ED 100: Introduction To Education For Paraeducators
(3 Credit Hours / 20 Lecture Hours/ 20 Lecture/Lab Hours)
Franklin Course: Introduction to Education 1-2

Offered through the PCC Dual Credit Program

Yearlong course

Franklin High School

5405 SE Woodward

Portland, OR 97206

Class meets during 7th period on B days.

Regular B-Day: 12:06-1:37 PM

Tutorial B-Day: 11:03 AM-12:20 PM

Assembly B-Day: 12:34-1:51 PM

All Period Days: 1:44 PM-2:26 PM

Finals: January 24, 2020 and June 5, 2020 9:58 AM-11:34 AM

Instructor: Anna Escalada York, ayork@pps.net 503-916-5140

Office Location: M-201. Office hours are during tutorial times at Franklin, held in M-223 or by appointment.

Office Hours: Tutorial times: 2:23 PM-3:15 PM in M-223 or by appointment

Course website: None

COURSE MATERIALS

Text: All textbook readings will be provided by instructor.

Ornstein, C., Levine, D., Gutek, G. & Vocke, D. (2014). Foundations of Education, 13th edition., Belmont, CA: Wadsworth, Cengage Learning.

Armstrong, D., Henson, K. & Savage, T. (2015). Teaching Today: An Introduction to Education, 9th edition., Boston, MA: Pearson.

Additional readings provided by instructor.

Other Required Materials: Instructor provides Chromebooks in class for assignments and a composition book for taking notes. Students can provide their own notebooks if they wish. Students will need to bring writing utensils.

COURSE INFORMATION

Course Content Outcome Guide: The complete Course Content Outcome Guide (CCOG) for this course is available online (see link below)

http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=ED&course=100

PCC Course Prerequisites: None.

Course Grading: There is no weighting for the class.

Note: For PCC Dual Credit grade calculations, students will not be allowed to retake examinations.

- Tests/Quizzes:
- There will be no tests or quizzes given in this class.
- Assignments:
- Students are able to complete work outside of classtime if needed. Ideally, students would turn in the work during the next period.
- Students are expected to be active participants in the class, incluidng teaching lessons. These need to be completed on the day they are due as the class is structured around the presentation timelines.
- All work is due at the end of the ¨unit¨/topic. Work is not considered late until the end of that unit/topic. After that, work is considered late, and won´t be accpeted.
- If there is an emergency, illness, etc. students wil lneed to have their parents/guardians contact me to get extra time. Students are expected to see Ms. York during tutorial time and/or after school (by appointment) to go over missing work and make a plan for completing work.
- If a student has accommodatoins around extended time, these accommodations will be honored based on these accommodations. The student, family, and support personel would will need to make a plan for this for the year before work is due.
- The majority of work will be turned in using the following methods:
- Student Notebook-student will keep many assignments in their notebook. They will be collected at the end of a unit. Students will turn these in to the basket where they are stored.
- Major papers/projects: Will either be completed via google classroom (which will be collected at the end of the unit) OR a physical product will be due on a specific due date.
- Participation in class
- Final Exam: The final exams for both semesters in this class are projects or papers.

What are we doing in Introduction to Education?

Week(s)	Topics/ Learning Targets	Readings/Info	Assignment (**Bolded Items are homework**)	Points Possible
August 28-30	Classroom norms, community Learning style	None	Learning Style Inventory My strengths as a teacher	4 4
September 3-6 September 9-13 September 16-20 September 23-27	History of Education: Student teams prepare lessons	Students will create lessons about various aspects of the history of education including the history of various groups of students. Intro video: https://youtu.be/uGlGDvXGZIE *Foundations of Education,* ch. 5 *Teaching Today,* ch. 8 Welcome Back! A Brief History of Education in the United States (Part 1) https://www.huffingtonpost.com/alan-singer/welcome-back-a-brief-hist_b_8098916.html Brief History of Education in the United States (Part 2) https://www.huffingtonpost.com/alan-singer/a-brief-history-of-educat_b_8144756.html	Student-created lessons	20 (completion grade)
September 30-October 4 October 7-10 (4 day week) October 14-18	History of Education: Lesson presentations	None	Each teaching team will create an activity or assignment for their "students" to complete.	4 points in the notebook for each team's assignment
October 21-25 October 28-31 (4 day week)	HIstory of Education: Student Zine	Student notes and assignments in the notebook	Zine	20
November 4-8 November 12-15 November 18-22 December 2-6 December 9-13	Mock Job Application	School and district of choice for job application websites Websites for TSPC and/or relevant licensing agencies College or university websites for information on classes and degrees students are planning on pursuing	Letter to request letter of reference Informational interview educator with job of interest & reflection Research on-Job of choice What education do I need?	10 4 4 4 4

			What license/exams do I need?	4
			What is my plan?	10
				10
			Resume	10
			Cover Letter	
			Mock Job Application	
November 13	Active Listening Skills: Students either participated in Peer Mediation Training which worked on active istening skills as a component OR completed assignments on active listening	Peer Mediation Training materials OR Active Listening Reading TBD	Peer Mediation Training Completion OR Active List	10
December 16-20 January 6-10	Educators in the Media	The Problem with Teachers in Movies https://goodmenproject.com/education-2/the-problem-with-teachers-in-movies/ 5 Most Common TV/Movie Teaching Profession Stereotypes https://www.teachhub.com/5-most-common-tvmovie-teacher-stereotypes Why Teachers on TV Have to Be Incompetent or Inspring https://www.nytimes.com/2016/04/10/opinion/sunday/why-teachers-on-tv-have-to-be-incompetent-or-inspiring.html	Movie notes Movie Reflection Jigsaw reading notes and teaching the rest of the class Socratic Seminar	4 4 4 (notes) 10 (teaching) 10
January 13-17	How do we promote education as a career? Media perception of education vs. Reality	Five top reasons people become teachers-and why they quit https://www.theguardian.com/teacher-network/2015/jan/27/five-top-reasons-teachers-join-and-quit 8 Reasons Teaching is More Difficult Than You Think http://www.payscale.com/career-news/2016/10/8-reasons-teaching-super-difficult-not-one-kids Not So Hot for Teacher (Media Stereotypes of Educators) http://www.nytimes.com/2012/09/16/magazine/not-so-hot-for-teacher.html *Those Who Can, Teach* Ryan, Cooper and Bolick (14th ed.) ch. 1 and 6	Group: **Jigsaw Reading Notes** Dialogue journals with peer from readings (notebook) Group: Promotional materials: *Why Teach? *Teacher Education Program **Individual: Reflection of "real" educators versus. media examples of educators**	4 4 10 4

		Movie		
January 21-24 (4 day week, finals)	Mock Job Interview	None	Job Interview	30 points
January 28-31 (4 day week)	Why work in education?	*Foundations of Education* ch. 1	Group Roundtable of staff (Participation) Notes/reflection in notebook **Interview with staff members**	10 8 20
Feburary 3-7 February 10-14	What does a good lesson plan look like? What is Universal Design for Learning?	Universal Design for Learning: What It Is and How It Works https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/universal-design-for-learning-what-it-is-and-how-it-works?gclid=CjwKCAjwtdbLBRALEiwAm8pA5UC5MJrq5_1QKDP5hkJ0Q05aOK_dX8Uzl8wLYhHxLZrIp71adY9enRoCHj0QAvD_BwE What is UDL? http://www.udlcenter.org/aboutudl/whatisudl Long Story Shortz-Universal Design for Learning https://youtu.be/Z94KPmPufT8 Universal Design for Learning-A Paradigm for Maximum Inclusion https://youtu.be/MRZWjCaXtQo	Every class: 1 student leads introduction to lesson **Groups: Jigsaw of readings** Discussion of readings Groups: Creation of example UDL presentation-gathering materials to share with class (library research) *Multiple means to present information *Multiple means for expression *Multiple means for engagement Individual: Notes (list of methods to present, express and engage) -Notebook Groups: UDL Assessment of school **Individual: Scavenger hunt--UDL in my classes**	4 points/day 10 points 30 10 10 15
Feburary 18-21 February 24-28	What are the stages of development?	Human Development: "The Growth of Knowledge: Crash Course Psychology #18" "The Power of Motivation: Crash Course Psychology #17"	Pair Lesson Plans and presentation -Human Development topics Peer feedback/completion of peer lessons	20
				10

		Erik Erikson's Stages of Psychosocial Development Jean Piaget's Theory of Cognitive Development Piaget's Theory of Moral Development Lev Vygotsky Kohlberg's Stages of Moral Development		
March 2-6	How does human development impact the classroom? What do we need to know about human development as future educators?	None	**Individual: Observation of young child** Pair: **Dialogue journal** with peer identification of developmental theories demonstrated during observation of young child. (Notebook) Notes (Notebook) **Reflection: How will what I now know about child development impact my classroom or working with children? (writing, podcast, visual)**	10 4 4 10
March 9-13 March 16-20	What are some of the major theories of education? What is my current philosophy of education?	Jigsaws *Foundation of Education* Ch. 6 *Teaching Today* Ch. 10	Every class: 1 student leads introduction to lesson I**ndividual: Educational narrative (poster/powerpoint/video)** PPT: https://docs.google.com/presentation/d/1_ZVpwOB458siiVs0_qVIHseIsIP36fj9DNAtpAK3nSo/edit?usp=sharing Doc: https://docs.google.com/document/d/1Rmy0MKacO-FpdCtci6OwtGGp3XaLzhk8M3Mz8Z84sRU/edit?usp=sharing	4 points/day 20 4 10

			Role Play: Creating New School/Theory of Education **Individual Reflection Paper: Where do I stand? What are my theories/philosophy of education?**	20
March 30-April 3 April 7-10 (4 day week) April 13-17	Who are our students? *Differentiation in the classroom	Individual Research materials	Notes (notebook) **Educators Rising Learning Challenge-Presentation on learning challenge** Creation of podcast or infographic on learning challenges and ideas for supporting in the classroom	4 20 10
April 20-24 April 27-May 1	How is the school part of the community? How do partnerships support our students?	Introduction: The Teacher as Everday Advocate: http://www.ascd.org/publications/books/109009/chapters/Introduction@-The-Teacher-as-Everyday-Advocate.aspx (working with parents/community)	Group: Research variety of partners affiliated with Franklin and/or Franklin's position in the community Group/Pair: Advertisement/PSA for partners for parents/students	10 10
May 4-8	How do I present myself as a professional in this classroom? *Active listening *I-Messages *Sending emails and online communication	How to Write a Perfect Professional Email in English in 5 Steps https://englishlive.ef.com/blog/write-perfect-professional-email-english-5-steps/ How to Write a Formal Email http://www.wikihow.com/Write-a-Formal-Email "I" Messages (has a great sentence frame) https://www.goodtherapy.org/blog/psychpedia/i-message	Every class: 1 student leads introduction to lesson Individual: Create a professional email for use in this class (if needed) **Individual: Professional Email to peer with examples of *active listening *I-Message** **Individual: Create first blog post--What can I do to present myself as a professional educator?**	4 points/day 4 4 4 (includes initial email to peer and response to peer's email) 4 (includes initial post and response to peer's

			Group Role Plays/videos/poster to share with students: *Active listening *I-Messages Notes for notebook	posts) 8 points 4 points
May 18-22	Classroom Design Classroom Culture	Does school climate affect student achievement or vice versa? https://edexcellence.net/articles/does-school-climate-affect-student-achievement-or-vice-versa School Design, Classroom Layout Can Heavily Affect Student Grades, Learning: Study http://www.huffingtonpost.com/2013/01/03/school-design-student-grades_n_2404289.html How school building, classroom design can affect learning http://www.educationdive.com/news/how-school-building-classroom-design-can-affect-learning/422537/ Architecture's Pivotal Role in the Future of K-12 Learning https://www.edsurge.com/news/2016-07-11-the-secret-to-architecture-s-pivotal-role-in-the-future-of-k-12-learning 8 Tips and Tricks to Redesign Your Classroom https://www.edutopia.org/blog/8-tips-and-tricks-redesign-your-classroom School Climate: https://safesupportivelearning.ed.gov/school-climate	Jigsaw on school climate reading--share out and notes Creation of classroom design model	8 20
May 26-29 (4 day week, senior finals week)	2nd semester Final: What should school look like?	None	**Philosophy of education.** ● **How has it changed?** ● **Based on your philosophy/vision, what are recommendations for how to improve education?**	20

June 1-5 (finals week)	9-11th grade students only: Prepare for placement next year in Internship	None	Letter of introduction to future coordinating teacher	10

POLICIES

Grading Guidelines: https://www.pcc.edu/resources/student-records/grading/

Registration Deadlines: http://www.pcc.edu/prepare/head-start/dual-credit/calendar.html

Academic Integrity Policy:
http://www.pcc.edu/resources/academic/standards-practices/academic-integrity.html

Student Rights and Responsibilities: http://www.pcc.edu/about/policy/student-rights/

Additional Dual Credit Student Responsibilities: Students are <u>required</u> to view and comply with the regulations set forth in the PCC Dual Credit Student Handbook.
The Student Handbook is available online at: **www.pcc.edu/dchandbook**

Attendance Policy: Students are expected to attend each class meeting. If a student is absent, it is the student's responsibility to find out what was covered in class and get the work completed in a timely manner. If students are absent, they should meet with the instructor during the next tutorial time or by appointment to create a plan to make up the work.

Franklin's **Code of Conduct Policy:** https://www.pps.net/Page/1065

Flexibility Statement:

The instructor reserves the right to revise the class calendar, modify content, and/or substitute assignments in response to institutional, weather, or class situations.

Instructional ADA Statement:

<u>Dual Credit Students</u>: Federal law requires that high schools provide disability services for students with a documented disability (through either an IEP for 504 accommodation plan),

including those students who are taking Dual Credit classes at their high school location.

On-campus students: PCC is committed to ensuring that classes are accessible. Disability Services (www.pcc.edu/disability/) works with students and faculty to minimize barriers. If students elect to use approved academic accommodations, they must provide in advance formal notification from Disability Services to the instructor.

Title IX Non-Discrimination Statement:

Dual Credit Students
The high school is responsible for providing access, accommodations, flexibility, and additional/ supplemental services for special populations and protected classes of students.

On-campus Students
PCC is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

Sanctuary College Statement:
PCC is a sanctuary college. For more information and resources, see www.pcc.edu/resources/undocumented-students/

PCC DUAL CREDIT   www.pcc.edu/dualcredit

This course is offered for **Dual Credit** through **Portland Community College**. In addition to earning high school credit for this class, you may also register for this class through PCC and earn the college credits. The PCC credit for this class is offered to you free of charge, which offers a large cost savings .Visit https://www.pcc.edu/enroll/paying-for-college/tuition for more information.

If you want to register for this class with PCC, you first need become a Portland Community College student by completing the admissions application and selecting "PCC High School Dual Credit" as your admission type (if you have not done so already). You will be assigned a PCC email and ID #, and may also obtain a PCC ID card upon request.

COURSE EVALUATION SURVEY

At the end of the term you will receive notification to your PCC email account with instructions on how to complete the course evaluation survey. The survey is not required, though if you choose not to complete it you will have a course evaluation hold on your PCC account. This hold will not prevent future registrations, but will delay the availability for you to view your final

grade on you PCC transcript until the week following finals week for the applicable PCC term (see: https://www.pcc.edu/enroll/registration/academic-calendar.html)

PCC RESOURCES FOR STUDENTS

As a PCC Dual Credit student you are able to access PCC facilities and services, just like an on-campus student. See below for more information on resources available to PCC Dual Credit students. http://www.pcc.edu/resources

Dual Credit classes can help you develop college skills. ***Please be informed that*:**
- Dual Credit classes are PCC college classes that are part of your official college transcript.   - College classes, including Dual Credit classes, may impact college GPA, along with scholarship, financial aid, and athletic eligibility.   - You can find out how this course can fulfill requirements at PCC visit http://catalog.pcc.edu/.   - You can find out how this course can fit at other colleges and universities by contacting their admissions office.
You will need to consider the above information before you sign up for this PCC course.

Syllabus Schedule Attachment Template:

Week:	In Class:	Homework or Assignments:	Points:
Date/ Day / week #/ etc.	Sections covered, quizzes/ tests, etc.	Problems, pages, etc.	Points Possible

Date/ Day	Final Exam