

EDI 330 — Teacher Assisting - Elementary

Syllabus of Record

Catalog Descriptions: Half-day field experiences as a teacher assistant in an elementary classroom for a minimum of 12 weeks; additional weeks provided for professional development and training to total 15 weeks. Includes a two-hour weekly seminar covering content area methodology and instructional strategies. Five credits.

Unit Mission, Philosophy, Values:

Our Mission:

“Teaching, Leading and Learning in a Democratic Society”

The College of Education prepares candidates who enhance the individual growth of their students while working to establish policies and practices that promote the principles of democratic education. The College articulates this mission as Teaching, Leading, and Learning in a Democratic Society.

Philosophy:

Student Potential, Ethical Implications

Believing that schools function as social and political entities as well as for the growth of individuals, the College of Education prepares teachers and leaders

- a) to enhance the academic and personal potential of their students
- b) to evaluate the social and ethical implications of educational policies and practices.

Values:

“Expertise, Equity, Liberal Education, Social Responsibility”

The College of Education values *expertise* to guide our practice, *equity* to guide our interactions, *liberal education* to guide our perspectives, and *social responsibility* to guide our commitment to democratic education. We value these ideals in our preparation of candidates, our development of faculty, and our relationships with the larger community we serve.

Unit and Program Standards:

Common Unit Standards: Michigan Department of Education (MDE), National Council for the Accreditation of Teacher Education (NCATE)

Standards for Initial Programs Preparing Teachers: Interstate New Teacher Assessment and Support Consortium (INTASC); Council for the Social Foundations of Education (CSFE)

Course Standards and Assessments:

Course Outcomes and Standards:

- InTASC Standard 1: Learner Development
- InTASC Standard 4: Content Knowledge
- InTASC Standard 5: Application of Content
- InTASC Standard 6: Assessment
- InTASC Standard 7: Planning for Instruction
- InTASC Standard 8: Instructional Strategies

Common Assessment:

- Academic Professional Development Folio—First Field
- Practicum Performance Evaluation

Major Topics:

- Discipline Knowledge & Understanding
- Understanding Student Development
- Effective Communication Skills
- Instruction and Curriculum Planning
- Reflective Practice

Course Knowledge Base:

Armstrong, T. (2000). *Multiple intelligences in the classroom* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Burke, Kay. (2000) *What to do with the kid who*. Illinois: Skyline Professional Development.

Carr, J. & Harris, D. (2001). *Succeeding with standards: Linking curriculum, assessment, and action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Charles, C. (2004). *Building classroom discipline* (8th ed.). Boston: Pearson/Allyn & Bacon.

Danielson, C. (2001). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2000). *Teacher evaluation: To enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hunter, M. (1982). *Mastery teaching*. Thousand Oaks, CA: Corwin Press.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

McIntyre, D. & O'Hair, M. (1996). *The reflective roles of the classroom teacher*. Albany, NY: Wadsworth.

Michigan State Board of Education (2007). *Entry-level standards for Michigan Teachers*. Lansing, MI: State Board of Education.

National Board for Professional Teaching Standards (1994). *What teachers should know and be able to do*. NY: Carnegie.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Web Sites:

American Association of School Administrators: www.aasa.org

American Association of Colleges for Teacher Education: www.aacte.org

Association for Supervision and Curriculum: www.ascd.org

Association of Teacher Educators: www.ate1.org

Council for Exceptional Children: www.cec.sped.org

Michigan Department of Education: www.mde.state.mi.us

U.S. Department of Education: www.ed.gov