

## EDU 555.01

### Education and Society

(Note: this syllabus is posted on the University Web Site)

Spring, 2010 (aligned)

Instructor:	Dr. Richard Reynolds	Phone: (h) (860) 423-5329
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Class Meetings:	555.01: Webb 214	email: <a href="mailto:reynolds@easternct.edu">reynolds@easternct.edu</a>
Office Hours	M: 11 - 12 noon & 1- 4.00pm. T: 2.00 - 5.00pm. W. 11 - 12 noon & 1- 4.00pm. R: 2.00 - 5.00pm. or by appointment	Class Times: M. 4 - 6.45pm.

**Credit Hours:** 3

**Catalog Description:** A critical study of the American education system and contemporary educational practices in relation to historical perspectives, societal issues, philosophical principles, ethical considerations, political and economic policies and current initiatives.

**Course Prerequisite:** Graduate standing

**Purpose of the Course:** To provide the opportunity for students to critically examine the context of the American education system in relation to historical antecedents, societal demands, philosophical principles, ethical considerations, and the political and economic policies that have shaped the system.

**Course Objectives:** By the end of the course students will:

1. Identify general historical periods and trends in American education along with the impact of seminal figures, important legislative initiatives and ground breaking court decisions.
2. Identify social issues as they pertain to education, but more importantly examine those issues by analyzing and synthesizing important historical, sociological, and governmental research references to provide a balanced treatment of controversial issues.
3. Understand the basic tenets of the various schools of educational philosophy as they relate to the nature of the goals of education, the teacher, the learner, curriculum and classroom management.

4. Demonstrate competence in the problem-solving approach and the skills necessary to identify a particular problem, collect evidence on it, share that evidence with the class in an oral presentation and report the research through a final term paper.
5. Internalize a cognitive and affective frame of reference that is objective, draws references from a variety of relevant academic disciplines and demonstrate problem-solving, skills that are ethically sound as well as pragmatic.
6. 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.
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. Apply what has been learned as it applies in the situation where he or she teaches while being conscious of ethical considerations as they impact their thinking and judgment and as they answer the question "what should a teacher do in a situation like this?"

**Class Texts:** Rury, J. (2009) *Education and Social Change*. (3<sup>rd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum.

McLaren, P. (2007). *Life in Schools*. (5<sup>th</sup> ed.) New York: Longman.

Kohn, Alfie (2000) *The Case against Standardized Testing*. Portsmouth, NH: Heinemann.

**Suggested Texts**

**and/or References:** Ballantine, J. & Spade, J. (2001). *Schools and Society: A Sociological Approach to Education*. Belmont, CA: Wadsworth/Thompson.

Gould, S.J. (1996) *The Mismeasure of Man*. New York: Norton.

Guterk, G.L. (2005). *Historical & Philosophical Foundations of Education: (4<sup>th</sup> ed.) A Biographical Introduction*. Columbus, OH: Merrill.

Guterk, G.L. (2004) *Philosophical & Ideological Voices in Education*. Boston, MA: Allyn & Bacon.

Guterk, G. (2000). *American Education 1945-2000: A History and Commentary*. Prospect Heights, IL: Waveland.

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

Levine, D. & Levine, R. (1996). *Society and Education*. (9<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

- McNergney, R & Herbert, J. (2004). *Foundations of Education*. (4<sup>rd</sup>. ed.). Boston MA: Allyn and Bacon.
- Newman, J. W. (2006). *America's Teachers*. (5<sup>th</sup> ed.). New York: Longman.
- Ornstein, A. & Levine, D. (2006). *Foundations of Education*. (9<sup>th</sup> ed.). Boston: Houghton Mifflin.
- Pai, Y. & Adler, S. (1997). *Cultural Foundations of Education*. (2<sup>nd</sup>. ed.). Columbus, OH: Merrill.
- Perkinson, H. (1995). *The Imperfect Panacea*. (4<sup>th</sup>. ed.). New York: McGraw-Hill.
- Pulliam, J.D. and Van Patten, J. (1999). *History of Education in America*. (7<sup>th</sup>. ed.). New York: Merrill.
- Sadker, M.P. and Sadker, D.M. (2005). *Teachers, Schools, and Society*. (7<sup>th</sup>. ed.). New York: McGraw-Hill.
- Serow, R., Castelli, P. & Castelli, V. (2000). *Social Foundations of American Education*. (2<sup>nd</sup> ed.). Durham, NC: Carolina Academic Press.
- Shipler, D. K. (2004). *The Working Poor: Invisible in America*. New York: Alfred A. Knopf.
- Spring, J. (1989) *The Sorting Machine Revisited*. New York: Longman.
- Spring, J. (1999). *Wheels in the head*. (2<sup>nd</sup> ed.). Boston, MA: McGraw-Hill.
- Spring, J. (2006). *American Education*. (12<sup>th</sup> ed.). Boston, MA: McGraw-Hill.
- Stevens, E., Wood, G. & Sheehan, J. (2002). *Justice, Ideology, and Education*. (4<sup>th</sup> ed.). New York, McGraw-Hill.
- Tozer, S.E., Violas, P.C. and Senese, G. (2002). *School and Society*. (4<sup>th</sup> ed.). Boston, MA: McGraw-Hill.
- Urban, W. & Wagoner, J. (2004). *American Education: A History*. (3<sup>rd</sup> ed.). New York: McGraw-Hill.
- Webb, L.D., Metha, A. and Jordan, K.F. (2003). *Foundations of American Education*. (4<sup>th</sup> ed.). New York: Merrill.

**Education Journals**

Phi Delta Kappan  
 Educational Leadership  
 Journal of Teacher Education  
 History of Education Quarterly

**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](http://www.ascd.org)  
 American Educational Research Association (AERA) [www.aera.net](http://www.aera.net)  
 American Association of School Administrators (AASA) [www.aasa.org](http://www.aasa.org)  
 National School Board Association (NSBA) [www.nsba.org](http://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/OERI/ResCtr.html](http://www.ed.gov/offices/OERI/ResCtr.html)  
 Connecticut General Statutes (CGS) [www.csinet.cts.teu.edu/statutes/](http://www.csinet.cts.teu.edu/statutes/)  
 National newspapers [www.ajr.newslink.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)  
 Phi Delta Kappa (PDK) [www.pdkintl.org](http://www.pdkintl.org)  
 The Hartford Courant [www.ctnow.com](http://www.ctnow.com)  
 The New York Times [www.nytimes.com](http://www.nytimes.com)  
 The Boston Globe [www.boston.com](http://www.boston.com)  
 The Washington Post [www.washingtonpost.com](http://www.washingtonpost.com)  
 Education Week [www.edweek.org](http://www.edweek.org)  
 Teachers College Record [www.tcrecord.org](http://www.tcrecord.org)

**Schedule of Classes:****EDU 555.01 Mon. 4.00- 6.45pm.****Spring 2009**

Wk	DATE	TOPIC	For Discussion	What's due?
1	Jan. 25	"Getting to know you" Look thru' syllabus		Assign Topic Groups
2	Feb. 1	Introduction, Terminology. Meet Peter McLaren	Rury Ch. 1 McLaren pp.1-56	
3	Feb. 8	Colonial Education	Rury Ch. 2 McLaren pp. 61-102	Let's talk about the Group Presentations
4	Feb. 15	President's Birthday Holiday		
5	Feb. 22	19 <sup>th</sup> Century; the Common School	Rury Ch. 3 McLaren pp. 103-138	First Reaction Paper
6	Mar. 1	Ethnicity, Gender & Race. Contours of Social change in 19 <sup>th</sup> Century	Rury Ch. 4 McLaren pp. 139-181	
7	Mar. 8	The Progressive Era; Part One	Rury Ch. 5 Q.1-15 McLaren pp. 183-219 (see reading guide for questions for Chs. 4 & 5).	Second Reaction Paper
8	Mar. 15	The Progressive Era; Part Two	Rury Ch. 5 Q. 16-30 McLaren pp. 226-259 (see reading guide for questions for Chs. 6, 7, 8).	
9	Mar. 22	SPRING BREAK		
10	Mar. 29	Education in Postwar	Rury Ch. 6 Q. 1-15	

		America	McLaren pp. 260-290 (see reading guide for questions for Ch. 10).	
11	Apr. 5	The future for US Education Standardized Testing	Rury Ch. 6 + Epilogue Alfie Kohn pp. 1-35	
12	Apr. 12	Groups work on Presentations		
13	Apr. 19	Group Presentations		Groups 1 & 2
14	Apr. 26	Group Presentations		Groups 3 & 4,
15	May 3	Group Presentations Standardized Testing	Alfie Kohn pp. 35-66	Group 5 & 6
16	May 10	What does the future hold? Open mic. night		
	Exam Week			Hand in Final Paper

**Reading Guides:** Reading Study Guides are provided for the chapters covered in the Rury and the McLaren texts (some chapters) 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 555 link
- > **Reading Study Guides**

**Group Presentations:** will consist of the study of selected educational issues from sociological, philosophical, historical, ethical, political, critical and comparative perspectives.

Individuals or groups of students will research the topic and present their findings in class. Specifically, class members may choose to present material and viewpoints derived from the following list of studies, initiatives, reforms and philosophical positions:

1. **Studies relating Social Class and Academic Achievement**
2. **Education of Minority Populations**
3. **Education of Women and Girls**
4. **Proposals to Help Potential Drop-Outs**
5. **Should U.S. Emulate Other Countries?**
6. **Cultural Literacy: The views of E.D. Hirsch**

4. Moral Education: The riddle of religion in the schools
8. Magnet Schools/ Charter Schools
9. The Role of Teachers' Unions
10. School-to-Work Programs
11. "Testing, Testing, Testing. NCLB (2001)
12. The Influence of Corporate Capitalism on Education
13. Gay, Lesbian, Bisexual and Transgender Education
14. Evolution, Creationism, Intelligent Design  
or
15. An appropriate topic of your own choosing

<b>EDU 555</b>	<b>Rubric for Research/Presentation</b>
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**Evidence of Research**

**a. Class Handout: Table of Contents, Bibliography**

Target 5 points	Acceptable 3-4 points	Unacceptable 0-2 points
a) Complete Table of Contents b) Full bibliography in APA format	a) Incomplete Table of Contents b) Incomplete bibliography in APA format or complete bibliography not in APA style	a) No Table of Contents b) No bibliography

**b. Class Handout: Balance of your own and photocopied work**

5 points	3-4 points	0-2 point
Minimum of five to six pages of your own work plus photocopy and graphics that you consider appropriate.	Heavy reliance on copied (photocopied) materials	Total or almost total absence of your own work

**c. Sources**

5 points	3-4 points	0-2 points
a) 3 types of data sources were used: books, journal articles, interviews, surveys, internet, newspaper articles, ERIC, case studies, personal videos etc. b) A total of at least 10 data sources	a) 2 types of data sources b) total of 5-9 resources	a) 1 type of data source b) less than 5 resources

**d. Diverse Perspectives**

5 points	3-4 points	0-2 points
Evidence that research has been	Evidence that research has been	Evidence that research has been

done from differing viewpoints: e.g. historical, ethical, philosophical, sociological, statistical, legal, scientific or theoretical perspectives and acknowledges the various criticisms in addition to a thorough examination of the pros & cons on the topic presented	done from an adequate coverage of differing viewpoints and acknowledges some of the criticisms with a limited coverage of the pros & cons on the topic	done through limited coverage of different viewpoints with little or no acknowledgement of criticisms and no treatment of pros and cons
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## **Presentation**

### **a. Organization**

5 points	3-4 points	0-2 points
a) The presentation is well organized with an introduction, followed by supporting evidence and closure b) The presentation is coherent and fully developed	a) The presentation is not well developed. It lacks an introduction, well-developed evidence or closure. b) Coherence is attempted but not achieved.	a) Little or nothing was presented. The whole lacks organization and coherence and is poorly developed. b) the presentation does not stay on topic

### **b. Evidence of Collaboration & Management of Time**

5 points	3-4 points	0-2 points
+ Evidence of collaboration. Equal participation of group members in the presentation. + The presenters used their time wisely covering the material content of their presentation, the scheduled activities, closure and time for questions within the time allowed.	+ Evidence of collaboration with less than equal participation in the presentation + The presenters got part way through their presentation but ran out of time and did not allow for adequate closure or questions.	+ Little evidence of collaboration with extremely unequal participation in the presentation + The presentation essentially fell apart. The presenters did not follow a logical sequence and lost focus

### **c. Variety of Learning Styles**

5 points	3-4 points	0-2 points
The presenters demonstrated the use of 3 or more modes of instruction: lecture, game, skit activity, discussion, group work, questioning, debate, guest lecturer etc.	The presenters demonstrated the use of 2 modes of instruction	The presenters relied almost entirely on lecture demonstrating the use of only one mode of instruction

### **d. Use of Audio/Visual Aids**

5 points	3-4 points	0-2 points
Use of at least 2 types of audio/visual aids: Powerpoint, VCR/DVD, slide projector, charts, music/audio, document camera, picture books etc.	Use of at least 1 type of audio/visual aid.	No audio/visual aids

### **e. Engaged Interest of Class**

5 points	3-4 points	0-2 points
High level of class engagement in the presentation	Lower level of class involvement or presentation was too confusing	Lecture only; presenters failed to engage the interest of the class.

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**f. Personal Critical Analysis**

5 points	3-4 points	0-2 points
The presenters successfully built their personal critical analysis of the subject material into the presentation	Some attempt to build a personal critical analysis into the presentation	Presenters failed to include a personal critical analysis of the subject matter

<b>EDU 555</b>	<b>Rubric for Final Research Paper</b>
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**Grade: A**

1. # of pages, 10-12 (incl. Bibliography)
2. APA format is followed throughout
3. Main premise/theme is clearly stated and supported by at least 2 sources
4. The paper is well written and free of grammatical, syntactic and spelling errors
5. The paper is well organized and logically ordered
6. Opposing views are stated and examined
7. Major ideas are supported with quotes from the research literature
8. There is a strong conclusion

**Grade: A-**

1. # of pages, less than 10
2. APA format is followed on most occasions
3. Main premise/theme is clearly stated and supported by at least 1 source
4. The paper is reasonable well written; some grammatical, syntactic, spelling errors
5. The paper has some organizational flaws
6. At least one opposing view is stated and examined
7. Major ideas are supported with quotes from the research literature
8. There is a stated conclusion

**Grade: B+**

1. # of pages, less than 9
2. APA format is inconsistent
3. Main premise/theme is difficult to determine and unsupported
4. The paper has numerous grammatical, syntactic and spelling errors
5. The paper has numerous organizational flaws
6. Opposing views are not stated
7. Excessive original ideas and/or over reliance on quotes
8. The conclusion is weak or missing

**Grade: B**

1. # of pages, less than 8
2. APA format is inconsistent or non existent
3. Main premise/theme is not stated
4. The paper has numerous grammatical, syntactic and spelling errors
5. The paper is not organized

6. Opposing views are not stated
7. Excessive original ideas and/or over reliance on quotes predominate
8. The conclusion is missing

<b>Marking &amp; Grading:</b>	Attendance and Participation in Class (see Disposition Rubric)	30 points
	Two Reaction papers (2x20)	40 points
	Research/Presentation	50 points
	Final Paper	60 points
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	TOTAL	180 points

Your 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% - 71%	B-
74% - 77%	C+
70% - 73%	C
66% - 69%	C-
64% - 65%	D+
62% - 63%	D

**Assignments:** All written work submitted for correction should be typed. Typed papers should be doubled spaced, 12 point font (22 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 or mechanical errors.

**A Pocket Style Manual** (2004) (4<sup>rd</sup> ed.) by Diana Hacker may prove to be a useful reference when checking for correct grammar and syntax and details of the APA style of referencing.

**Attendance and Participation:** 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.

The attendance policy for this class allows for **ONE (1)** unexplained absence. A serious attendance problem, a student missing all or part of a second or third class will occasion the loss of points to be subtracted from the grade for attendance and participation (see details in **Disposition Rubric**, below). Missing all or part of four (or more) scheduled classes will result in the issuance of a failing grade for the course.

Participation in class will be judged in terms of students' ability to answer questions posed

in the Reading Guides and general contributions to class discussions. Please speak up, you are among friends.

**Disposition Rubric (30 points)**

	<b>Target (10)</b>	<b>Acceptable (7-3)</b>	<b>Unacceptable (0)</b>
<b>Attendance</b>	Attended every class or missed one.	Missed two or three classes.	Missed more than three classes.
	<b>Target (5)</b>	<b>Acceptable (4-3)</b>	<b>Unacceptable (2-0)</b>
<b>Punctuality</b>	Always came to class on time.	Almost always came to class on time.	Often came late to class.
<b>Assignments</b>	Submitted all assignments by their due date.	Submitted nearly all assignments by their due date.	Was often late in submitting assignments.
<b>Class Participation</b>	+ was actively engaged in group and whole class discussions and activities. + Made strong contribution to group projects.	+ was moderately engaged in group and whole class discussions and activities. + Made limited contribution to group projects.	+ was inactive or distracted in group and whole class discussions and activities. + Made little or no contribution to group projects.
<b>Professionalism</b>	Completed the assigned readings. Displayed professional and ethical behavior in the class; paid attention and listened to peers and the instructor with respect.	Did not always do the assigned readings. Displayed professional and ethical behavior in the class; paid attention and listened to peers and the instructor with respect.	Did not do the assigned readings and did not display professional and ethical behavior in the class and/or did not pay attention to the ideas of peers and the instructor of the class.

**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.

**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 graduate 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. **You might also consider taking photographs during preparations for, and your actual Presentation.** Such photographs can be considered as artifacts and included in the appendices that form part of the comprehensive portfolio.

## Appendix I

### EASTERN CONNECTICUT STATE UNIVERSITY EDUCATION UNIT CONCEPTUAL FRAMEWORK



#### 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)** 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.

Appendix II

**Course Activities and Assessment Aligned to 2008 Unit Conceptual Framework (CF) - ECSU Proficiencies and Connecticut Common Core of Teaching for**

**EDU 555 – Education and Society**

<b>2008 Unit Conceptual Framework (CF)- ECSU Proficiencies</b>	<b>Connecticut Common Core of Teaching (CCCT)</b>	<b>EDU 555: Activities, Assessments, Evidence, Experience.</b>
<p><b>1: Content Knowledge (CNK)</b> 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</p>	<p><b>IIA2 –</b> Teachers select and/or create learning tasks that make subject matter meaningful to students.</p>	<ul style="list-style-type: none"> <li>• First Reaction Paper (3 pages) designed to have candidates thoughtfully examine the philosophical position of national leaders and educators of the Revolutionary Era</li> <li>• Discussion Questions for Rury Ch.2 (see EDU 555 Web pages)</li> <li>• In -class discussion</li> </ul>
	<p><b>IIB1 –</b> Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their success.</p>	
	<p><b>IIB2 -</b> Teachers create instructional opportunities that support students' academic, social, and personal development.</p>	<ul style="list-style-type: none"> <li>• Second Reaction Paper (3 pages) designed to have candidates thoughtfully examine the sociopolitical framework of US education</li> <li>• Discussion questions for Rury Ch. 4 and McLaren Part 1 can be found on the EDU 555 Web pages</li> <li>• Prepare your response for class discussion.</li> </ul>

<p><b>2: Pedagogical Knowledge (PDK)</b></p> <p>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.</p>	<p><b>IA1-</b> Teachers understand how students learn and develop.</p> <p><b>IA2 -</b> Teachers understand how students differ in their approaches to learning.</p>	<ul style="list-style-type: none"> <li>• Prepare a short essay, 500 words, with at least three references on the learning differences of students from differing backgrounds and life experiences. Focus on particular approaches to enhance learning for a specific group. The references should be from McLaren (2007) and other educational journals or texts.</li> <li>• Please share the information that you find with others to review and discuss in class discussion.</li> </ul>
<p>2.2 Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning.</p>	<p><b>IIC1 –</b> Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.</p>	<ul style="list-style-type: none"> <li>• Develop a classroom management plan for yourself. Include some ideas on expected behavior in the classroom, student accountability, ideas on how the physical classroom would be arranged.</li> </ul>
<p>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.</p>	<p><b>IC1 -</b> Teachers know how to design and deliver instruction.</p>	<p>Alternatives to Traditional Delivery and Testing</p> <ul style="list-style-type: none"> <li>• Review Kohn (2000) (pp 1-35) and the case against standardized testing.</li> <li>• Class discussion. What are the problems with testing? What might be some of the alternatives?</li> </ul>
<p>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.</p>	<p><b>IC2 -</b> Teachers recognize the need to vary their instructional methods.</p>	<p>“At-Risk” Students</p> <ul style="list-style-type: none"> <li>• Discuss your experiences of individual differences among learners and the implications for preparing and implementing instruction.</li> <li>• What have been your experiences with "at-risk students"? What are some of the societal challenges that influence learning differences among all students?</li> </ul>
<p><b>3: Integration of Knowledge (INT)</b></p> <p>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.</p>	<p><b>IB1-</b> Teachers are proficient in reading, writing, and mathematics.</p> <p><b>IB2 -</b> Teachers understand the central concepts and skills, tools of inquiry, and structures of the discipline(s) they teach.</p>	<ul style="list-style-type: none"> <li>• Discussion on the implications of critical pedagogy for school change. Refer to your readings of McLaren (2007) and other texts from the reading list as we discuss the future of schooling in America.</li> <li>• How might new perspectives and strategies enhance student achievement and success in schools?</li> </ul>
<p>3.2 Candidates/Graduate demonstrate an ability to integrate learning theories</p>	<p><b>IIB4 –</b> Teachers employ a variety of instructional</p>	<p>Third Reaction Paper (3 pages)</p> <ul style="list-style-type: none"> <li>• Develop an essay reflecting on your</li> </ul>

and other pedagogical knowledge in their clinical experiences and student teaching.	strategies that enable students to think critically, solve problems, and demonstrate skills.	understanding of critical pedagogy, the social construction of knowledge, issues on race, class, and gender, and revolutionary multiculturalism in your educational setting. <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Refer in your discussion to McLaren (2007) Part 2. Discussion questions to be found on EDU 555 Web pages.</li> </ul>
<b>4: Technology as a Tool to Teach (TTT)</b> 4.1. Candidates/Graduates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.	<b>IIB4 –</b> Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.	<ul style="list-style-type: none"> <li>• Candidates/Graduates will make use of appropriate digital and non-digital technology in their class presentations. The appropriate digital technology would include Power Point, document cameras, DVD/VCR, audio.</li> <li>The non-digital technology might include wall charts, white board, picture books etc.</li> </ul>
<b>5: Diversity (DIV)</b> 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.	<b>IIA1-</b> Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.	<b>Critical Pedagogy</b> <ul style="list-style-type: none"> <li>• Class Discussion on the implications of critical pedagogy on your educational setting?</li> <li>• Please refer to McLaren Part 2 for your discussion on this perspective and change in schooling (see EDU 555 Web pages for discussion questions)</li> <li>• Let's collaboratively develop a process for curriculum development for teachers. Who should we consult in developing instruction? Who would be at the center of the instruction?</li> </ul>
	<b>IIIA2-</b> Teachers share responsibility for student achievement and well-being.	<ul style="list-style-type: none"> <li>• Class discussion on the interpersonal and intrapersonal skills of a teacher you have found to be most memorable or influential on your learning and teaching and on your future growth.</li> <li>• Reference to the skills that might prove successful in situations such as those encountered by Peter McLaren in the Jane-Finch Corridor school</li> </ul>
<b>6: Professionalism (PRF)</b> 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.	<b>IIIA1 –</b> Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.  <b>IIIB2 –</b> Teachers seek out opportunities to grow professionally.	<ul style="list-style-type: none"> <li>• Develop a discussion paper on the impact of standardized testing on students, teachers, schools, and communities. Evaluate your own educational setting from the perspectives of the themes discussed in the text.</li> <li>• In your paper make reference to the Kohn (2000) text</li> </ul>

	<p><b>IIIC1 –</b> Teachers serve as leaders in the school community.</p>	<ul style="list-style-type: none"> <li>• In class discussion describe some best practices for educators in their communications and interactions with students, their families, other colleagues, school and district administrators, and community leaders.</li> <li>• Class group problem solving - how might teachers better influence the public so that school budgets would pass on the first attempt?</li> </ul>
	<p><b>IIIB1-</b> Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.</p>	<ul style="list-style-type: none"> <li>• Develop a 2,000 word essay reflecting on the differences in schooling in preindustrial America, the beginning of modern schooling in the early 19th century, the socially dynamic period of the early industrial era, the progressive era, and in postwar America.</li> <li>• Final Class discussion on the impact of the readings and discussions in this seminar on your planning for the upcoming academic year? How has the information discussed changed your philosophy (ies) on learning and teaching and your strategies for planning for the next semester?</li> </ul>
	<p><b>IIIC2 –</b> Teachers demonstrate a commitment to their students and passion for improving their profession.</p>	<p>Introductions, First class meeting</p> <ul style="list-style-type: none"> <li>• Introduce yourself by describing your educational setting. Let us know where you studied, where you are now teaching or planning to teach, and what are your professional goals for the next five to ten years.</li> <li>• Please try to make connections with each other for potential project collaborations.</li> </ul>