You will be responsible for an in-class demonstration, a two-page reflection on the application, its' use, expected outcomes, target audience and concerns. Please compare and contrast the pros and cons as well as how the application can be implemented in your future classroom.

4. **Presentation and Paper:** How do you expect students to grow academically in your classroom? What is the method of preparation that you will facilitate to ensure proper academic advancement? This intentionally vague assignment allows for the opportunity to explore your own motivations for teaching. The paper should be 2-3 pages in length (standard 12 point font and double spaced). In addition, you are expected to present your paper with proper handouts, media and formatting (assume that your audience is a classroom of future educators).

5. **Final Exam:** You will have a final during the last class of the session. This final will cover Standards, Assessment, Technology and the basics of Curriculum theory.

Class Policy for Assignments:
GRADING SCALE:

Assignments	*Points*
Attendance and Black Board	**10**
Standards Review and Application Assignment	**15**
Technology Demonstration	**15**
Presentation Week 3	**10**
Paper on "How Students Grow Academically"	**20**
In-Class Assignment	**10**
Final Exam	**20**
TOTAL POSSIBLE PTS.	*100*

Grading Scale:

Grade	Points
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72
C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 and below

Class Policy on Attendance:

Students are expected to be present and on time for all classes. Hands-on experience and class interaction are invaluable – and cannot be "made-up" individually. Intellectual growth and success in college is reinforced though interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Therefore, a student cannot be absent for more than one class session during the course. Two absences will result in a student being academically withdrawn from the course by the instructor. Habitual tardiness will be counted as one absence. Each student must attend class for the entire day.

Class Policy on Dress Attire:

You are to dress professionally for all presentations! Professional attire means shorts, flip flops, t-shirts, tank tops, etc. are not allowed. Men and women are to dress in business attire during all classroom presentations and field trips.

Class Policy on Electronic Devices: Please keep your cell phones on vibrate so that they don't interrupt the class. You may return calls during break times, not during class discussions. Laptops and tablets should not be a distraction during class discussion.

Student Success Center:

The Student Success Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Tutoring Center is located in Room 413. The telephone number is 219.473.4287 or 800.700.9100 ext. 287.

Statement of Plagiarism:
If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:
Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:
After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

Disabilities Services:
Disabilities Services and Calumet College of St. Joseph (CCSJ) seeks to provide opportunities for equal access in programs, services and activities. CCSJ and Disabilities Services strive to meet the needs of students with disabilities by providing "reasonable accommodations" and academic services. Academic Services are in accordance with Americans with Disabilities Act (ADA) guidelines. Students with documented disabilities that require support to access academic activities are encouraged to contact Disabilities Services.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition (e.g., additional time needed for tests, note taking assistance, special testing arrangements, etc.), he or she should contact Disabilities Services at 473-4349. The Disabilities Services Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: http://www.ccsj.edu/alerts/index.html.

School Closing Information:

Internet: http://www.ccsj.edu

http://www.EmergencyClosings.com
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32