

- a. Know and understand the governance of schools at the local, state and federal levels.
 - b. Understand how the organization of districts and schools has an impact on the individual teacher.
 - c. Understand the rights and responsibilities of students, parents and teachers and the impact of court decisions and legislative initiatives on these rights and responsibilities.
3. Understand and assess the impact of historical events, personalities and ideas on the practice of education.
 4. Develop and formulate his/her own philosophy of education based on the critical evaluation of four major philosophical principles of education (Essentialism, Perennialism, Progressivism and Critical Theory) and the thoughts of distinguished educators.
 5. Develop objectivity and sensitivity in understanding one's own society and culture as well as the multicultural realities of the national and world community as they relate to education.
 6. Promote candidates' awareness of the need to support student diversity in its many forms: exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.
 7. Demonstrate an understanding of the sociopolitical forces that are at work in the US educational system including immigration, segregation/desegregation, concerns about America's competitiveness in the global economy and the standards and accountability movements.
 8. Develop and demonstrate competency in autonomous critical analysis of educational issues.

Class Text: Newman, J. W. (2006) *America's Teachers*. (5th ed.). Boston MA: Pearson, Allyn & Bacon.

Suggested Texts and References:

Ballantyne, J. & Spade, J. (2001). *School and Society: A Sociological Approach to Education*. Belmont, CA: Wadsworth.

Johnson, J., Dupuis, V., Musial, D., Hall, G. & Gollnick, D. (2002). *Introduction to the Foundations of American Education*. (12th. ed.). Boston, MA: Allyn and Bacon.

Kozol, J. (1967). *Death at an Early Age: The Destruction of the Hearts and Minds of Negro children in the Boston Public Schools*. Boston, MA: Houghton Mifflin Company.

Kozol, J. (1991). *Savage Inequalities: Children in America's Schools*. New York: Crown Publishers Inc.

Kozol, J. (2005). *The Shame of the Nation*. New York: Crown.

McNergney, R. & Herbert, J. (2001) *Foundations of Education*. (3rd. ed.). Boston, MA: Allyn & Bacon.

Morrison, G. (2003). *Teaching in America*. Boston (3rd. ed.). MA: Allyn & Bacon.

Ornstein, A. (2003) *Teaching and Schooling in America*, Boston, MA: Allyn & Bacon.

Ornstein, A. & Levine, D. (2006). *Foundations of Education*. (9th. ed.). Boston, MA: Houghton Mifflin.

Parkay, F. & Stanford, B. (2004). *Becoming a Teacher*. (6^h. ed.). Boston, MA: Allyn & Bacon.

Ryan, K. and Cooper, J. (2010). *Those Who Can, Teach*. (12th. ed.). Boston, MA: Houghton Mifflin.

Sadkar, M.P. and Sadkar, M.D. (2003). *Teachers, School and Society*. (6th. ed.). New York: Random House.

Spring, J. (2004). *The American School 1642-2004*. (6th ed.). Boston, MA: McGraw Hill.

Spring, J. (2006). *American Education*. (12th. ed.). Boston, MA: McGraw Hill.

Travers, P. & Rebore, R. (2000). *Foundations of Education*. (4th. ed.). Boston, MA: Allyn & Bacon.

Webb, L.D., Metha, A. & Jordan, K.F. (2003). *Foundations of American Education*. (4th ed.). Columbus, OH: Merrill Prentice Hall

Films:

Dead Poets Society: Tells the story of a very progressive and innovate teacher who brings his love of his subject and his students to an exclusive New England preparatory school. Stars Robin Williams.

Freedom Writers: Based on the true story of a of a novice English teacher in Long Beach, Erin Gruwell, who convinces her students of their own worth and abilities. Stars Hillary Swank.

Stand and Deliver: The story of Jaime Escalante, A Bolivian immigrant, who becomes a math teacher in a *barrio* high school in Los Angeles. His students' success on the Advanced Placement Calculus exams challenges conventional thinking about race, class and achievement. Stars Edward James Olmos

The History Boys: Set in the 1980's, the film follows history pupils preparing for the Oxbridge entrance exams under the guidance of two teachers with contrasting views of the purposes of education. British national Theatre.

Education Journals

Phi Delta Kappan
 Educational Leadership
 Journal of Teacher Education

Newspapers/News Magazines

Education Week, Hartford Courant, New London Day, Norwich Bulletin, Manchester Journal Inquirer, East Hartford Gazette, Willimantic Chronicle

Useful Web Sites:

Association for Supervision and Curriculum Development (ASCD) www.ascd.org
 American Educational Research Association (AERA) www.aera.net

American Association of School Administrators (AASA) www.aasa.org
 National School Board Association (NSBA) www.nsba.org
Connecticut State Department of Education (CSDE) [www.state. ct. us/sde](http://www.state.ct.us/sde)
 U. S. Department of Education Office of Research [www. ed. gov/ offices/0 ERI/Res Ctr. htm1](http://www.ed.gov/offices/OERI/ResCtr.html)
 Connecticut General Statutes (CGS) [www. csinet. cts ta teu. edu/ sta tutes/](http://www.csinet.cts.ta.teu.edu/statutes/)
 National newspapers [www. ajr. news link. org/news. html](http://www.ajr.newslink.org/news.html)
 Connecticut newspapers [www. microzoo. com/ ctnews. html](http://www.microzoo.com/ctnews.html)
 Massachusetts newspapers [www. microzoo. com/manews. Html](http://www.microzoo.com/manews.html)
 The Boston Globe www.boston.com
 The New York Times www.nytimes.com
 The Hartford Courant www.ctnow.com
 The Washington Post www.washingtonpost.com
 Phi Delta Kappa (PDK) www.pdkintl.org
 Education Week www.edweek.org

Sharp, Richard M. (2001). *The Best Web Sites for Teachers, 2001*

Course Outline:

1. **Motivation for entering the teaching profession and the state of the teacher job market** Motives for teaching. Teacher satisfaction. The teacher job market. The supply of teachers. The demand for teachers. Read Newman Ch. 1.
2. **Earning a Living**
Teachers' salaries. Comparisons with other occupations. Merit pay. The Accountability Movement. Evaluation of Teachers. Career ladders. Newman Ch. 2.
3. **Teacher training; Teacher competence**
The traditional route to teaching. Undergraduate education. Non traditional routes. Raising standards in teacher education. Teacher testing. Newman Ch. 3.
4. **History of American Education**
History is an interpretation of the past. Colonial education. The Common School Reform. Liberal and Progressive school reform. Competition for control of the schools. Newman Ch. 6.
5. **Education and Philosophy**
The "Why" questions. Basic philosophies: Idealism, Realism, Pragmatism, Existentialism. Educational philosophies born of these basic positions: Perennialism, Essentialism, Progressivism, Critical Theory, Social Reconstructionism, Constructivism, Behaviorism. Newman Ch. 7.
6. **Sociology of Education**
Social class structure. Ability grouping and tracking. Race and ethnicity. African-American, Hispanic-American, Asian-American, native American students. Magnet schools. Bilingual education. Gender, bias and Title IX. Newman Ch. 8.

7. **The Governance and Finance of Education**
 LOCAL: Boards and Superintendents. The myth of local control. Demographics of board membership. STATE: Governors, legislators, commissioners, boards and Departments of Education. A many layered bureaucracy. FEDERAL: Federal money; Federal influence. The changing emphases over the decades. National education goals. FINANCE: Local property tax, State funds, lawsuits and reform. Newman Ch. 9.
8. **Teacher Organizations**
 NEA and AFT. Collective bargaining. Strikes and political action. A teaching profession? The new professional unionism. Professionalism, Feminism, Unionism Newman Ch. 4.
9. **Teachers' Rights and Responsibilities; Ethical Considerations**
 Contracts, tenure, dismissal. Teacher liability. Academic freedom and forms of expression. Codes of Ethical Responsibility from NEA, AFT. Connecticut Code of Professional Responsibility for Teachers. Newman Ch. 5.
10. **Teachers and the Curriculum**
 "Back to Basics." The Testing Phenomenon, The measurement-driven Curriculum. The NAEP Alternative. Everybody gets a Report Card. A National Curriculum? . Newman Ch. 11.

Attendance

An attendance check will be made for each class session. You are expected to be in attendance and to be punctual. If for some reason you are unable to attend class, then I would appreciate knowing this **PRIOR** to the event.

As future teachers, both punctuality and attendance will be required of you and you, in turn, will require it of your students. Habits of punctuality and regular attendance can be both learned and taught.

The attendance policy for this class allows for **two (2)** unexplained/inexcused absences. A third absence will occasion the loss of part of a grade from a student's final course grade. A further part of a grade will be deducted for each additional unexplained/inexcused class absence.

Participation

Your participation in class will be judged in terms of your ability to answer questions posed in the **Chapter Reading Guides**, your class presentation and your contribution to class discussions as spelled out in the following rubric. Please speak up, you are among friends!

CLASS PARTICIPATION RUBRIC Active class participation is one way to contribute significantly to your education, to that of other students, and to mine. Expectations for active class participation are

explained in the following rubric. You will have opportunities to demonstrate these required dispositions throughout the course. If needed, please consult with the instructor on your progress in these areas.

	Target (8-10)	Acceptable (6-7)	Unacceptable (0-5)
Class Engagement	Submitted all assignments by their due dates, was not distracted, and was actively engaged in all class discussions, often responded appropriately to the ideas of peers and the instructor	Submitted all assignments by their due dates, was actively engaged in most class discussions, occasionally responded appropriately to the ideas of peers and the instructor	Submitted all assignments by their due dates, was inactive or distracted in class discussions, seldom responded appropriately to the ideas of peers and the instructor
Respect for Class	Always came on time, displayed professional and ethical behavior in class, always paid attention and listened to peers and the instructor with respect.	Almost always came on time, displayed professional and ethical behavior in class, always paid attention and listened to peers and the instructor with respect	Often came late, did not display professional and ethical behavior in the class and/or did not pay attention to the ideas of peers and the instructor
Class Preparation	Always prepared to answer questions based upon the assigned reading for the class, frequently brought newsworthy articles to share with the class	Usually prepared to answer questions based upon the assigned reading for the class, occasionally brought newsworthy articles to share with the class	Seldom prepared to answer questions based upon the assigned reading for the class, seldom or never brought newsworthy articles to share with the

Written Assignments:

A good deal of emphasis will be placed on written assignments. To assist you in preparing your scripts the instructor will offer guidance during class sessions and individual assistance.

As classroom practitioners you will serve both as models and instructors in the use of written language. In neither role can you afford mistaken or 'sloppy' usage.

NO LATE WRITTEN ASSIGNMENTS WILL BE ACCEPTED.

Lest you consider this stricture too harsh, consider the reasons why the vast majority of requests are made for (time) extensions.

All written work submitted for correction should be typed. Typed papers should be doubled spaced, 12 point font (22-23 lines/page) on standard 8 1/2" x 11" paper with a one inch margin all round. Papers should be stapled. Please ensure that your paper carries a title page on which your name, the course name and number, the date and the title of the assignment are clearly marked.

Deductions will be made for grammatical and/or mechanical errors.

A Pocket Style Manual (4rd ed.) (2004) by Diana Hacker may prove to be a useful reference when checking for correct grammar and syntax.

Academic Misconduct: Cheating or plagiarism will result in a failing grade for the assignment and may result in a failing grade for the course. The university has the authority to take disciplinary action against students who plagiarize. Plagiarism is the use of another's ideas or work, claiming it as one's own. Whenever you use material from a source without the correct attribution or copy work from another student you could be penalized.

Portfolios: Keep in mind that copies of your written assignments should be kept for inclusion in the **Portfolio** that you will be expected to put together as you complete your certification program. It is suggested that you make the necessary corrections to your script and keep 'clean' copies both on paper and on your hard drive.

Students with Disabilities: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations you should contact the Office as soon as possible. Please note that I cannot provide accommodations based upon disability until I have a letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Academic Services Center Students are encouraged to use the support offered by the **Academic Services Center** located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at

Reading Guides: Reading Guides are provided for each chapter in the Newman text and are designed to encourage you to focus and gain as much as possible from the readings. These guides are posted on the university web site and are accessible as follows:

- Go to ECSU home page
- > Faculty Web Pages
- > Reynolds, Richard, Education
- > the EDU 210 link
- > **Reading Guides**

Marking & Grading:	Class Presentation	30 points
	General Participation	10 points
	First Assignment	40 points
	Second Assignment	40 points
	1 st Third and 2 nd Third Exams (2x30)	60 points
	Final	60 points

TOTAL

240 points

Your total points will be converted to a % score and grades will be awarded as follows:

94% - 100%	A
90% - 93%	A-
86% - 89%	B+
82% - 85%	B
78% - 81%	B-
74% - 77%	C+
70% - 73%	C
66% - 69%	C-
64% - 65%	D+
62% - 63%	D

Spring, 2009

SCHEDULE OF CLASSES

EDU 210.04

210.04 T/R: 11.00-12.15 pm.

Week 1	Jan. 26 Jan. 28	Introductions, explanation of syllabus, group assignments.
Week 2	Feb. 2 Newman Ch. 1 Feb. 4 Discussion, handouts, notes	Ch. 1 Group Presentation
Week 3	Feb. 9 Newman Ch. 2 Feb. 11 Discussion, handouts, notes	Ch. 2 Group Presentation
Week 4	Feb. 16 Newman Ch. 3 Feb. 18 Discussion, handouts, notes	Ch. 3 Group Presentation
Week 5	Feb. 23 Newman Ch. 6 Feb. 25 Discussion, handouts, notes	Ch. 6 Group Presentation
Week 6	Mar. 2 Newman Ch. 6 (cont.) Mar. 4 Newman Ch. 7	Ch. 7 Group Presentation
Week 7	Mar. 9 Discussion, handouts, notes Mar. 11 Newman Ch. 7 (cont.)	First Assignment due
Week 8	Mar. 16 Newman Ch. 8 Mar. 18 Discussion, handouts, notes	Ch. 8 Group Presentation
Week 9	Mar. 23 Mar. 25	SPRING BREAK
Week 10	Mar. 30 Newman Ch. 8 (cont.) Apr. 1 Newman Ch. 9	Ch. 9 Group Presentation
Week 11	Apr. 6 Discussion, handouts, notes Apr. 8 Newman Ch. 9 (cont.)	
Week 12	Apr. 13 Newman Ch. 4 Apr. 15 Discussion, handouts, notes	Ch. 4 Group Presentation
Week 13	Apr. 20 Newman Ch. 5 Apr. 22 Discussion, handouts, notes	Ch. 5 Group Presentation

Week 14	Apr. 27 Newman Ch. 11 Apr. 29 Discussion, handouts, notes	Ch. 11 Group Presentation Second Assignment due April 29
Week 15	May 4 Newman Ch. 11 (cont.) May 6	
Week 16	May 12 Review of the course. The future of US education	
Finals Week		Take home Final Exam to be turned in by Thurs. 20 th May

Note: No dates are given for the 1st Third and 2nd Third Exams as these dates cannot be determined, accurately, in advance. Class presentations will be scheduled in the order detailed in the syllabus.

EDU 210 In-Class Presentations Rubric
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Your In-class Presentation will be judged on **six** criteria . . .

1. Your understanding of the material. From your presentation it could be judged that you had a clear understanding of the material.

Target (5)	Acceptable (3-4)	Unacceptable (1-2)

2. Your verbal presentation. You need to speak in a clear and audible voice and articulate your ideas clearly. Simply reading from a power point slide is the least interesting form of presentation. A strong verbal presentation suggests that you have a competent understanding of the material.

Target (5)	Acceptable (3-4)	Unacceptable (1-2)

3. Your class handout. This need not exceed two pages in length. It should provide the class members with a clear and concise summary of the material that you intend to cover in your presentation.

Target (5)	Acceptable (3-4)	Unacceptable (1-2)

4. Use of Visuals. Your presentations will be enhanced by the use of such visuals as Power Point, video clips, DVD, charts, document camera, white board etc.

Target (5)	Acceptable (3-4)	Unacceptable (1-2)

5. **Class Activity.** You need to provide the class with an activity to help focus their attention and provide them with an incentive to remember the material. This activity should not be complicated but, rather, brief and easily explained.

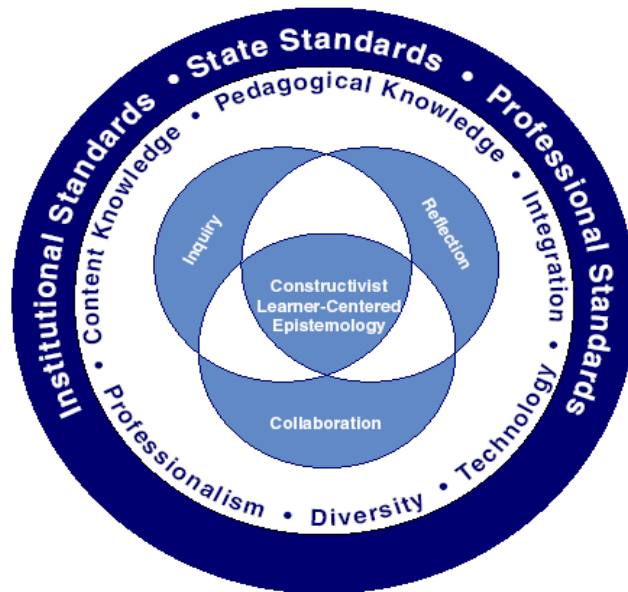
Target (5)	Acceptable (3-4)	Unacceptable (1-2)

6. **Engaged the Interest of the Class.** Was there a high level of class involvement or did the presentation devolve into a lecture that failed to engage the interest of the class?

Target (5)	Acceptable (3-4)	Unacceptable (1-2)

EDU 210 Aligned Syllabus		
Course Objectives	CCCT	Assessment/Evidence/Experience
<p><i>By the end of the course students will:</i></p> <p>1. Understand the discipline of education as it relates to schooling and the profession of teaching and have begun the acculturation processes whereby they will learn to think and act as educators.</p>	III.4	<p>Ch. 1 Group Presentation 1st Third Exam, 1st Assignment, 2nd Assignment Examples of Teacher Contracts Ch. 2 Group Presentation Salary Scales (handout) Strategic School Profiles</p>
<p>2. Demonstrate a knowledge and critical understanding of the American Public School System</p> <p>a) Know and understand the governance of schools at the local, state and federal levels.</p> <p>b) Understand how the organization of districts and schools has an impact on the individual teacher</p> <p>c) Understand the rights and responsibilities of students, parents, and teachers.</p>	I.4 I.6 III.1	<p>1st Assignment 2nd Assignment Ch. 3 Group Presentation Strategic School Profiles 2nd Third Exam Ch. 5 Group Presentation Ch. 9 Group Presentation Connecticut Code of Professional Responsibility for Teachers (handout)</p>
<p>3. Understand and assess the impact of historical events and ideas on</p>		<p>2nd Third Exam Ch. 6 Group Presentation</p>

the practice of education		
4. Develop and formulate his/her own philosophy of education based on the critical evaluation of four major philosophical principles of education (Essentialism, Perennialism, Progressivism and Critical Theory) and thoughts of distinguished educators.		2 nd Third Exam Ch. 7 Group Presentation 3 rd Assignment Final Exam
5. Develop objectivity and sensitivity in understanding one's own society and culture as well as the multicultural realities of the national and world community as they relate to education.		Ch. 8 Group Presentation
6. Promote candidates' awareness of the need to support student diversity in its many forms: exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.	I.2 I.6	2 nd Third Exam Ch. 8 Group Presentation
7. Demonstrate an understanding of the sociopolitical forces that are at work in the US educational system including immigration, segregation/desegregation concerns about America's competitiveness in the global economy and the standards and accountability movements.		2 nd Third Exam Ch. 4 Group Presentation Ch. 6 Group Presentation Political Endorsements (handout) Strategic School Profiles
8. Develop and demonstrate competency in autonomous critical analysis of educational issues	III.6	1 st Third Exam, 2 nd Third Exam Final Exam. 3 rd Assignment



Candidate Proficiencies for ECSU Candidates

1: Content Knowledge (CNK)

- 1.1 Candidates/Graduates demonstrate in-depth understanding of content knowledge including central concepts, principles, skills, tools of inquiry, and structure of the discipline(s) by engaging students through meaningful questions and learning experiences.

2: Pedagogical Knowledge (PDK)

- 2.1 Candidates/Graduates are able to formulate developmentally appropriate learning goals and objectives for students based upon knowledge of subject matter, students, the community, curriculum goals (both state and national), and theories of human development, and to plan and implement instructional activities which foster individual and collective inquiry, critical thinking, and problem solving to facilitate learning for all students in a safe and nurturing environment.
- 2.2 Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning.
- 2.3 Candidates/Graduates conduct learning activities in a logical sequence and respond to the developmental needs, interests, ability, and background of students to promote their development of critical thinking, independent problem-solving, and collaborative inquiry.
- 2.4 Candidates/Graduates use multiple forms of assessment to evaluate student learning and modify instruction as appropriate to ensure the continuous intellectual, social, ethical, and physical development of the learner.

3: Integration of Knowledge (INT)

- 3.1 Candidates/Graduates demonstrate how different concepts, themes, and principles are interconnected within and across the discipline(s) and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline(s) they teach.
- 3.2 Candidates/Graduates demonstrate an ability to integrate learning theories and other pedagogical knowledge in their clinical experiences and student teaching.

4: Technology as a Tool to Teach (TTT)

- 4.1 Candidates/Graduates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.

5: Diversity (DIV)

- 5.1 Candidates/Graduates demonstrate their ability to support the diverse needs of students in terms of exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.

6: Professionalism (PRF)

- 6.1 Candidates/Graduates collaborate with cooperating teachers, other teachers, school administrators and other school professionals, parents, families, and communities in a professional and ethical manner to help students reach their maximum potential.