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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, and an ethic of service, student empowerment, opportunity, and lifelong learning.

Course Syllabus, Fall 2018

THE EFFECTIVE EDUCATOR

INSTRUCTOR INFORMATION

Course Number: EDUC 315B

Instructor: Dr. Dawn Greene

Office: 500A

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About Your Professor:

Dr. Dawn Greene, after eventually transitioning to full time high school teaching, pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and operations. After working as a teacher, school principal, administrator, district assistant superintendent and higher education professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

COURSE INFORMATION

Office Hours: Daily ** 8:00 A.M. – 4:00 P.M. ** By Appointment

Course Times: (M-R) 8:00 AM- 12:00 AM

Text(s): Voltz, D. (2010). Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms. ASCD Publications.

Additional Resources used in class:

Wong H. (2005). How to Be an Effective Teacher: The First Days of School. Harry J. Wong Publications, Inc.

Prerequisites: EDUC 300, EDUC 311, EDUC 313

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Learning Outcomes/Competencies:

Students in this course will:

1. Discover and understand a unified vision of the effective educator as exemplified in such standards and principles as the INTASC principles, the Indiana Department of Education Pedagogy Standards and CAEP Standard One.
2. Apply standards in explaining why and how educators have come to teach and demonstrate that understanding by building upon the ideas presented in Educational Foundations and Educational Psychology.
3. Analyze the social, legal, technological, academic and cultural factors and themes that have and continue to influence the construction of educational design to make critical and effective educational decisions.
4. Analyze, synthesize and effectively apply standards and principles as foundational supports enabling candidates to provide creative and fundamentally supportive learning options for their students that are commensurate with the skill of a professional educator.

Therefore, understanding and analyzing standards while synthesizing those understandings into a clear and coherent perspective on the effective teacher require that teacher candidates become “reflective practitioners.” Thus, **INTASC Principle IX** applies to this course and all of its reflective assignments, as do **NBPTS Core Proposition 4**, **IDOE Pedagogy Standard 6** and **ACEI Standard 5.1**, wherein teachers think systematically and critically about their practice and learn from experience.

Course Description:

This experiential course is designed to immerse the student into the standards that shape the very basis of educational design. This survey course introduces the student to the current issues in the teaching, and pedagogy fundamental to the education profession. Students will recall and utilize the theories of Dewey, Toffler, Banks, Kohlberg, Brofenbrenner, and Gardner. Issues covered include the role of technology, an introduction to Special Education students, bilingual education, multi-cultural education, and school safety. Pedagogical strategies include basic instructional methodology, effective teaching practices, planning, implementation, and assessment.

Course Outline & Class Dates:

WEEK 1 – Why the Standards are Important

Monday	Foundations of the Effective Educator – Supporting Theory
Tuesday	Understanding the Standards – NBPTS & INTASC Standards
Wednesday	ACEI and Pedagogy Standards
Thursday	Standards Review and Application – Connection to Effective Teaching

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WEEK 2 – Applying Technology to Education – Online all week!

Monday	<i>Online::</i> The Goal of Technology in the Classroom
Tuesday	<i>Demonstration:</i> Demonstration of new technology uses: Smarted, Cell Phones, My Big Campus, web quest, Knoodle and Kahoot
Wednesday	<i>Discussion/Assignment:</i> Submit your Technology for classroom demonstration via Black Board
Thursday	THANKSGIVING

Week 3 – Understanding Standards Based Assessment

Monday	<i>Discussion/Activity:</i> Connecting Standards to Assessment (Objectives)
Tuesday	Core Standards and Academic (Indiana State) Standards Review; Curriculum Mapping; Data Driven
Wednesday	Presentations: <u>How do students grow academically?</u> Present assignment response using a form of media/technology and handouts. Teach the class as if they are a classroom of future educators.
Thursday	Course Final – 9:00 AM (two hours)

Standards for Indiana: <http://www.doe.in.gov/standards>

Class Policy on Attendance: Refer to the Student Teaching Handbook regarding absenteeism during student teaching. In short-Do not be absent! **Being absent, tardy or leaving early will result in a grade reduction.**

Class Policy on Electronic Devices: Please do not use cell phone for talking or texting during class!

BLACKBOARD: All teacher candidates will access Blackboard weekly to respond to posted assignments and fellow class participant posts. **You are required to post your thoughts on the discussion topic and then to respond to two other classmate posts.**

Grading Scale:

100 – 92: A 91 – 90: A-
89 – 88: B+ 87 – 82: B 81 – 80: B-
79 – 78 : C+ 77 – 72: C 71 – 70 : C-
69 – 68: D+ 67 – 62: D 61 – 60: D-
59 and below F

Learning Strategies: Professional literature analysis, whole group discussions, small group activities, professional consultation (interviewing), professional observation (classroom), personal reflection, individual assignments.



ASSIGNMENTS and Assessments

1. **Attendance and Blackboard** are the equivalent of “Participation. The attendance policy for this course is that all students are expected to attend in order to receive a passing grade (*please see the Attendance section of this syllabus*). When a Blackboard prompt is posted, you are to respond with your own comment and then engage in meaningful (thoughtful and reflective) responses to the comments of your classmates.
2. **Standards Review and Application Assignment:** This assignment is designed to ensure that you understand the standards that are presented and are able to effectively use them to build objectives (outcomes) and assessments that correspond with the intent of the objective. This assignment will be done in class.
3. **Technology Demonstration:** Each student will research and present a new technology format as a learning tool in the classroom with students. You can illustrate the effectiveness of such applications as Prezi, Cartoons, Phone Apps, etc. You will be responsible for an in-class demonstration, a three-page reflection on the application, its’ use, expected outcomes, target audience and concerns. Please compare and contrast the pros and cons as well as how the application can be implemented in your future classroom.
4. **Presentation and Paper:** How do you expect students to grow academically in your classroom? What is the method of preparation that you will facilitate to ensure proper academic advancement? This intentionally vague assignment allows the opportunity to explore your own motivations for teaching. The paper should be 4 -5 pages in length (standard 12-point font and double-spaced). In addition, you are expected to present your paper with proper handouts; media and formatting (assume that your audience is a classroom of future educators).
5. **Final Exam:** You will have a final during the last class of the session. This final will cover Standards, Assessment, Technology and the basics of Curriculum theory.

Class Policy for Assignments:

GRADING SCALE:

<i>Assignments</i>	<i>Points</i>
Participation and Black Board	10
Standards Review and Application Assignment	15
Technology Demonstration	15
Presentation Week 3	10
Paper on “How Students Grow Academically”	20
In-Class Assignment	10
Final Exam	20
TOTAL POSSIBLE PTS.	100

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INTASC Teaching Standards:

THE LEARNER AND LEARNING	
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments	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.
CONTENT KNOWLEDGE	
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry and structures of the discipline him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
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 and learner in decision-making.
Standard #7: Planning and 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.
PROFESSIONAL RESPONSIBILITY	
Standard #9: Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

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3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. **Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being. Please see specific standards for elementary and secondary content found under the Indiana Department of Education Website - <http://www.doe.in.gov/>

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Responsibilities	
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Practicing statistics is important and class should not be missed. Therefore, if a student is absent two (2) times the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due. Late work will be accepted under special circumstances; in such cases, your score will decrease 1% each day for the first 7 days, and 10% each subsequent week.</p>
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none">• Continuously embrace honesty and curiosity in the pursuit of my educational goals;• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community;• Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;• Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	<p>Electronic devices can only be used in class for course-related purposes. If you</p>

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	text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources

Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219-473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can

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	reach them at 219 473-4362 (on campus) or 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: http://www.ccsj.edu/alerts/index.html .

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE.** **DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and



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- personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Do not touch it!
 - Evacuate the area.

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TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything, you can use as a weapon.
8. **Forget about being shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, and neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.