

Syllabus
TED 300/500-3 Contemporary American Education
Fall 2005, Section 001
Tuesdays, 4:30-7:05 p.m.
Columbine Hall 115
The Reflective Educator: Answering the Call, Honoring the Commitment

**College of
Education
Conceptual
Framework**

A. Governed by
*rules and
regulations*

Professional
Societies
CDE/CCHE
NCATE

B. Guided by
knowledge

Philosophy
Standards
Field of study
Research
Best practice
New technology
Thoughtful
reflection

C. Balanced by
diversity

Needs
Society
Ideas
Perspectives

D. Served by
integrity

Professionalism
Ethics
Accountability
Commitment

E. Renewed by
learners

Active
Dynamic
Developing
Contributing

**Preparing
educators who
will:**

1.) Provide
leadership for the
transformation of
schooling

2.) Prepare students
for living
productively within
a democratic
society

3.) Promote the
value of each
individual

4.) Honor the
diverse cultures
within our
democratic society

Instructor

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Text

Kauchak, D., Eggen, P., & Carter, C. (2005) *Introduction to Teaching: Becoming Professional* (2nd Ed.). Upper Saddle River, N.J.: Pearson Prentice Hall
www.prenhall.com/kauchak - Go to "Select a Chapter" to find web links related to each chapter.

Course Description:

This course provides an introduction to American education for students who are interested in today's schools, those who are interested in becoming teachers, and those who are entering the Teacher Education Program or the Alternative Licensure Program. This course is required for students in the TEP and ALP programs. The course will focus on the topics: what being a teacher means and teaching as a profession; the role of schools in American society; how schools are organized; and the major issues in schooling today.

The expectation for this class is that students will be on-time and in attendance. If you are unable to attend or an assignment will be late, the courtesy of a phone call or e-mail to Dr. Danin is expected. This program is preparing students for the teaching profession and requires that standards for professional behavior be followed.

Upon completion of this course, students will be able to:

1. Recognize the roles, responsibilities, and rewards of being a professional teacher. (Standards 3, 5, 6, 8; Conceptual Framework D:6)
2. Describe the role of public education in American society, both historically and currently. (Standards 6, 8; Conceptual Framework B:1, 5)
3. Explain the complex context in which public education operates. (Standards 1, 2, 3, 4, 5, 6, 8; Conceptual Framework A:1, 5)
4. Explain how schools are organized and governed. (Standard 8; Conceptual Framework A:1, 2, 3, 5, 6)
5. Identify the philosophical, historical, and social foundations of American public education. (Standards 5, 6, 8; Conceptual Framework B, C:1, 2, 3, 4, 5, 6, 7)
6. Discuss current issues affecting American public education today. (Standards 1, 2, 3, 4, 5, 6, 7, 8; Conceptual Framework A-E:1-7)

5.) Demonstrate professional, responsible, and ethical practice 6.) Model life-long growth as a learner and a teacher

7.) Transmit knowledge accurately and meaningfully

7. Demonstrate knowledge and understanding of the context of contemporary American education, past and present developments, issues, research, and social influences in the field of education. (Standards 1, 2, 3, 4, 5, 6, 7, 8; Conceptual Framework A-E:1-7)
8. Describe possible directions for education in the twenty-first century. (Standard 8; Conceptual Framework B, E:1, 2, 3, 4, 5, 7)
9. Use technology as a tool and a support for learning including e-mail, the Internet, and PowerPoint. (Standard 7; Conceptual Framework B, E:1, 2, 5, 7)

Expected levels of teaching and learning for this course are at the basic and developing stages of understanding.

Specific Performance-Based Standards for Colorado Teachers will be addressed in this course. The expected performance level for each specified professional standard is denoted by the following scoring guide:

Level 1 Basic (B) - The student is introduced to the professional standard and demonstrates a basic level of knowledge and understanding.

Level 2 Developing (D) - The student demonstrates an increasing knowledge and understanding of the professional standard.

Standard One: Knowledge of Literacy

1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction. (B)

Standard Two: Knowledge of Mathematics

2.2 Utilize Colorado Model Content Standards in Math for the improvement of instruction. (B)

Standard Three: Knowledge of Standards and Assessment

3.4 Assess, compare and contrast the effects of various teaching strategies on the individual student performance relative to content standards. (B)

3.5 Use assessment data as a basis for standards-based instruction. (B)

3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards. (B)

3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program. (B)

Standard Four: Knowledge of Content

4.1 Utilize content knowledge to ensure student learning. (B)

4.3 Apply expert content knowledge to enrich and extend student learning. (B)

Standard Five: Knowledge of Classroom and Instructional Management

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding. (B)

5.4 Raise the academic performance level of a group of students, over time, to a higher level. (B)

5.5 Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards. (B)

Standard Six: Knowledge of Individualization of Instruction

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes. (B)
- 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners. (D)
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students. (B)
- 6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes. (D)
- 6.7 Use specific knowledge of student medical conditions and medications and their possible side effects on student learning and behavior. (B)

Standard Seven: Knowledge of Technology

- 7.3 Utilize technology to manage and communicate information. (D)

Standard Eight: Democracy, Educational Governance and Careers in Teaching

- 8.1 Model and articulate the democratic ideal to students, including:
- The school's role in developing productive citizens.
 - The school's role in teaching and perpetuating the principles of a democratic republic. (D)
- 8.2 Develop, on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being. (D)
- 8.3 Understand and respond to influences on educational practices including:
- Federal and state constitutional provisions.
 - Federal executive, legislative and legal influences.
 - State roles of the governor, legislature and State Board of Education.
 - Local school districts, boards of education and boards of cooperative educational services.
 - Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
 - Public sector input from business, advocacy groups, and the public. (B)
- 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education. (D)

Students with Disabilities

Reasonable accommodations will be made for students who have a documented disability which interferes with completing this course. It is your responsibility to request any accommodations before assignments are due.

The responsibility for ethical conduct, academic honesty and integrity rests with each individual member of the academic community. The Academic Honor Code outlines the standards of academic honesty which are followed in this class.

Course Requirements

Each student must have a UCCS e-mail address. These may be obtained through Computing Services.

Course assignments are considered exemplary when they meet or exceed the stated expectations of the assignment. It is expected that the student will seek clarification when he/she does not understand the purpose of the assignment. It is also expected that the student use comments made by the instructor on the assignment to improve future work.

Written Products – It is expected that assignments be completed on time (unless previous arrangements have been made by the student with the instructor a late assignment will result in a one point per day reduction in grade) and in accordance to the directions provided. The assignments demonstrate an understanding of the material via well-developed analysis and integration of concepts presented. Assignments are at college level work in grammar, writing style and spelling. All written assignments must be word-processed and double-spaced. Please provide a cover page for each assignment which should include your name, course title and number (note either undergraduate or graduate), section number (with name of instructor), assignment title, and date. Please staple assignment; do not place in a folder or plastic cover. **All citations and bibliographies must follow APA (American Psychological Association) guidelines (<http://www.wooster.edu/psychology/apa-crib.html>).**

Oral Presentations – It is expected that oral presentations demonstrate an understanding of the material and the ability to apply concepts and ideas. Instructional aids enhance effectiveness of the presentation. Presentations are well structured and logically sequenced from introduction to summary/conclusion. Presentation time is effectively utilized. Material is presented with confidence and professionalism (e.g., good eye contact, vocal patterns, gestures) demonstrating knowledge and understanding of concepts presented. Student is able to anticipate and provide meaningful, well thought out answers to questions.

For All Students:

1. Regular class attendance, and active participation. **(20 points)**
This course is very interactive. We routinely participate in discussion and small group work. Students are expected to come prepared to actively engage in informed discussion and to communicate regularly, respectfully, and openly with classmates and professor. (Standards 1, 2, 3, 4, 5, 6, 7, 8)
2. Write a 2-3 page reflection/reaction paper on one of the following course topics:
 - Overview of Historical/Contemporary American Education
 - Context of American Public Education
 - Organization and Governance of SchoolsFrom the **Internet**, do a search of the literature (at least two articles from varied sources) related to your chosen topic. Please incorporate information obtained from your search in your reflection/reaction paper and **attach the Internet articles to your paper.**
This reflection/reaction paper should include your opinions, agreement/disagreement, and questions supported by content from class, experiences, and readings. (Standards 3, 7, 8) **(Due October 4; 10 points)**
3. Develop a professional code of ethics based on materials presented in class. (Standards 5, 6, 8) **(Due October 18; 5 points)**
4. “Blue Eyed” reaction paper. After viewing this video in class you will be asked to write an approximately two page response to this documentary, along with an attached personal description of “multicultural education”. The reaction paper should include stated implications for you as a teacher. This paper is due the following class. (Standards 6, 8) **(Due November 1; 10 points)**
5. Using your knowledge about teaching, conduct a structured interview with a K-12 public school teacher. Write a 2-3 page summary of and reaction to your findings which should include insights on your approach to teaching. In order to put your interview and written summary into context, it is required that you observe this teacher in their classroom setting just prior to your interview. **Please turn in any observation and interview notes with your summary.** (Standards 3, 6, 8) **(Due November 22; 15 points)**

6. Within a group, select an educational issue on which to prepare a **10-15 minute** PowerPoint presentation. This presentation should state the subject matter clearly, identify and analyze all sides of the issue, and give the group members' position on the topic. You should prepare this presentation as though you are presenting it at a school board or District Accountability Committee meeting and could be from either a community perspective or the perspective of district teachers. Each individual in the group will prepare an annotated list of resources (approximately five sources) used for research. (Standards 1, 2, 3, 7, 8)

Presentations on November 29 15 points

Individual Annotated Bibliography 5 points

7. Final Exam (**Due December 13; 20 points**)

A take-home final case-study exam, reflecting the various topics and issues we have investigated throughout the course, will be given. (Standards 1, 2, 3, 4, 5, 6, 7, 8)

For Graduate Students:

1. Along with the PowerPoint presentation, the Masters Degree students will write an approximate 5 page paper related to the specific subject you presented within your presentation topic. This paper should include your opinions, agreements/disagreements, and questions supported from your research (using APA format). (Standards 1, 2, 3, 7, 8) (**Due at time of presentation; 15 points**)

2. *Socratic Seminar*: A Socratic Seminar is a focused dialogue amongst participants with the goal of informing the discussants and observers. Opinions must be supported by specific references from the **text** and readings from the **Internet**. The seminar is self-moderating and students interact with each other, making statements and comments, and asking questions, if appropriate, about the content and/or another student's comments.

Each Masters Degree student will be required to prepare for and participate in a 45 minute Socratic Seminar. Following the seminar, the student will write a 2-3 page reflective paper focusing on the process used in the seminar. Please attach to your reflection paper a bibliography of the articles you used to prepare for the seminar.

A scoring rubric and video will be provided to students to support their preparation, performance, and written response in this area.

The number of Masters Degree students in class will determine Socratic Seminar presentation group size and topic. *Undergraduate students are welcome to participate!* Seminar topics include (with possible guided questions):

1. *No Child Left Behind Act of 2001 (NCLB)*: What are the major aspects of this legislative act? Does this educational initiative help or hurt public and private education? Will more federal oversight result in better academic results?
2. *Teacher Tenure*: What is meant by tenure? Is tenure sound educational policy? Does tenure protect incompetent teachers? Does tenure support critical thinking and intellectual inquiry (academic freedom)?
3. *School Choice – Charter Schools*: What is meant by the term “charter schools” and do they help reform public education? Does the charter school movement increase student segregation, and if so, in what forms? How does the formulation of charter schools impact church-state issues? What kind of financial impact, if any, do charter schools have on the public school district? (Standards 3, 4, 5, 6, 7, 8) (**Seminar dates are specified on the course syllabus. Reflective papers are due the following week by Masters Degree seminar participants. 25 points; Presentation = 20 points, Reflection = 5 points**)

Evaluation

Grades will be assigned as follows:

Undergraduate Students:

Points:

94-100 = A	77-79 = C+
90-93 = A-	74-76 = C *
87-89 = B+	70-73 = C-
84-86 = B	65-69 = D+
80-83 = B-	Below 65 = F

* A grade lower than a C is unacceptable and the course must be repeated or work improved.

Graduate Students:

Points:

133-140 = A	109-111 = C+
126-132 = A-	105-108 = C *
123-125 = B+	98-104 = C-
119-122 = B	95-97 = D+
112-118 = B-	Below 97 = F

* A grade lower than a C is unacceptable and the course must be repeated or work improved.

Note: Any course assignment that is not turned in will result in a final grade of Incomplete.

Course Schedule

<u>Date</u>	<u>Topics</u>	<u>Readings</u>
August 23	Course Overview	
August 30	The Role of Public Education in American Society – Historically American Society – Currently	Ch. 5 Ch. 2, pp. 58-68
September 6	<i>No Class – Labor Day Holiday</i>	
September 13	The Foundations of American Public Education • Philosophical Roots	Ch. 6
September 20	The Context of American Public Education • Society • Influences • Changing Student Populations	Ch. 4
September 27	The Organization and Governance of Public Schools • How Schools are Organized • Governance Structures • School Finance • Emerging Issues	Ch. 7, 8

Reflection/Reaction Paper Due 10/4

October 4	Learner Diversity in Our American Schools <ul style="list-style-type: none"> • Cultural Diversity • Multi-culturalism • Gender • Ability Differences • Learning Styles • Students with Exceptionalities 	Ch. 3
October 11	School Law: Legal and Ethical Influences <ul style="list-style-type: none"> • Legal issues and obligations • Professional ethics Mid-Course Evaluation <i>Professional Code of Ethics Due 10/18</i>	Ch. 9
October 18	Roles, Responsibilities, and Rewards of Being a Professional Teacher <ul style="list-style-type: none"> • What do teachers do? • Would I be a good teacher? • Panel Discussion 	Ch. 1 Ch. 2, pp. 42-58; 68-80
October 25	“Blue Eyed” Video and Related Activities <i>“Blue Eyed” Reaction Paper Due 11/1</i>	
November 1	A Look at Students and Teachers Socratic Seminar	
November 8	Rewards of Teaching Socratic Seminar	
November 15	Instruction and Learning in American Classrooms <ul style="list-style-type: none"> • Curriculum and Instruction - Colorado Content Standards and Assessments • Models of Instruction <i>Structured Interview Due 11/22</i>	Ch. 10, 11
November 22	Technology in American Schools <ul style="list-style-type: none"> • Technology in the Classroom • Technology Issues Socratic Seminar	Ch. 12
November 29	PowerPoint Presentations on Educational Issues	
December 6	Possible Directions for Education in the 21st Century Distribute Take-Home Final Exam Final Course Evaluation (FCQ)	
December 13	<i>No Class – Finals Week</i> Take-Home Final Exam Due	

Periodicals

Education Week – www.edweek.org

Educational Leadership – www.ascd.org

Phi Delta Kappan – www.pdkintl.org