EDF 301A

EDF 301A – Introduction to Teacher Education (1 credit)
Central Washington University

Contact Information:

Instructor:
Office: CWU Des Moines Center #267

Office:
Home:

Email:

Office hours will be by appointment. Please contact me to schedule a time to meet in person or over the phone. The best way to reach me is through email. I attempt to check my email twice a day (9am and 2pm). If you send a message after 2pm I will attempt to get you a response by 9am the following morning. Remember life happens! Do not hesitate to call me at home. My family is used to it.

A quick note on email communication:
Most of our communication will be done through blackboard messages and email. We will be using your Central Washington University email account only. We will not be using personal email addresses for correspondence. Please contact information technology services for help in setting up your Central email account http://www.cwu.edu/~helpdesk/student_faq.html. I cannot over emphasize your need to pay attention to the Blackboard Announcements.

Emailing has guidelines that when applied make communication more effective and efficient. Please look at the following website to learn some best practice strategies for email communication: http://www.emailreplies.com/

Finally, know this online course is in constant upgrade and revision. If you have suggestions please make them.

Course Description:

EDF 301A provides an overview of state regulations/requirements regarding K-12 teachers and students and CWU’s framework for addressing these and other accrediting standards. Course is required of teacher preparation students who have been exempt from CWU’s EDF 301 course.
Required Course Materials:

Live Text Educational Software
- available for purchase online at http://college.livetext.com/misk5/register
- Register for student and opt for the $89 version. This account will be in affect until you complete your degree plus 2 additional years.
- When purchasing online have your credit card ready.
- Livetext can be purchased in bookstore at CWU Ellensburg also.


There is no other required book for this course. Most of the information needed to be successful in this course can be found through independent research online or in a library. We will provide information that cannot be accessed independently.

To successfully participate and learn in this course you need access to an updated and reliable computer. Windows 2000 for PC or Office 2003 or higher for MacIntosh is required to access and complete assignments. The instructors will not be able to review your work if it is not from one of these applications. This being said please do not attempt to send me work from any other word processing applications. I cannot open .wps application. If you do not have access to this at home please locate and find the hours of the nearest computer lab on your campus. Any questions about system requirements should be addressed as soon as possible.

A quick note on using online resources:
Since this is an online course you will probably use online resources. Please keep in mind that the Internet is a public forum where anyone can express their opinion as factual evidence. With this in mind you must be discriminating when gathering information for your assignments. Follow this link to understand and learn more about evaluating the authenticity and reliability of web pages: http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html.

If you use online information it needs to be cited in American Psychological Association format. Any information not cited is plagiarism and is considered an academic offense. Please use the following links on APA citations to successfully cite online resources.
http://www.apastyle.org/elecmedia.html
http://www.bedfordstmartins.com/online/cite6.html#1
Course Rationale:

This course infuses the constructivist approach to teaching and learning in an environment in which students, in interaction with their physical and social contexts, create knowledge. This course is consistent with the following core values:

1. Central Washington University mission, “Docendo Discimus” (by teaching we learn);

2. The College of Education and Professional Studies mission, “to prepare enlightened leaders”;

3. The Center for Teaching and Learning theme, “ensuring…outstanding educational leaders and facilitators of learning…within a diverse school population”; and

4. The Office of the Superintendent for Public Instruction themes, “closing the achievement gap” and “no child left behind.”

Consistent with the Washington Administrative Codes and with the objectives of the Department of Educational Foundations and Curriculum this course will provide the opportunity to acquire knowledge derived from theoretical bases pertinent to the Specific Learner Outcomes, along with the assessments, listed below:

Specific Learner Outcomes and Assessments:

The Learner Outcomes below address the following standards:

Center for Teaching and Learning Standards 1,2,3
NCATE Standard 1
INTASC Principles 1, 2, 4, 5, 6, 7, 10

1. Let Your Life Speak by Parker Palmer
   Objective:
   a. After reading this brief 100 page book student will write a two part paper that allows the student to react to the authors precepts, which act as a catalyst for responding to the assignment. The paper will promote thoughtful reading, facilitate critical thinking and applies the reading material to personal concepts and issues.
   b. The three to four page paper needs to be in Times Font (10-12) or something very close. Split the paper into two sections. Describe what the author (Palmer) says to you (Section 1) and then describe whether the life you are living is the same as the life that wants to live within you (Section 2). Give the author credit when referencing his material
by using APA citation style. Post the paper on Livetext. Twenty (20) possible points. Assessment rubric can be found under assignments.

   Objective:
   a. In a paper describe what the Washington State Learning Goals, Essential Academic Learning Requirements, and Grade Level Expectations are. What are they, what is their origin, and how have they developed?
   b. In a second portion of the above paper describe the application of these goals, requirements, and expectations to classroom teaching and student learning.
   c. In a third portion of the document discuss the importance for you as a teacher candidate to be familiar with the terms.
   d. Assessment
      Points Possible: 20 pts. See Assessment Rubric under assignments.
      - Post on Livetext. Rubric is available.

3. Constructivism
   Objective(s):
   a. Describe and illustrate how constructivism can be used in classroom settings. If these directions confuse you look describe and illustrate up in Webster’s Dictionary.
   Assignment Description:
   b. Present evidence that demonstrates your understanding of constructivism and a “real-life” example of what it looks like in a classroom setting (i.e. poster, presentation, mock lesson…be creative and specific.)
   Assessment:
   c. See Constructivism Rubric and Power Point presentations under assignments.
   Points Possible: 40 pts.
   Post on Livetext. Assessment Rubric is available.
   This assignment can be done via a paper or a power point.

4. Philosophy of Education Paper
   a. Exemplify an educational philosophy of teaching that reflects knowledge of major schools of educational philosophy, diversity and social change, Learning Theories, and Legal Influences.
   Assignment Description:
   Your personal philosophy of education will continue to evolve throughout your teaching career. In order to help you begin to articulate this important aspect of your professional development, your task is to
construct a 750 – 1000 word teaching philosophy. Idealistic and practical factors influence our philosophies. Your personal experiences (background knowledge), prior learning/teaching situations, and education courses have provided you an opportunity to explore elements of your personal philosophy of education. Please discuss the general principles that underpin your thoughts and why you believe these principles to be valid. You may start with the simple question, “Why do I want to become a teacher?” What do you personally feel about the way students learn? How do your beliefs about children influence what you will do in the classroom, including teaching styles, curriculum choices, management practices, etc.? What do you believe about the influence of teachers on children, parents, and society? What influence do you have as a teacher on the success of all of the diverse types of students in your classroom? How will your philosophy help you work within the guidelines of the current Washington State reform movement? Cite references to support your ideas, including reference to the assigned text, other readings, and outside resources.

Assessment:
   a. See Philosophy of Education Assessment Rubric under assignments

   Points Possible: 24 pts.
      • Document must be turned in on student’s LiveText E-portfolio.

Ethics and Academic Honesty:

Educators are role models and highly influential people. This being said we have high expectations for our future educators. Plagiarism, cheating, and other academic offenses will not be tolerated. If you are caught plagiarizing you will fail this course. Please refer to Appendix B in the Central Washington University Course Catalog for further clarification. Give sources credit please.

Students with Disabilities:

If you are a person with disabilities and need accommodations to be successful in this course you must let me know as soon as possible. Please contact disability support services to find out the requirements. Also refer to Appendix D in the Central Washington University Course Catalog.
Grading:

Focus on learning and the grade will follow. University standards will be employed. Grades will be based on:

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<thead>
<tr>
<th>Learner Outcome #1</th>
<th>20</th>
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<tbody>
<tr>
<td>Learner Outcome #2</td>
<td>20</td>
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<tr>
<td>Learner Outcome #3</td>
<td>40</td>
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<tr>
<td>Learner Outcome #4</td>
<td>24</td>
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<tr>
<td>Pre-Survey</td>
<td>10</td>
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<tr>
<td>SEOI/Rubric Survey</td>
<td>10</td>
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**TOTAL 124**

- **A=** 100-94%
- **A-=** 93-90%
- **B+=** 89-88%
- **B =** 87-84%
- **B- =** 83-80%
- **C+ 79-78%**
- **C = 77-74%**

The grade scale does not go lower that C, as this course is essential to your teacher preparation Professional Sequence. Students who find they are performing at lower than a C level need to counsel with the instructor about their goals of becoming a teacher.

Livetext Posting:
- If you need assistance, contact the LiveText help desk at 509-963-1671 or email Livetext@cwu.edu. The best bet is to call between 10 AM and 2 PM and ask for Skip.

*Revised Fall 2010/11 Dr. Schmitz*