

Course Information

Course Title: Orientation to Education

Course Number:

Credits: 2

Prerequisites: No prerequisite courses required, but must have completed 10th grade.

Location: North Pole High School and Ben Eielson High School

Meeting times: Monday (1:21-2:15), Wednesday(1:02-2:15), Thursday 11:20-12:44), and Friday 1:21-2:15)

Instructors

Instructors: Kathleen Doyel (North Pole High School) 907 488-3761

Connie Browder (Ben Eielson High School) 907 372-3110

Email: kathy.doyel@k12northstar.org

connie.browder@k12northstar.org

Course Readings/Materials

Course Textbook: Armstrong, David G., Henson, Kenneth T., and Tom V. Savage. *Teaching Today: An Introduction to Education*. 8th ed. Prentice Hall, 2008.

Supplemental Readings: Supplemental readings will be provided by the instructor during appropriate units of study.

Materials: Textbook and supplemental readings will be provided for students. In addition, it is recommended that students maintain a binder with folders for each unit of this course in order to keep projects and reflections organized and ready for portfolio inclusion. Technological tools for project and portfolio completion will be provided by the school.

Course Description

Welcome to Introduction to Education! As a course designed to introduce you to the teaching profession, the units of this course are built around a series of questions that will be addressed: Why choose a career in education? What are the qualities and skills necessary for successful educators in Alaska? How and where does learning take place? How do educators facilitate the learning process? How do we know when students learn? Finally, how do I become a professional educator? To address these questions, and facilitate understanding of the education profession, you will have the opportunity to listen to guest speakers that will provide insight, observe (then reflect upon) teachers in action at the secondary and elementary level, and build a professional portfolio that demonstrates your ability to create units, lesson plans, assessments, and utilize various technological tools for instruction.

Course Goals and Student Learning Outcomes

Unit One Focus Questions: Why choose a career in education? What are the qualities and skills necessary for successful educators? At the end of this unit, you will be able to:

1. After interviewing educators and participating in self-reflection activities, you can identify why you are interested in an education career, and create and defend your own philosophy of education.
2. Explore and identify necessary foundational content knowledge and skills required for success in an education career.
3. Identify and understand the expectations the State of Alaska and the Fairbanks Northstar Borough School District have for educators as expressed in performance standards.
4. Differentiate between characteristics related specifically to elementary, middle, and high school education careers.
5. Develop a high school and postsecondary plan of study to pursue a teaching career, recognizing that teaching certification is specific to both content and level.
6. Investigate the UAF School of Education Teacher Preparation programs (representative of an NCATE accredited program).

Unit Two Focus Question: How and where does learning take place? At the end of this unit, you will be able to:

1. Recognize that teaching and learning takes place in the classroom, in the home, and in the community.
2. Recognize and honor the diversity of each classroom.
3. Explain various theories regarding individual learning styles.
4. Demonstrate a knowledge and awareness of factors that impact learning, including those that are within the control of the teacher – impacting classroom management choices.
5. Create a collaborate presentation that incorporates a variety of learning styles.
6. Observe classroom management approaches and reflect on classroom climate and impact on learning.
7. Participate in collaborative reflections as a group, and discuss individual observations from multiple perspectives.

Unit Three Focus Question: How do educators facilitate the learning process? At the end of this unit, you will be able to:

1. Identify and explain various research-based approaches to instruction (thinking maps, cooperative learning, etc...).
2. Demonstrate understanding of the planning process guiding unit instruction.
3. Discuss the importance of identifying essential learnings and working within professional learning communities to improve instruction and assessment.
4. Explore interactive instruction in a variety of content areas.

5. Create a short unit (including lesson plans) specific to your area of interest that incorporates the understanding of the principle to “begin with the end in mind.”
6. Prepare and present a lesson using technology.
7. Observe and reflect upon instructional strategies used in the elementary and secondary classrooms within your community.
8. Participate in collaborative reflections as a group, and discuss individual observations from multiple perspectives.

Unit Four Focus Question: How do we know when students learn? At the end of this unit, you will be able to:

1. Understand the purpose of assessment.
2. Explore a variety of assessment purposes, styles, and techniques.
3. Understand the purpose of, and differentiate between, formative and summative assessments.
4. Discuss and understand the relationship between essential learnings and assessment, as well as the importance of working within professional learning communities to improve instruction and assessment.
5. Create both formative and summative assessments for your previously created unit lesson plans.
6. Observe and reflect upon assessment strategies used in the elementary and secondary classrooms within your community.
7. Participate in collaborative reflections as a group, differentiating between formative and summative assessments observed, and viewing their purposes from multiple perspectives.

Unit Five Focus: How can I become a professional educator? At the end of this unit, you will be able to:

1. Create a portfolio of the projects you have created this semester including: philosophy of education, presentation of various learning styles, unit and lesson plans, assessments, observations and reflections, and instructional technology applications.
2. Discuss behaviors for success including: professionalism, daily challenges, and ethical and legal responsibilities.
3. Write a resume, practice interview skills, and understand the process of securing and maintaining employment as an educator.

Instructional Methods

The methods employed for this course will be appropriate to the various learning targets. For example, multiple guest speakers will be invited to inform you on various education professions, the education program at UAF, and instructional technology. In addition to guest speakers, you will have the opportunity to observe teachers in action in a variety of locations. As a class, we will then reflect upon those observations as they relate to

lecture and activity topics that are being discussed relative to the course description and goals. This classroom will be a “lab” for practicing your developing teaching strategies and products with your peers. To that end, we will all be participating in games, assessments, sample lessons, and presenting to each other. We will also be experimenting with various technological applications that enhance learning and assessment.

Course Calendar

In progress: We are currently contacting guest speakers, coordinating classroom observation and transportation, reviewing the text, and other logistics associated with scheduling and planning before a tentative calendar can be created.

Course Policies

I expect every student to be successful in achieving the goals of this course, and obtaining credit for their efforts. The following attitudes and traits will ENSURE your success in Intro to Education this semester (they are posted in my classroom as well):

1. Be Willing to *TRY*
2. Be Willing to *WORK*
3. Be Willing to *LISTEN*
4. Be Willing to *TAKE RISKS*
5. Be *RESPECTFUL* of yourself, classmates, and instructor

Classroom Rules

Please know and follow the following rules in my classroom:

1. Come *on time* to class *every day* that you are not seriously ill!
2. Come to class prepared with required materials and assignments/reflections completed.
3. Remain quiet while I, a guest presenter, or any of your classmates is speaking or presenting.
4. Avoid inappropriate language.
5. Stay on task during ALL class activities.
6. Obey district, school, and classroom rules and procedures in ANY capacity you find yourself in related to this course whether it be in my classroom or that of another teacher (during observations or other activities). This includes adherence to the school dress code and appropriately professional attire when observing or participating in activities of any classroom.

Classroom Procedures

1. **Entering the Classroom:** If you are in the classroom before the bell rings, then you are on time as long as you pick up your assignment and take your seat directly. If you enter after the bell rings, then you are tardy and will lose participation points. All tardies will be reported to the office.

2. **Tardies:** If you enter the room after the bell rings, you are tardy. According to school policy, you must be “swept” to the designated area and complete the required paperwork. When you enter the room tardy, you must do two things. First, enter quietly and do NOT interrupt the class. Second, go to the back of the room and fill out a tardy form and attach any paperwork to that form before placing it in the appropriate box. Please do this before taking your seat in order to minimize possible disruption to the rest of the class. You will lose participation points for disrupting the class if this is not handled according to our classroom policy.
3. **Required Materials:** You need a folder for this class and this class only as it will hold your work for each unit. **YOU WILL NEED THIS EVERY DAY.** You will also need your textbook, and something to write with. Failure to arrive with required materials will result in a loss of participation points. Any attempts to obtain, request, or borrow forgotten materials in a manner that interrupts me or the class will result in a further loss of participation points (i.e. don’t interrupt my instruction of the class to ask me for a pencil – I won’t give you one, and you’ll lose more points than you would have if you quietly borrowed one from a neighbor). If you come to class unprepared with materials and need to leave the classroom to go to your locker, you will receive a tardy and you will lose points. I will not be providing you with pencils, pens, or extra textbooks.
4. **Daily Assignments:** Each day, you will have an assignment to complete immediately after the bell rings. These will be available in a box labeled with your class period at the back of the room on the labeled shelf. You are responsible for getting this assignment as soon as you come into the room before you take your seat. When the bell rings, you should be quietly completing this 5 – 10 minute activity. Other assignments and activities will be given to you at the appropriate time.
5. **Turning In Assignments:** Assignments completed in class will be turned in at the end of the period into the appropriate box. Homework assignments will be collected by me at the beginning of class the day they are due. You will put them out on your desk as you work on your daily assignment at the beginning of class, and I will come through to pick them up. Late work will result in a loss of points.
6. **Returning Assignments:** I will hand assignments back to you while you are doing your initial assignment at the beginning of class. You will need to put them into your folders **IMMEDIATELY** so they do not get lost. You will need these to study for quizzes and tests, and many will be included in your portfolio at the end of the semester. If you are absent when work is returned, it is your responsibility to check the appropriate box at the back of the room to retrieve those assignments (each class has an “out” box).
7. **Finding out Grade Status:** Grades will be updated regularly on PowerSchool. Please check it regularly outside of class. Please do NOT use class time on

computers to check PowerSchool. This is an inappropriate use of class time. Each quarter, I will provide a print-out of the gradebook for each student to ensure that you are aware of your progress. Please make an appointment to speak with me if you have questions about your grade. I will not entertain discussions about grades during class. Important: Watch your participation points very carefully! I keep a more specific record of point losses on my clipboard than you will see in PowerSchool so see me if you have questions.

8. **Your Responsibilities After an Absence:** Any time you are absent, you need to check the daily assignment boxes at the back of the room. Each box contains a hanging file with a name for each unit we are studying. There will be an individual file folder for each day of class that will contain copies of all the work completed that day. It is your responsibility to check the appropriate file, obtain the work, and then turn it into the appropriate box. You have one day for each day missed in order to receive full credit. You will lose 10 points for each additional day the assignment is late. If you miss a quiz or an exam, you will need to make this up in the library either at lunch or after school. I will make them available to the library staff the same day you miss an assessment so it will be there the day following your absence. Unless you have made prior arrangements with me, you are expected to make this up within TWO DAYS of being absent.
9. **Communication procedure with parents or guardians:** If you or your parents wish to discuss anything with me, please call or email me with questions or a meeting request.
10. **Consequences for Classroom Rule Violations:** If you violate a rule, you may be assigned a consequence. Depending on the frequency and severity of the misbehavior, you may receive one or more of the following consequences: loss of participation points, parental contact, change in seating assignment, time owed after class, ISI, or an office referral. If you ever feel that the enforcing of rules and consequences is unfair, you have the right to make an appointment to discuss the situation. I will be as neutral as I can in hearing your complaints or comments. I will not take class time for this type of discussion.

Evaluation

Your overall semester grade will be based on the following:

1. You must understand that your performance EACH DAY IN CLASS will directly impact your grade! Participation in classroom discussions and activities will comprise 30% of your overall semester grade. This does NOT mean a record will be kept every time you say something. It DOES mean that you need to be doing what we're doing as a class, and participating in reflection activities and discussions.
2. 40% of your grade will be determined by the projects you complete and will be included in your professional portfolio. These items will include (but are not limited to) a

- a. philosophy of education
 - b. project on various learning proclivities
 - c. sample unit
 - d. sample lesson plans
 - e. sample assessments
 - f. observation reflections
 - g. resume
 - h. portfolio reflection
 - i. photographs (with explanations and reflections) of completed projects (i.e. bulletin boards, teaching tools created by you, games, etc...)
3. 30% of your grade will be determined by the quizzes and unit tests that you take. There will be one exam for each unit, with periodic quizzes to provide your instructors with enough feedback to determine comprehension prior to moving on to new units and learning targets.
 4. Grading Scale is as follows:
 - a. 100-90% is an A
 - b. 89-80 is a B
 - c. 79-70 is a C
 - d. 69-60 is a D
 - e. 59% and lower is an F