Oakland University School of Education and Human Services Department of Teacher Development and Educational Studies

Course Titles and Numbers: EED 2000: EXPLORING K-8 TEACHING:
RESPONSIBILITIES & OPPORTUNITIES IN EDUCATION
EED 2001 ADVANCED EXPLORATION K-8 TEACHING
Fall 2018

Hours Of Credit: SEMESTER HOURS: 3 (EED 2000) 2 (EED 2001)

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Required Text:
Sadker, D., M., & Zittleman, K., R., (2012). *Teachers schools and society: A brief introduction to education* (3rd ed.). NY: McGraw Hill Higher Education.
Additional Readings: Will be posted on Moodle and/or distributed in class

Required Materials:
This course requires a LiveText subscription. LiveText allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one LiveText subscription is needed for the length of your program. Therefore, if you already have purchased LiveText for another course, you need not purchase an additional subscription for this course. If the purchase of LiveText is a hardship for you, please see your instructor. You can find more information at https://www.oakland.edu/sehs/student-resources/livetext/ and can purchase your five year LiveText license from https://www.livetext.com/purchase-register membership/.

Course Catalog Description:

Explores teaching as a profession as it relates to power, responsibilities and opportunities in K-8 learning environments. Assists students in determining whether they possess the desire and skills needed for pursuing teaching as a career. The course includes required experiences in various learning environments. EED 2000 satisfies the OU general education requirement for intensive writing in the major.

Program Goals Addressed in This Course:
- To provide the student an orientation to a foundational base of knowledge related to education and information regarding the elementary education program at OU; to allow the student to make an informed decision about selecting elementary education as a profession.
- To provide the Department of Teacher Development and Educational Studies with information about the student to assist in the program admission process.

Conceptual Framework Addressed in This Course:
- To provide a field-based model for school personnel preparation. Field experiences integrate knowledge of discipline with theoretical and philosophical perspectives and methods of best professional practice.
- To insure student and faculty communication using technology for educational applications. Student communication with instructors and classmates, download forms/information related to elementary education at the web site http://www.oakland.edu/sehs and utilize the materials as instructed in the field. Students apply their understanding of program expectations.
- To learn the necessity of creating educational environments to meet the needs of diverse populations

in order support learners and their families as well as communities.

Course Objectives:
Students will:
- Study, reflect upon, and demonstrate an understanding of a body of knowledge related to issues in education including, but not limited to, the following: perennial issues and emergent issues arising in the education today, standards/principles developed by the Interstate New Teacher Assessment and Support Consortium (InTASC); Michigan Department of Education Standards (MDE); No Child Left Behind; Every Child Achieves Act; teacher licensure examinations, certification and requirements, teaching as a profession; what makes a competent teacher; philosophical and psychological ideas and events that have shaped public education; cultural, political and socio-economic realities confronting schools; governance of the schools; ethical and legal issues in education in the United States; teaching diverse learners; addressing learners' individual needs; creating a implementing curriculum; instructional designs; teaching with technology; effective teaching; teachers as educational leaders and professionals; assessment; and relationships with parents and the community.
- Participate actively in the field-school based portion of the course.
- Apply theory related to the content of the course.
- Be a member of our community of learners by developing and forming professional relationships.

Course Requirements: Successful completion of the field experience. Successful completion of assignments that demonstrate the student's ability to engage in learning situations by completing individual and team assignments while using a variety of learning skills. Students will be expected to research issues, make observations and report observations, cooperate with others, use decision-making and critical thinking skills, communicate effectively online, orally, and in writing, demonstrate professional behaviors, participate as an active and responsible member of classroom and school communities of learners. **Some assignments will vary for EED 2000 and EED 2001 students.**

Methods of Instruction: This course requires the active participation of students who are ultimately responsible for their own learning. Students in this class will become a community of learners engaged in the study of education as a profession in order to consider who is responsible for the education of children and adults, and consider their future roles in the educational community as well as their personal decision to become a professional educator. In order to do the former, students will study, discuss and research to pursue issues, cooperate in learning/teaching teams, provide assistance to other students, demonstrate the ability to use technology, complete all readings and assignments. The instructor will facilitate this process by providing a core curriculum knowledge base, modeling effective instructional techniques, giving feedback, coaching, and assessing each student.

Methods of Evaluation: Class attendance, class participation as assessed by self/team/ instructor, coming to class prepared, competence online, completing all assignments in a thoughtful scholarly manner, successful completion of the field experience, submitting final written reflection and final, individual oral examination.

Performance Assessment: Assignments and the criteria for evaluating the assignments will be discussed during class sessions. Evaluation specifics: there are a total of 400 points possible in EED 2000. Earning a total of 400 points achieves a grade of 4.0, 390 points achieves a grade of 3.9, etc.
All assignments will be given with detailed direction as well as the criteria for grading. Grades for assignments will include the the following:
   A. Field experience: anecdotal logs, cooperating teachers' evaluation of the student, and students reflections on classroom observations professional behaviors as well as

assignments from the campus classroom instruction to apply in the field placement setting.

B. Class on campus: attendance, engagement and preparation on campus, and quality assignments and professional behavior. Notify the professor by email when absent from class on campus. If a student has an emergency or a medical problem which causes multiple absences, the student must converse with the professor. The professor will determine if the absence is excused. Points may be deducted for every on campus absence.

C. Working portfolio /container/folder: organization, presentation, artifacts and assessment rubric completed on time.

D. Group and Individual: research, cooperative professional behavior and communication, attendance at group meetings, oral presentation/ instruction.

E. Technology: Moodle online forums and communication, research, completed on time extended learning opportunities (posts and replies) as well as required assignments.

F. Teaching philosophy essay and quiz/test.

G. Live/Text Assignment

NOTE: B-G above includes a number of individual assignments. Each individual assignment will be given a point value. The number of points for all the assignment in B-G is 300 out of the 400 points for the course. Individual point values will be given to the students by the instructor for each assignment.

The following topics and focus questions will be covered during the semester. The order in which the topics and focus questions are covered will be varied.

Teaching
Who is responsible for the education of children and adults?
What are the characteristics of a professional educator?
What do teachers do so that students learn?
What are the challenges and satisfactions of teaching?
 What does society expect of teachers?

Learning to Teach
What essential knowledge do you need to teach?
How do reforms in teacher education impact the profession?
What can you learn from observing in classrooms and gain from practical experience?
What are the opportunities and expectations for professional development for teachers?

Education in the United States
What determines an educational philosophy and how do you articulate your philosophy? What psychological orientations have influenced teaching?
What events, ideas and people have shaped education in the United States?

Social Realities Confronting Today's Schools
How can schools be described historically?
What characteristics distinguish successful schools?
What societal problems affect schools and place children at risk?

Struggles for Control of Schools in the United States
What is the role of local community in school governance?
What powers and influence do states have in governing schools?
How does the federal government influence education?

How is education financed and are trends in place for funding for equity?

Ethical and Legal Issues in Education in the United States
What are your legal rights and responsibilities as a teacher?
What are the legal rights of students and parents?
What are some emergent legal issues influencing states, educational institutions and school districts?

Teaching Diverse Learners
How is diversity embedded in the culture of the United States?
What is equal education opportunity?
What is multicultural education?

Addressing Learners ' Individual Needs
How do students' change as they develop?
How do teachers plan for all the learners in the classroom? What are
special education, mainstreaming, and inclusion?

Authentic Instruction For A Community of Learners
How does the teacher create a positive learning environment? What are the
keys to successful classroom management?
What are some characteristics of effective teaching?
What is taught in the schools?
How is the curriculum developed?

Curriculum Standards. Assessment and Student Learning What role
will standards play in your classroom?
What methods will you use to assess student learning?

Teaching with Technology
What technologies are available for teaching?
How do teachers use computers, technology and the Internet?
What are the effects of technology on learning?

Teachers as Educational Leaders
What professional organizations do teachers belong to? What is
expected of you as a beginning teacher?
How are teachers evaluated?
What are the Ten InTASC Model Core Teaching Standards with Learning Progressions for Teachers?
How do teachers apply InTASC Standard # 3: Learning Environments and Standard #9: Professional
Learning and Ethical Practice with students, families and their communities?

Education Issues for the Twenty-First Century
What are community-based partnerships and how does the privatization movement affect education?
What are the perennial and emergent issues in education?

How to Develop a Portfolio
What is the difference between a working and professional portfolio? How is the
portfolio organized around teaching standards?
Why use the portfolio throughout a teaching career?
What types of artifacts could be included in a portfolio?

Student roles and Responsibilities:

Students are responsible for attending all scheduled classes, field placements and all assignments. Bring texts to every class session. No final exam will be given for this course. However, you are expected to plan to attend class during the final examination scheduled hours.

As guests in the school for your field portion of the class, OU students are responsible for abiding by all the rules, regulations and policies of that school district. In addition, students should be careful not to create interruptions of the learning program for the children and to respect the confidentiality and integrity of all with whom they come in contact. The professional standards expected of a teacher regarding any contact with children are expected of you also.

Students are expected to conform to the "Academic Conduct Policy" stated in the Oakland University Undergraduate Catalog. Please read the full Academic Conduct Policy. Cheating and plagiarism are considered very seriously at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee.

The goal of our professional education program is to develop capable practitioners who will prepare children and adults for multiple roles in an ever-changing, global environment. As a graduate of Oakland University, you will have strengths in five related domains.

You will:
● Develop a personal philosophy of learning and teaching and a knowledge of your discipline;
● Value and work effectively with individuals from diverse cultures and with differing abilities or exceptionalities;
● Be committed to the success of your students and possess the necessary technical tools and strategies to design effective, inclusive learning environments including gender and equity issues;
● Have a desire and commitment to continue your personal and professional growth and to make on-going contributions to your profession;
● Be a skilled practitioner/researcher and make contributions to the knowledge base of your discipline.

It is my role to assist you as you learn about becoming a professional educator. You are welcome to see me regarding any aspect of the class. I will meet with students without an appointment before or after class as well as during breaks if possible. I will also meet with students at other times to accommodate personal schedules; an appointment will be necessary.
*I am not in my office daily, the most timely way to communicate with me is online:*pipan@oakland.edu

At the end of the semester, course evaluations can be completed confidentially by going to https://www.oakland.edu/evals and entering your Grizzly ID number and password. You will be asked to rate the course and the instructor on 21 items. Written comments are also encouraged. A summary of the results is not available to the professor until after final grades have been submitted. Your feedback is taken seriously, and you are encouraged to be honest in your evaluations. Your participation is greatly appreciated.

DROP DATE INFORMATION:
The last day to drop this class with 100% tuition refunds can be found under "Important Dates at"http://www2.oakland.edu/registrar

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Nieto, S. (2004) *Affirming diversity, the sociopolitical context of multicultural education* (4.h ed.) Boston, MA: Allyn & Bacon.

Parkay, F.W., & Stanford, H.B. (2007). *Becoming a teacher* (7th ed.). MA: Allyn & Bacon.

Ritchhart, R (2015) Creating cultures of thinking. San Francisco, CA: Jossey Bass.

Ritchhart, R., Church, M. & Morrison, K. (2011) *Making thinking visible: How to promote engagement, understanding, and independence for all learners.* CA: Jossey-Bass.

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