*Think     Engage Create    Communicate     Apply*

Education 100:

Introduction to Teaching

Fall 2019

Instructor: Kanoe Bunney

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Credits: 3

Office: 421F Center

Meeting times/Days:

Classroom:

Office Hours:

Office phone: 541-463-7712

“One of the goals of education is not simply to fill students with facts and information  but to help them learn how to learn” -Zaretta Hammond.

Required course pack: Selection of readings available in the Titan Bookstore

Readings also available in the Google Suite.

Supplemental Text: Culturally Responsive Teaching and the Brain by Zaretta Hammond

(not required for purchase)

**Course Description**

This course provides an overview of the Education field for those considering a career in teaching.   Students will explore the classroom community, human development as a basis for the acquisition of knowledge, culturally responsive teaching practices, and engage in a research project studying a current issue in education.  Course also includes an in-class observation.

**Corresponding InTASC Standards**:

Standard #3: Learning Differences: 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.

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 for 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.

**Conceptual Framework**:

This course maintains a goal of creating a safe intellectual environment established on the basis of trust and the expectation that we all learn differently. The instructor and the students work together to foster a climate of valued difference not limited to culture, class, race, socioeconomic background, religion, and sexual/gender identity. Class discussions will emphasize respect for differing ideas and instructional strategies.

Topical Outline:

* Building the Foundation for Learning
* Classroom Community
* Individual and Group Membership
* Self-Efficacy and Cultural Capital
* Barriers to Education
* Broader Learning Communities
* Oregon’s Educational Landscape
* Education Philosophers
* Teaching as a Profession
* Careers in Schools
* Pathways to Teaching

Key Essential Questions

* How do we create a classroom community? What is the role of affirmations?
* What assets do I recognize in others?
* How does cultural capital and one’s cultural artifact tree shape curriculum?
* Identify barriers to education. How do these barriers impede learning?
* In what ways do people’s personal (educational) history reflect state and national trends in education?
* What is the landscape of schooling in Oregon?
* In what ways do people’s personal (educational) history reflect state and national trends in education?
* How do teachers prepare and anticipate classroom procedures and lesson plans?
* What is the pathway to become a teacher in Oregon?

**CORE LEARNING OBJECTIVES**:

1.  CLO 2.1 Engage diverse values: Recognize and clarify personal values and perspectives

2.  CLO 4.6 Demonstrate Honesty, openness to alternative views, and respect for others’ freedom to dissent

3. CLO 5.4: Communicate Effectively: Integrate and Reflect on Experiences and learning from multiple and diverse contexts.

Course Outcomes

1. Students will be able to demonstrate their individual characteristics in relation to classmates.
2. Students will be able to recognize another culture, and point of view of schooling.
3. Identify major educational landmarks affecting marginalized groups in the U.S.
4. Read/Reflect upon research pertaining to cultural/community wealth and recognize the value of cultural contributions to society.
5. Understand the elements of creating a healthy learning community where each individual is validated.
6. Research a current issue in education/explore a specific content area and apply the concepts of learning, development or community capital.

**University and Course Policie**s

**Students with Disabilities:** In general, LCC will work with students to provide a variety of services to accommodate their specific needs. The College requires appropriate documentation of a disability in order to better enable students to meet the established academic standards. All student records and information are confidential and only distributed at the student’s request. It is the responsibility of each student to inform the Center for Accessible Resources of his or her disability. Students must follow the appropriate process to request services in a timely manner. Documentation and all relevant information need to be present to ensure adequate services. Students are encouraged to work proactively with the faculty and staff in developing strategies for accommodations. It is essential for each student to be responsible and act as a self-advocate.

**Statement of Students' Rights and Responsibilities:**

Every student has the right to conditions favorable of learning. Lane resolves to provide an atmosphere conducive to learning where faculty instruction and student learning occur without external pressure, interference or disturbance. The college vision statement: "Lane provides quality learning experiences in a caring community," embodies the belief that staff and students are expected to conduct themselves in a manner which acknowledges and values a wide range of opinions, beliefs and perspectives.

As members of the academic community, students are encouraged to develop the skills for critical judgment and a life-long search for truth. The minimum standards of academic freedom and conduct are outlined in the student code of conduct (https://www.lanecc.edu/copps/documents/student-rights-and-conduct).

Academic Honesty:

Sharing ideas with friends is central to the academic enterprise at Lane Community College. So too is availing yourself of the ever-expanding universe of print and digital resources available through the Library. In your written work, of course, it is important that the words you present as your own are in fact original to you. When you borrow somebody else’s ideas or words, make sure to cite the original author. We will go over APA citation models in class.  For more on academic honesty at Lane Community College, including a helpful overview of citations, see: <https://www.lanecc.edu/sites/default/files/copps/code_of_conduct.pdf>

The work you submit is your own work. Representing someone else's work (including material found on the Internet) as your own-- is called plagiarism, and it is a form of stealing, whether you lift an entire document or just parts of it; whether all of the work really belongs to someone else or just part of it. If you use a quote from an article, book, or a site online, please cite it, using APA format. <http://www.bibme.org/apa>

Guidelines for Written Assignments:

1. All written assignments should be double-spaced and written in 12-point Times font

2. Include a word-count at the top of each assignment

3. Use a standard format (APA) for all citations

4. Submit all of your assignments using the dropboxes on Moodle. No late assignments will be accepted without prior approval from the instructor. Please note that the Tutoring Center has peer writing consultants who can work with you during any stage of the writing process, from brainstorming to final proofreading.

COURSE REQUIREMENTS

1. Attendance & Participation  10%
2. Participation in Online forums-15%
3. Written Assignments and Essays -20%
4. Moodle Quizzes-10%
5. In-class assignments-20%
6. Final Presentation-10%
7. Midterm-15%

Attendance & Participation

Given the importance that all educational classes place on learning with peers through classroom discussions, students are expected to come to every class session. After two unexcused absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from an A to an A-).

As a member of this class, you are responsible for the learning that takes place during each class meeting.  You are expected to be prepared for each class and ready to participate in class discussions and activities. You are expected to attend all sessions and complete all assigned readings and course tasks. Your presence is important.

DATE TOPIC COURSE ASSIGNMENTS

Preliminary Work (Prior to Session 1)

Read “Building the Foundation for Learning” by Zaretta Hammond

Bring Items for the Scavenger Hunt Bag

Read Yosso-Cultural Community Capital/Wealth Model

Participate in online Moodle Forum

Observe a class in 6-12th grade, complete observation form.

See upcoming guidelines from instructor.

Major Themes:

Classroom Community

Individual and Group Membership

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| What is Education 100? How do we create a classroom community? What is the role of affirmations?   * Course overview * Expectations * Learning Communities and Partnerships | * Getting to know our community: Me Bingo * Reading: Zaretta Hammond: “Building the Foundation of Learning Partnerships” * Identity Mapping-Who am I in relation to the group and society | Exit Ticket:  What are three contributions I can make to the classroom community?  Completion of Identity Map (Graphic Organizer) |

Theme I: Identity in the classroom context

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| Identity: Who am I? What are my strengths? What assets do I recognize in others? | Heart Map: Who am I? What is important to me? Interview a peer, Introduce a peer, similarities and differences  Scavenger Hunt Bag  Leaders/Educators: What are the qualities of a teacher/leader that we value?  Community Values: Creating Classroom Guidelines | Members will complete the graphic organizer and a 4 paragraph paper to accompany their scavenger hunt bag |

Theme 2: Self Efficacy and Cultural Capital

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| What is cultural capital?  What is the funds of knowledge approach?  What is self efficacy? | * Bandura: Self Concept and Self Efficacy * Yosso-Cultural Capital * Moll: Funds of Knowledge | Exit Ticket: Students will be able to name a fund of knowledge in relation to a classmate. |

Theme 3: Barriers to Education

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| What are some of the barriers to education?  What is a learning difference? | * Fishbowl Labels Activity: Role-play and labels * Reading: National Guidelines for Second Language Learners * Reflect on: Frontline: A Class divided | Complete Graphic Organizer reflecting learning differences. Write about and identify and relate the role of the teacher in the process. |

Theme 4: Broader Learning Communities

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| What is the role of the public school in the U.S.?  What is equity and equality?  In what ways do people’s personal (educational) history reflect state and national trends in education? | * Readings: History of Education an Overview * Reflect on video: The Evolution of Society * Review Definitions and reflect on Equity and Equality in the Classrooms in Oregon | Assessment: Complete Educational Timeline of Life-Establish and pinpoint major landmarks in education. Connect landmarks to individual schooling markers. |

Theme 5: Oregon’s Educational Landscape

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| What is the landscape of schooling in Oregon?  What shapes/governs Oregon School districts? | * Readings: Edutopia: A Small School that Thinks Big.` * Reflect on video: TED TALK: The Surprising Truth about Learning in Schools * Review website OSBA and the history of school funding | Assessment: Complete group simulation activity involving specific time periods in Oregon’s History: (1830s to Present Day)  Assessment: Write a 1-2 page paper outlining your high school. Describe your school in the context of your school district and how it is funded. |

Theme 6: Education Philosophers

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| What is an educational philosophy?  Who are some historical and current educational philosophers?  In what ways are today’s schools impacted by former and current educational philosophers? | * Readings: History of Education an Overview * Reflect on video: TED TALK: The Surprising Truth about Learning in Schools * Review website OSBA and the history of school funding * Reading: Six Schools of Educational Philosophy. Overview-Essentialism, Progressivism, Perennialism, Existentialism, Behaviorism and reconstructionism. | Assessment/Application: 1. Group Philosophers: Randomly choose five philosophers. Read descriptors and guess the identity of the philosopher and describe the time period.  2. Homework: Ross-Barger Educational Philosophy Inventory  http://www.nd.edu/-rbarger/ross-barger  3. Classwork: Identify/Debate strengths and weaknesses of each school of thought. |

Theme 7: Teaching as a Profession

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| What can be learned about teaching by viewing movies set in the classroom?  What is the role of the teacher?  How do teachers prepare and anticipate classroom procedures and lesson plans? | * View excerpts from Freedom Writers, Stand and Deliver and Finding Forrester. * Review Culturally Relevant Teaching Concepts introduced earlier in the term. * Handouts: How may a teacher handle the following classroom procedures? And Establishing Classroom Procedures | In groups, identify: the population of students.   1. Look for Classroom Management techniques. 2. Identify learning styles and differences. 3. Describe any culturally relevant teaching practices.   Game: Strategies for Common Classroom Characters.  Homework: Assessment: Complete a Structured Movie Response. |

Theme 8: Careers in Schools

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| What are some careers in schools?  What traits to top teachers exhibit? | * Resources: Panel from Oregon Schools: EA, Counselor, School Psychologist, Specialists, Reading Specialists, Educators * Read website *Teaching for Excellence* * Review National Board for Professional Teaching Standards | Homework Assessment: Interview an educator in a middle or high school. Write a 1-2 page response outlining their role and career.  Class Assessment: In pairs, brainstorm a list of qualities and relate a quality to an anecdote, assignment or activity you have experienced. |

Theme 10: Pathways to Teaching Careers

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| Learning Tasks/Essential Questions | Readings/Resources | Assessment/Outcomes |
| * What is the pathway to become a teacher? * What are some choices in becoming an educator in Oregon? |  | Exit Ticket:  What are three contributions I can make to the classroom community?  Completion of Identity Map (Graphic Organizer) |

Final Presentation

The final project includes both a presentation and a paper.

Students will choose to investigate a content area and/or issue in Education discussed this term. They must either deliver a lesson covering a content area, such as math, science, language arts, foreign language, or any other subject area taught at area schools. They must deliver a lesson on the topic to the class in 8-10 minutes. In this lesson, they must utilize one of the techniques or classroom procedures discussed in the theme, *Teaching as a Profession.* They must choose a subject area taught in 6-12 grades. Meet with the instructor two weeks prior to the due date to plan the lesson/presentation.