### COURSE SYLLABUS

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>EDU 200-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE TITLE &amp; (CREDITS)</td>
<td>Foundations of Education (3 credits)</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>CLASS MEETING TIME(S)</td>
<td>Online via Blackboard. Class is open on Monday, January 12, 2015, and closed on Thursday, May 7, 2015</td>
</tr>
</tbody>
</table>

**INSTRUCTOR**
Daniel McLaughlin

**OFFICE LOCATION**
NHC 602

**OFFICE PHONE NUMBER**
(928) 724-6703

**E-MAIL**
djm@dinecollege.edu

**OFFICE HOURS**
Noon-3 pm Tuesdays and Thursdays

**BEST CONTACT METHOD**
Email or voice message

**PREREQUISITE (If any)**
ENG 101

**IT-HELP DESK**
IT-help@dinecollege.edu
(928) 724-6644

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### COURSE DESCRIPTION

This course covers the philosophical, socio-cultural, historical, and legal foundations of formal education, focused specifically on K-8 schools. Students are required to explore their beliefs and values for informal and formal learning and teaching. Schooling, the roots of education, and how politics influences schools are studied. Students will also research teaching careers. Comparisons are made among educational K-8 systems with special attention to Navajo Nation schools.

### REQUIRED TEXT


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### COURSE OUTCOMES

By the end of the course, teacher candidates will:

**Nitsáhákees**
1. Describe people and events that have shaped reasons for becoming a teacher.
2. Develop a timeline of at least 20 major events in American and Navajo education.
3. Describe at least four issues affecting Navajo Nation schools.
4. Explain at least four ways in which culture impacts student learning.
5. Describe two or more current curriculum and instruction innovations in Navajo Nation schools.
Nahat’á
6. Articulate a personal mission statement and learning goals for becoming a teacher.

Iiná
7. Take responsibility for one’s own learning by completing assignment deadlines.

Siihasin
8. Demonstrate critical reflection skills and professionalism.

**ESSENTIAL QUESTION**
Is teaching the right career for me?

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**InTASC STANDARDS**
These standards were developed initially more than twenty years ago as guidelines for what teachers should know and be able to do. **InTASC** stands for “Interstate Teacher Assessment and Support Consortium.” The standards were adopted by the state of Arizona as criteria for the accreditation of teacher education programs. They were updated most recently in 2011. (New Mexico is an **NCATE** state. It uses NCATE standards as guidelines for what teachers should know and be able to do.)

This course **introduces you** to the following InTASC standards (upper-level courses in the BAEE program probe the same standards in more breadth and depth):

<table>
<thead>
<tr>
<th>The learner and learning #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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional responsibility #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, to advance the profession.</td>
</tr>
</tbody>
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**NES PROFESSIONAL KNOWLEDGE TEST COMPETENCIES**
To gain provisional licensure from the state of Arizona, you must pass three **NES** tests:
- Elementary Education Subtest I (reading/language arts and social studies)
- Elementary Education Subtest II (math, science, the arts, health, and fitness)
- Assessment of Professional Knowledge: Elementary

This course **introduces you** to the following NES professional knowledge **test competencies** (again, upper-level courses in the BAEE program probe the same competencies in more breadth and depth):
**003 Understand student diversity and how to provide learning environments that are responsive to student differences, promote all students’ learning, and foster students’ appreciation of and respect for diversity**

a) Demonstrate knowledge of different types of student diversity, such as diversity in cultural or racial background, socioeconomic background, gender, linguistic background, religion, and family structure, and the implications of given types of diversity for teaching and learning.

b) Identify strategies for working and interacting effectively in various classroom contexts with students with diverse characteristics and needs, including students who are English language learners and students with exceptionalities.

**010 Understand roles and expectations for professional educators, legal and ethical guidelines, and strategies for continuous professional growth and self-reflection**

a) Demonstrate knowledge of the structure and components of the public education system, teacher roles in various educational contexts, and appropriate teacher interactions with and responses to other professionals in the system, parents/guardians, community members, and students.

b) Demonstrate knowledge of important traits and behaviors associated with effective teaching (e.g., curiosity and love of learning, tolerance and open-mindedness) and strategies for using reflection and self-assessment to identify teaching strengths and challenges and to improve professional practice.

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**MODULES**

The course consists of **six learning modules** that align to the course-level outcomes above. All six modules focus on and iteratively circle back to the course’s essential question. They include:

- Module 1: Introduction – Why Become a Teacher?
- Module 2: Historical and Philosophical Foundations
- Module 3: Political and Legal Foundations
- Module 4: Social Foundations
- Module 5: Curriculum and Instruction
- Module 6: Transformations in Navajo Nation Schools

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**ASSESSMENTS AND GRADING POLICY**

There is a reading quiz, discussion forum post, and performance assessment for each module. There are also proctored mid-term and final exams that are designed to mimic NES professional knowledge tests. You will need to take the exams at the Learning Center at Tsaile Campus, Shiprock Campus, or one of our Community Centers at Chinle, Crownpoint, Tuba City, or Window Rock.

A significant time commitment is required to complete the course activities and assessments: about 5-10 hours per week. **No late work will be accepted after the end date for each module.**
An Activity Checklist is available in the Start Here link. It includes suggested due dates. You should download and print the checklist so that you can manage and monitor your efforts wisely. Details about each of the course assessments, along with point values and rubrics, are as follows:

1. **Reading quizzes.** You are expected to read all of the assigned course readings in each learning module. For each module there is a multiple-choice test with 10 items that assess your comprehension of the assigned readings. You will take the quiz online. The quizzes are open book. Each one is worth 50 points. **Note:** quizzes will not appear in the Blackboard course until the beginning date of each module; they will close – and disappear – after the closing date of the module.

2. **Discussion forum posts.** You will need to post at least two email responses to participants’ work in required forums for each module. Each response must be at least 200 words in length and should be well written. In so doing, you are expected to adhere to widely accepted Netiquette Rules. Each set of responses is worth 50 points.

3. **Mid-term and final exams.** These will take place during middle and last weeks of the semester. They will cover all of the assigned readings to date. The exams are proctored, not open book, and designed to mimic the NES professional knowledge test. They are worth 100 points each. Each has 25 multiple-choice questions. You will need to take them at one of the College’s six Learning Centers.

4. **Performance assessments.** Each is worth 100 points. Detailed guidelines and rubrics are spelled out below.

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

**ACADEMIC INTEGRITY**

Candidates are responsible for the integrity of their academic work. Examples of academic dishonesty include, but are not limited to, obtaining unauthorized assistance in any academic work; cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor’s approval for obtaining additional credit or an improved grade; and representing the work of others as one’s own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the candidate from the course and issuing a grade of “W”; academic probation or

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**TOOLS, MEDIA, AND PURPOSES**

Here is a summary of tools and media that are employed in the course and purposes that they serve, all of which are designed to help students attain the course outcomes.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Tool and Media</th>
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</thead>
</table>
| Present new material, illustrate new concepts, and facilitate comprehension of course’s learning outcomes | Web-based videos  
Podcasts  
Discussion forums |
| Facilitate the application, analysis, synthesis, and evaluation of the course’s learning outcomes | Online performance assessment production tools |
| Facilitate the assessment of student learning                           | Publisher quizzes (that mimic the NES professional knowledge test)  
Publisher facilitated mid-term and final exams (that mimic the NES professional knowledge test)  
Rubrics  
Grade book in Blackboard |
| Facilitate course logistics and troubleshoot as needed                 | Email  
College Help Desk |

**INTERACTIONS**

Three kinds of interactions are included in the course. Each is designed to help you attain the course’s learning outcomes.

**Student-course content interactions**
- Reading assignments
- Viewing and listening assignments
- Discussion forums

**Student-instructor interactions**
- Email from me (I will check my email twice daily, in the morning and evening; you can expect a response within 24 hours)
- Discussion forums moderated by the instructor
- Muddiest point forum

**Student-student interactions**
- Responses to students’ posts
- Discussion forums moderated by students

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COURSE SCHEDULE

Introductions
REQUIRED ORIENTATION
Sat Jan 17 2015 • Tsaile Campus • NHC Fifth Floor

Participation in the Required Orientation will be crucial to your success in EDU 200-03. So is having your own copy of our required text. I reserve the right to employ an Instructor Drop if you do not attend the Orientation and/or do not come to the Orientation with a copy of our textbook.

Module 1
Why Become A Teacher?
Mon Jan 19 - Fri Jan 30 2015

Outcome
Describe people and events that have shaped reasons for becoming a teacher.

Reading 1
Read the focus questions and Ornstein et al, chapters 1-2 (pp. 1-50).

Viewing and Listening 2
Review online resources:
- When I Became a Teacher (video, 2 min)
- To Be and To Have (video, 99 min)
- Bring On the Learning Revolution! (video, 21 min)

Quiz 1
Complete multiple-choice quiz #1. The quiz is open book.

Performance Assessment: Autobiography
- Describe key persons and events that have shaped your interest in becoming a teacher.
- Explain what you would hope to accomplish by becoming a teacher.

Autobiography Rubric (100 possible points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (0-60 pts)</td>
<td>Engaging, interesting information; goes beyond questions and purpose of assignment.</td>
<td>Interesting information that connects to the activity’s purpose and questions.</td>
<td>Unclear or distracting responses that do not address purpose and questions of assignment.</td>
</tr>
</tbody>
</table>
Forum 1
Read the Autobiographies of, and respond to, at least two other course participants.

Module 2
Historical And Philosophical Foundations
Mon Feb 2 - Fri Feb 13 2015

Outcome
Develop a timeline of at least 20 major events in American and Navajo education.

Reading 2
Read the focus questions and Ornstein et al, chapters 3-6 (pp. 51-214).

Viewing and Listening 2
Review online resources:
- School Days: A History of Public Education (podcast, 54 min)
- Wellbriety Journey to Forgiveness (video, 73 min)

Quiz 2
Complete multiple-choice quiz #2. The quiz is open book.

Performance Assessment: Navajo and US Timeline
- Read and review the assigned readings, videos, and rubric (below) for this module. As you read, review, and listen, make a list of major events to include in both the American and Navajo education strands of your timeline. You should include at least 20 events in the timeline.
- Go online to http://www.tiki-toki.com/. Set up a free account. Create a new timeline, "Navajo and US Education History." Follow the directions for “creating a new timeline.”
- Include at least 20 events in your timeline. Note: each event requires 1) a title, 2) start date, 3) end date, 4) intro, and 5) category (which you will have to devise).
- Save your timeline as a PDF file and attach the document to a post in the Timeline Forum.

Timeline Rubric (100 possible points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (0-25 pts)</td>
<td>Most of the included events are significant and interesting.</td>
<td>Some events included are trivial; major events are missing.</td>
<td>Many major events are excluded; too trivial events are included.</td>
</tr>
<tr>
<td>Quantity (0-25 pts)</td>
<td>Timeline includes more than 20 major events related to the desired activity outcome.</td>
<td>Timeline includes 20 major events related to the desired activity outcome.</td>
<td>Timeline includes less than 20 major events.</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Accuracy (0-25 pts)</td>
<td>Facts are accurate for all reported events.</td>
<td>Facts are accurate for nearly all reported events.</td>
<td>Facts are mostly inaccurate for events reported in the timeline.</td>
</tr>
<tr>
<td>Mechanics (0-25 pts)</td>
<td>Spelling, punctuation, capitalization, and grammar are correct throughout.</td>
<td>Spelling, punctuation, capitalization, and grammar are mostly correct throughout.</td>
<td>There are distracting errors of spelling, punctuation, capitalization, and/or grammar.</td>
</tr>
</tbody>
</table>

Forum 2
Read the Timelines of, and respond to, at least two other course participants.

Module 3
Political And Legal Foundations
Mon Feb 16 - Fri Feb 27 2015

Outcome
Describe at least four issues affecting Navajo Nation schools.

Reading 3
Read the focus questions and Ornstein et al, chapters 7-9 (pp. 215-302).

Viewing and Listening 3
- [The Consciousness Gap in Education](#) (video, 15 min)
- [Bullying Documentary](#) (video, 50 min)

Quiz 3
Complete multiple-choice quiz #3. The quiz is open book.

Performance Assessment: School Board Observation
- Select a school board meeting to attend.
- Obtain an agenda for the meeting.
- Attend the entire meeting, from beginning to end.
- Write up a summary of the meeting. Include descriptions of key issues discussed as well as dynamics of the relationships among school board members, administrators, teachers, staff, parents, and community members.
School Board Observation Rubric (100 possible points)

<table>
<thead>
<tr>
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<th>Unacceptable</th>
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<tr>
<td><strong>Content</strong> (0-60 pts)</td>
<td>Engaging, interesting information; addresses and goes beyond questions and purpose of the assignment.</td>
<td>Interesting information that connects to the activity’s purpose and questions.</td>
<td>Unclear or distracting responses that do not address the purpose and questions of the assignment.</td>
</tr>
<tr>
<td><strong>Language</strong> (0-40 pts)</td>
<td>Summary is free of errors in spelling, grammar, and punctuation. Word choice offers clarity and vividness.</td>
<td>Summary is free of errors that distract reader’s attention.</td>
<td>Spelling, grammar, and punctuation errors seriously distract from the purpose of the assignment.</td>
</tr>
</tbody>
</table>

Forum 3
Read the School Board Observations of, and respond to, at least two other course participants.

Midterm: Closed Book
Completed at one of the College’s Learning Centers
Mon Mar 2 - Fri Mar 6 2015

Module 4
Social Foundations
Mon Mar 16 - Fri Mar 27 2015

Outcome
Explain at least four ways in which culture impacts student learning.

Reading 4
Read the focus questions and Ornstein et al, chapters 10-12 (pp. 303-398).

Viewing and Listening 4
- [This American Life: Middle School](#) (podcast, 57 min)
- [Culturally Responsive Schools](#) (video, 8 min)
- [Alaska Native Knowledge Network: Culturally-Based Curriculum Resources](#) (website)

Quiz 4
Complete multiple-choice quiz #4. The quiz is open book.

Performance Assessment: Family Tree
- Draw a chart (free hand is OK) that describes at least three generations of your family members. If you are unable to complete this assignment within your own family, choose another family to work with.
- For each person, indicate:
Family Tree Rubric (100 possible points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
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<th>Unacceptable</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Engaging, interesting information; addresses and goes beyond questions and purpose of the assignment.</td>
<td>Interesting information that connects to the activity’s purpose and questions.</td>
<td>Unclear or distracting responses that do not address the purpose and questions of the assignment.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Tree diagram is free of errors in spelling and punctuation. Word choice and descriptors offer clarity and vividness.</td>
<td>Diagram is free of errors that distract reader’s attention.</td>
<td>Grammar and punctuation errors seriously distract from the purpose of the assignment.</td>
</tr>
</tbody>
</table>

Forum 4
Read the completed Family Trees of, and respond to, at least two other course participants.

Module 5
Curriculum And Instruction
Mon Mar 30 - Fri Apr 10 2015

Outcome
Describe two or more curriculum and instruction innovations in Navajo Nation schools.

Reading 5
Read the focus questions and Ornstein et al … chapters 13-14

Viewing and Listening 5
- The Navajo Immersion Experience at Tséhootsooi Elementary (video, 21 min)
- Place-Based Education in STAR 3-3rd Model (video, 12 min)
- Diné Content Standards (website)
Quiz 5
Complete multiple-choice quiz #5. The quiz is open book.

Performance Assessment: Innovations Analysis
- Identify a K-8 teacher with whom to conduct this assignment. The individual must be currently licensed and teaching in a K-12 school that serves Navajo learners. The teacher must not be a relative or friend.
- Introduce yourself to the teacher. Explain the purpose of and procedures regarding the assignment. Schedule a time and place to conduct the interview. The time and place should allow for uninterrupted, thoughtful conversation.
- Complete the assignment by asking the teacher these questions:
  - Why and how did you become a teacher? What training did you pursue? What surprises and challenges did you experience?
  - What are two or more innovations in curriculum and instruction that you have experienced recently?
- Summarize your interviewee’s responses in writing in a Word document and attach the document to a post in the Innovations Analysis forum.

Innovations Analysis Rubric (100 possible points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Questions (0-20 pts)</td>
<td>Substantive and pertinent information.</td>
<td>Follows the prescribed list.</td>
<td>Does not follow the prescribed list.</td>
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<tr>
<td></td>
<td>Follows and goes beyond prescribed list.</td>
<td>Follows the questions on that list.</td>
<td>Inappropriate or disorganized or both.</td>
</tr>
<tr>
<td>Responses (0-40 pts)</td>
<td>Engaging, interesting information that addresses and goes beyond purpose of the assignment.</td>
<td>Interesting information that connects to the activity’s purpose and questions.</td>
<td>Unclear or distracting responses that do not address the purpose and questions of the assignment.</td>
</tr>
<tr>
<td>Language (0-40 pts)</td>
<td>Summary is free of errors in spelling, grammar, and punctuation. Word choice offers clarity and vividness.</td>
<td>Summary is free of serious errors in spelling, grammar, and punctuation.</td>
<td>Spelling, grammar, and punctuation errors seriously distract from the purpose of the assignment.</td>
</tr>
</tbody>
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Forum 5
Read the worksheets of, and respond to, at least two other course participants.

Module 6
Transformations in Navajo Nation Schools
Mon Apr 13 - Fri Apr 24 2015
Outcome
Articulate a personal mission statement and learning goals for becoming a teacher.

Reading 6
Read the focus questions and Ornstein et al … chapters 15-16

Viewing and Listening 6
• The Collaborative Classroom (video, 9 min)
• Salman Khan on Liberating the Classroom for Creativity (video, 11 min)
• Khan Academy (website)
• 11 Habits of an Effective Teacher (website)
• How to Make an Ugly Classroom Beautiful (video, 7 min)

Quiz 6
Complete multiple-choice quiz #6. The quiz is open book.

Performance Assessment: Personal Mission Statement and Learning Plan
• Express in a personal mission statement a Big, Challenging, Audacious Goal.
• The statement should represent and express:
  o What you are deeply passionate about.
  o What drives your economic thinking and well-being.
  o What you can excel in.
• In addition the statement should:
  o Have a long timeframe: 5-10 years.
  o Be clear, compelling, and easy to grasp.
  o Directly reflect your core values and purpose.
• Write at least four learning goals that are SMART (specific, measurable, attainable, realistic, and timebound) that express when and how you will strive to attain your mission.

Personal Mission Statement and Learning Plan Rubric (100 possible points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>Personal Mission</strong>&lt;br&gt;(0-20 pts)</td>
<td>Statement is substantive and pertinent. Follows assignment’s guidelines.</td>
<td>Statement follows prescribed guidelines. Does not go beyond the questions on that list.</td>
<td>Does not follow the prescribed guidelines. Inappropriate or disorganized or both.</td>
</tr>
<tr>
<td><strong>Personal Goals</strong>&lt;br&gt;(0-40 pts)</td>
<td>Are SMART and engaging; connect to the Personal Mission; go beyond purpose of the assignment.</td>
<td>Interesting statements that connect to the activity’s purpose and questions.</td>
<td>Unclear or distracting goals that do not address the purpose and questions of the assignment.</td>
</tr>
<tr>
<td><strong>Language</strong>&lt;br&gt;(0-40 pts)</td>
<td>Description is free of errors in spelling, grammar, and</td>
<td>Description is free of distracting errors in spelling, grammar, and</td>
<td>Spelling, grammar, and punctuation errors seriously distract from</td>
</tr>
</tbody>
</table>
punctuation. Word choice offers clarity and vividness.

punctuation.

the purpose of the assignment.

Forum 6
Review the completed Personal Mission Statements and Learning Goals statements of, and respond to, at least two other course participants.

<table>
<thead>
<tr>
<th>Final Exam: Closed Book</th>
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<tbody>
<tr>
<td>Completed at one of the College’s Learning Centers</td>
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<tr>
<td>Mon May 4 - Thu May 7 2015</td>
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</table>