

Introduction to Education

Originally approved in 2008 for Skyline High School in Oakland; updated (Updated slightly, especially with regard to supplemental texts in 2013)

Category: History/Social Science Elective: "g" category

Classified as a Career Technical Education course: Yes

Industry Sector: Education, Child Development and Family

Career Pathway: Education

Originally Approved for Grades 10, 11, and 12

Full year course: 1.0 unit value (one year equivalent)

Catalog Description

Brief Course Description

Introduction to Education is an introduction to the philosophical, historical, legal, and societal principles that form the foundations of American education. Students acquire knowledge of both classical and contemporary issues in teaching and learning. Students engage in substantial reading, analysis, writing, and oral arguments and presentations regarding essential topics in education as well as beyond-the-classroom observations and practicum. In addition, each student completes at least one major research paper and a professional portfolio, demonstrating mastery and growth.

The course is aligned with both California standards for History/ Social Science and California Standards for the Teaching Profession.

Pre-Requisites: One or more social studies classes (World History, Cultural Foundations, United States History, etc.)

Co-Requisites: Introduction to Education students are also enrolled in Education Academy English, Education Academy History, and an Academy Science course, all of which are flavored with the theme of education and emphasize quality teaching and learning.

Optional Background Information:

Introduction to Education is offered as part of a program of study for students enrolled in a college preparatory Education Academy that operates as a "school within a school." The Education Academy partners with local colleges and universities as well as with other professional educators and representatives from education-related organizations who serve as advisors for student projects. In addition to approximately 200 hours of class time, students in Introduction to Education will also participate in related practical observations, and field work in K-12 classrooms.

History of Course Development:

Education Academy teachers worked with postsecondary partners as well as site and district curriculum experts to develop the course. We also reviewed multiple college preparatory and University-level Introduction to Education/ Foundations of Education courses and these have informed our curriculum design work.

6. Texts and Supplemental Instructional Materials

Textbook(s)

Primary Text(s):

Teaching Today: An Introduction to Education, David E. Armstrong, Kenneth T. Hanson, Tom V. Savage, Pearson Education, 8th edition, 2008

Supplemental Texts:

Kohn, Alfie, *What Does it Mean to be Well-Educated? And Other Essays on Standards, Grading, and Other Follies*, Beacon Press, 2004

Sahlberg, Pasi, *Finnish Lessons: What Can the World Learn from Educational Change in Finland?*, Teachers College Press, 2011

Stewart, Vivian, *A World-Class Education: Learning From International Models of Excellence and Innovation*, Association for Supervision and Curriculum Development, 2011.

Tucker, Marc (editor, author) and Linda Darling-Hammond (foreword, author) *Surpassing Shanghai: An Agenda for American Education Built on the World's Leading Systems*, Harvard Education Press, 2011.

Additional Supplemental Texts:

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, Robert Marzano, Debra J. Pickering, Jane E. Pollack, ASCD (Association for Supervision & Curriculum Development), 2001

Foundations of American Education, L. Dean Webb, Arlene Matha, K. Forbis Jordan, Merrill/Prentice Hall (excerpts)

School: The Story of American Public Education, Sarah Mondale, Beacon Press: 2002 (excerpts) (companion book to PBS documentary *School*)

Additional Books for Student Reading and Analysis:

Students will read at least one "student choice" book related to teaching and learning each quarter.

Some options (among others) include:

And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City High School Students, Miles Corwin, Harper Collins, 2002 (excerpts)

Educating Esme: Diary of a Teacher's First Year, Esme Raji Codell (excerpts)

Fires in the Bathroom: Advice for Teachers From High School Students, Kathleen Cushman, New Press, 2003. (excerpts also used in class)

Fires in the Mind: What Kids Can Tell Us About Motivation and Mastery, Kathleen Cushman, Jossey-Bass: 2012 (excerpts also used in class)

How to Grade for Learning: Linking Grades to Standards, Ken O'Connor, Corwin Press, (excerpts)

Letters to a Young Teacher, Jonathan Kozol, Three Rivers Press, 2008. (excerpts)

Teacher Man: A Memoir, Frank McCourt, Scribner, 2005 (excerpts also used in class)

On Line Book: *What Works in Classroom Instruction*, Robert J. Marzano, Barbara B. Gaddy, and Ceri Dean (Free Download on the McREL website: <http://www.mcreal.org/newsroom/hottopicinstruction.asp>)

Article: "What Does It Mean to Be Well-Educated?," Alfie Kohn, Principal Leadership, 2003. <http://www.alfiekohn.org/teaching/welleducated.htm>

Various Multimedia Materials: Films, DVDs, including *Misunderstood Minds: School: The Story of American Public Education* (PBS)
<http://www.pbs.org/kcet/publicschool>

Sir Ken Robinson: *Changing Education Paradigms* RSA Animate adapted from a talk given by Ken Robinson on 21st Century Education.
<http://www.youtube.com/watch?v=zDZFcDGpL4U>
Also available at www.brainpickings.org/index.php/2011/04/11/7-must-read-books-on-education

Sir Ken Robinson: *Do Schools Kill Creativity?* (TED talk)
www.youtube.com/watch?v=IG9CE55wbC\ty

VIDEO on the Drop Out Crisis (from vimeo.com) "In America right now, a kid drops out of high school every 26 seconds. These drop-outs are 8 times more likely to go to prison, 50% less likely to vote, more likely to need social welfare assistance, not eligible for 90% of jobs, are being paid 40 cents to the dollar earned by a college graduate, and continuing the cycle of poverty."
www.brainpickings.org/index.php/2011/04/11/7-must-read-books-on-education/

Film excerpts, including: *Dead Poets Society*; *To Sir, With Love*; *Stand and Deliver*; *Mr. Holland's Opus*; *Good Will Hunting*; *Chalk*; *Freedom Writers*; *The Miracle Worker*; *The Great Debaters*

B. College Prep Elective - History/Social Science
COURSE CONTENT

Course Goals: Students will:

- Identify patterns of the American education system as it has developed from European precedents to the present, as well as understand the impact of different philosophical systems on our education system.
- Analyze the relationship between educational theory and actual classroom practice through various readings, films, and focused activities including observation-based field experiences.
- Compare and contrast the professional and ethical aspects of teaching.
- Explain the school as an agent of socialization, a basic cultural institution that serves and values a diverse population.
- Apply knowledge of the philosophical theories of American education and begin to cultivate a philosophic perspective on life in schools.
- Understand the changes that innovations in technology bring to the classroom.
- Articulate her/his beliefs about the nature of teaching and learning (Instructional theory)
- Research, examine, and propose behavioral values, standards, and limits in an educational setting.
- Identify the characteristics of effective teachers.
- Examine the critical issues for the contemporary teacher, specifically regarding employment opportunities and the required knowledge base, in addition to how our changing educational system will impact the future of teaching.
- Understand some basic yet critical issues regarding characteristics of today's students,, effective teaching, classroom management/positive discipline, teacher-leadership, curriculum, assessment, scaffolding for student success, and communities of practice.
- Organize and establish structure and form for one's personal professional portfolio. Organize the portfolio in a manner that will address one's mastery (or progress toward mastery) of California Standards for the Teaching Profession and appropriate educational/ social science standards. The professional portfolio will serve as a showcase for a student's growth and expertise as well as verification of achievement of course standards.

Choose specific projects and essays that demonstrate mastery or growth related to any of the learning outcomes identified for this course for inclusion in a professional portfolio. In addition to gaining knowledge and skills in educational psychology, students will learn to: * take notes efficiently and effectively * access, interpret, select, synthesize, use, and integrate information and data from a variety of sources *communicate effectively in appropriate and accurate written and oral forms * analyze and frame tasks, problems, and issues; develop and successfully implement action plans; achieve resolutions/ solutions * identify and evaluate material with conflicting conclusions * monitor personal progress, identify own strengths and weaknesses and implement ways of improving her/his own learning.

History-Social Science Standards Addressed Include: 1.3.1 Students compare present with past, evaluating consequences of past events & decisions & determining lessons learned. 1.3.2 Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, & understand that change is complicated & affects not only technology & politics but also values & beliefs. * Students show connections, casual & otherwise, between particular historical events & larger social (& educational...) trends & developments. 11.8.7 Describe effects on society (in particular education)...of technological developments since 1945, including computer revolution, changes in communication.... 11.11.3 Describe changing roles of women in society as reflected in entry of more women into labor force & changing family structure. (and impact on education)

English-Language Arts Standards Addressed Include:

Reading 2.2.2, 2.2.3,2.2.7, 2.3.1 - Prepare bibliography of reference materials for a report; Generate relevant questions about readings on issues that can be researched; Critique logic of functional documents; Verify & clarify facts presented in ...expository texts by using a variety of ... documents.

Writing 1.3, 1.6, 1.7, 1.8 - Structure ideas & arguments in a sustained, persuasive, & sophisticated way & support them with precise & relevant examples; Develop presentations by using clear research questions & creative & critical research strategies; Use systematic strategies to organize & record information;

Writing 1.8 Integrate databases, graphics, & spreadsheets into word-processed documents.

Writing 2..3, 2.4, 2.4a Write persuasive and expository composition, including analytical essays and research papers. Writing Applications 2.4a Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

Writing 2.5 Write documents related to career development, including simple business letters and ob applications. a) Present information purposefully and succinctly and meet the needs of the intended audience. b) Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum); Writing 2.6 Deliver multimedia presentations

Education Pathway Standards include: C1.0 Understand structure of education industry; C.2.0 Understand & apply operational procedures & organizational policies at various levels in education; C3.0 Understand important elements of physical, intellectual, emotional & social development of children & adolescents; C6.0 Understand roles of positive intervention, guidance, & discipline in educational environment; Understand role & purpose of standards-based instruction &

assessment; C10.0 Understand role of instructional staff in supporting learning process

B. Course Outline. Detailed description of topics covered. Show examples of how the text is incorporated into the topics covered.

Unit I History of Education

Topics:

- Legacies from Europe (role of culture, origins of selected influences, medieval universities; influences of Comenius, Froebel, Johann Herbart, Herbert Spencer, Rousseau, & Pestalozzi)
- Development of American Education (Colonial Period to Independence, Independence to Civil War (including Common School Period), Civil War to 1900, 1900 to World War II (Industrialism's Affect on Schools, John Dewey and the Reform Movement), World War II to 21st Century (Multiple Intelligences and Constructionism)
- Non-European Influences (Legacies from Africa, Islam, China's Confucian Tradition, Hinduism, other influences)

Text: *Teaching Today*, Chapter 12, pp. 312-339

Web Resources: History of American Education Web Project

History of Education: Selected Moments of 20th Century (University of Toronto)
<http://www.oise.utoronto.ca/research/edu20/moments/>

Learning Activities: Seminar, Field Experiences, Project, Work on Professional Educator's Portfolio

Assessment: Pre—Unit Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit II - Education in the Age of Change

- Competing Views of Educational Quality
- Foundations and Principles of Education
- Complexity of Teaching (multidimensionality, simultaneity, immediacy, unpredictability, public-ness, history)
- Changes in Education (Changes in the Learner Population, Changes in Theories of Teaching and Learning: Constructivism, Multiple Intelligences)
- Debates Regarding the Purposes of Education
- Standards-Based Education
- Accountability
- Efforts to Ensure Teacher Quality: (INTASC - Interstate New Teacher Assessment and Support Consortium AND Praxis Assessments for Beginning Teachers
- Keeping an Initial-Development Portfolio

Text: *Teaching Today*, Chapter 1

Essential Questions for Discussion and Short Essays:

- In this unit, you learned that many debates about education are rooted in different perceptions about what is a good society and how education should contribute to that society. What are your views of the good society? How does your view of the good society influence your views of what education ought to be?
- Schools reflect society and changes in society influence education. What do you see as changes that are occurring in society that will have an important impact on schools and education? What impact do you think these societal changes will have? How do you think teachers/schools should react to these changes?
- What is your response to constructivism, and why do you feel that way? Can you think of any of your own teachers operating in ways that are consistent with this approach? If so, provide some examples.

Learning Activities include:

- Interview with an Experienced Teacher (class handout)
- Using the 10 INTASC Principles, create a KWL chart. Keep this in your portfolio as we will revisit/update the chart at the semester and again at the end of the year.
- Work on Professional Educator's Portfolio

Assessment: Pre-Unit quiz, Chapter Quiz/Checking for Understanding, Benchmark Test

Unit III: Social and Philosophical Perspectives on Education

- Importance of Social & Philosophical Perspectives
- Social Perspectives (Functionalist Perspective, Conflict Perspective)
- Roles of Schools in Society (Transmission of general Culture, Dissemination of Knowledge, Preparation for the World of Work, Promotion of Social & Group Relationships, Encouragement of Social Change)
- Philosophical Perspectives (Metaphysics (or Ontology), Epistemology, Axiology, Logic, Postmodern Philosophy)
- Educational Applications of Philosophical Ideas (Progressivism, Essentialism, Perennialism, Existentialism, Reconstructionism, Building a Personal Philosophy of Education)

Text: Teaching Today, Ch. 11, pp. 284-311

Short Essays:

- Response to a Quotation: "I think one of the largest factors contributing to the issue of the achievement gap is that teachers fail to recognize the cultural aspects that are at play in the classroom, especially in cases where middle class teachers are responsible for children of poverty." Megan Fuller, National Board Certified Teacher. Do you agree with Megan Fuller's

statement that cultural aspects contribute to the achievement gap? Why or why not? Support your response with information from the textbook and/or other resources.

- In this unit you learned that roles of school include (1) transmitting the general culture; (2) disseminating academic knowledge; (3) preparing young people for the world of work; (4) promoting social and group relationships, and (5) encouraging social change. Rank these functions in terms of their importance. Then write an essay in which you explain your rankings and justify your decisions.

Learning Activities include:

- Choose and research a school improvement idea such as small learning communities or vouchers. Use the functionalist and conflict perspectives to evaluate the proposed change. Will it benefit all? Is it designed to help students assume their role in society? Does it benefit certain groups? Who will gain power and who will lose power?

Assessment: Pre-Unit Quiz; Chapter Quiz/Checking for Understanding; Benchmark Test

Unit IV: Challenges of School Reform

- Change: Educators' Constant Companion
- Systemic Reform
- Outcome goals
- School choice (vouchers, charter schools, open-enrollment, magnet schools)
- Changing teacher-evaluation and compensation
- School reform: emerging practices
- No Child Left Behind
- Common Core Standards
- School-business- postsecondary partners
- Full-service schools
- Design Thinking as Applied to Education and Educational Issues

Essay Questions:

- Supporters of systemic reform argue that, to achieve meaningful school improvement, multiple variables must be attacked simultaneously. Others argue that making multiple changes at the same time is so difficult that, in the end, no modifications to present practices will occur. They contend that incremental improvement that is achieved by addressing one problem at a time, in the long run, has more potential to improve schools than do all-encompassing systemic-reform initiatives. What are your own reactions to these arguments, and why do you take your position?

Full-service schools attempt to bring together at one place a range of

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educational, health, legal, and social-welfare services. Professionals from these human-support-service organizations work cooperatively to help learners & their families. Supporters argue that making these services available at a school site allows learners & families to access them easily. Detractors contend that providing non-instructional services at schools diverts schools from their primary mission of teaching learners. Opponents also argue that full-service-school staffing costs may divert funds to support services that are unrelated to instructing young people. What are your own opinions of full-service schools, and why do you feel this way?

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Text: *Teaching Today*, Chapter 3

Learning Activities:

- Interview with a school district administrator and/or site administrator about the changes the district/site has made in response to the No Child Left Behind Act of 2001. What challenges has the district/site faced in responding to NCLB? What are both positive and negative outcomes? Are there any unintended outcomes?
- Design Thinking Project: Process and Solution Presentations (see other key assignments)
- Work on Professional Educator's Portfolio

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit V: Profiles of Today's Learners

- Varying Impressions of the Young
- Selected Characteristics of Today's Learners (Learners' Families, Poverty & Learners, Minority- Group Learners, Learners & Violence, Very Young Learners, Learners with Disabilities, Abused & Neglected Learners, At-Risk Learners, Learners' School to School Mobility)
- Patterns of Learner Development (Preschool & Kindergarten Learners, Learners in Grades 1 to 3, Grades 4 to 6, Grades 7 to 9, grades 10 to 12)
- Developing a Sense of Efficacy

Short Essay Question for Class Exploration/Discussion: Developing a Sense of Efficacy: One of your major tasks as a teacher will be to promote a strong sense of efficacy in each of the young people you teach. You also need to develop your own professional sense of efficacy. As you assess your present level of development, how do you see your strengths and weaknesses? Specifically, what are some things you can do to turn these weaknesses into strengths and gain the confidence and competence you will need when you begin your teaching career?

Text: *Teaching Today*, Chapter 4

Web Resources: <http://www.nclb.gov/> <http://www.cpre.org>

Learning Activities include:

- Interview with a counselor or teacher regarding strategies that help a student develop a positive sense of efficacy.
- Video Viewpoints: Seminar and Essay: What are the keys to Improving Student Achievement? (Nightline segment on the Seed School or other video about a successful school/district.)

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit VI: Diversity in the Classroom: Culture, Class, Gender

- Diversity's Benefits
- Multicultural Education (Establishing a Culturally Responsive Environment, Multiculturalism and Learning, Need for Accurate Information)
- History of Attitudes Toward Minority-Group Learners
- Desegregation & its Influences on Learners (efforts to End Legal Segregation, Within-Individual School Segregation, Concerns about Achievement Levels)
- Goals and General Suggestions for Teachers (Committing to the Idea that All Can Learn, Modifying Grouping Practices, Accommodating Learning-Style Differences, Becoming Aware of Your Own Perspectives, Relying Less on Standardized Tests, Avoiding Favoritism in the Classroom, Providing Good Teachers)
- Information Sources

Essential Questions for Exploration/Discussion/Writing:

- In this unit, one idea emphasized is that the backgrounds of individuals effect their beliefs and attitudes. Describe your own views regarding "how learners should behave." Where id your attitudes come from? Were there some specific people who influenced you to adopt your values? To what extent do your influences reflect the influence of the students and extended families of students you are likely to teach?
- There is evidence that learners who are taught in culturally responsive environments do well in school and in their careers. What difficulties do you envision as you attempt to establish such an environment in the classroom in which you teach? How will you go about overcoming these challenges?
- Some critics of using standardized-test results to evaluate teachers' effectiveness assert that such policies encourage teachers to avoid accepting employment in schools that enroll large numbers of learners from areas that

traditionally do not score well on standardized tests. Are there incentives that might be not in place to encourage more teachers to seek employment in schools that enroll exceptionally diverse learner populations? If so, what are they, and what would it take to implement your ideas?

- Text: *Teaching Today*, Chapter 5, pp. 112-138
- Web Resource: <http://ncela.gsu.edu/>
- Learning Activity: Work on Professional Educators' Portfolio
- Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit VII: Individual Differences and Exceptional Students

- Schools' Exceptional Learners
- Learners with Disabilities (Federal Legislation, Varieties of Educational Settings, Preparation of Individualized Education Programs, Altering Instruction, Public Reporting of Learner Performance, Inclusion Issues, Characteristics of Learners with Specific Disabilities, Assistive Technology, Overrepresentation of Certain Minorities)
- Gifted Learners: Selection Issue, Pressures Facing gifted Learners, Enrichment Programs, Acceleration Programs, Developing Learners' Potential

Essential Questions for Exploration and Discussion:

Essay Questions: Describe how excellence in student achievement and equity can be mutual goals.

Text: *Teaching Today*, Ch. 6, pp. 138-168

Learning Activities include:

- View a video clip and review at least three different articles related to differentiated teaching and learning. Write a Summary of the video and of each of the articles. Then write a short essay that explains how differentiated approaches allow for individual differences and support exceptional students.
- Presentation by District/site Director/Coordinator/Department Chair for Special Education
- Research on best practices in teaching and learning for exceptional students
- Develop a plan for effective high school education for highly "gifted and talented" learners"

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit VIII: Teaching and Learning: Curriculum

- Basic Purposes
- Tests and State Requirements (Standardized Tests, Balanced Assessments; Common Core Standards; other State Curriculum Standards)
- Curriculum Orientations (Learner-Centered Curricula, Needs-of-Society)

Curricula, Academic-Subjects Curricula)

- The Inner Curriculum and the Hidden Curriculum
- Patterns in Elementary and Secondary Schools
- New Developments in Curriculum

Essential Questions for Exploration, Discussion, and Writing

Text: *Teaching Today*, Chapter 7, pp. 170-195.

Learning Activities include:

- In small teams of three or four students prepare a report on one of the following topics:
What should a "good" kindergarten curriculum look like?
What should a good middle school curriculum look like?
What should a good high school curriculum look like?
Present your conclusions in the form of an interactive presentation. Also, use your research and conclusions to form the basis of a short report in which you make recommendations to your own school district .
- Take the College Knowledge self-assessment test. Analyze your results and explain what you learned about your own preparation for postsecondary education. Make a plan to address any perceived college knowledge deficits so you truly are college ready.
- Essay: There is a tendency in high schools both to increase the number of intervention courses in English and Math and at the same time to add more Advanced Placement courses. In both instances, the result may be the loss of electives for students. Analyze the curriculum patterns in your own high school. How has curriculum changed since No Child Left Behind? (How would you find out?) What changes in curriculum will likely occur as the Core Standards are implemented? In the next ten years? What is your evidence?

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit IX: Teaching and Learning: Effective Instruction

- Instructional Expertise and Teachers' Dispositions
- Active Teaching (Planning for Learning, Effective Lesson Presentation)
- Constructivist Teaching (Thinking Aloud, Visualizing Thinking)
- Teacher Clarity (Verbal & Nonverbal Style, Lesson-Presentation Structure, Providing Explanations)
- Teachers' Questions (Lower-Level Questions, Higher-Level Questions, Learner-Initiated Questions, Clarity of Questions, Probing Questions, Wait Time)
- Homework and Learning
- Observing in the Classroom (Narrative Approach; Frequency Counts; Coding Systems; Seating-Chart Systems, Walk-Throughs, Instructional Rounds, etc.)

- Frameworks and Standards for Teaching
- Developing Teaching Expertise

Text: *Teaching Today*, Chapter 8, pp. 196-197; *Instructional Strategies that Work*
Learning Activities:

- Interview an experienced teacher who teaches in a content area and/or at a grade level that interests you. Ask the teacher to comment on her/his instructional practices and how he/she decides which instructional practices are most effective.
- In small groups, students will "jig-saw" effective instructional strategies from *Instructional Strategies That Work*. Each student group will be responsible for researching one effective, research-based strategy in greater depth and for teaching this strategy to the class as a whole.
- Work on Professional Educator's Portfolio

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

UNIT X: Classroom Management and Discipline: Creating a Culture of Respect and Responsibility :

- The Importance of Culture
- Space & Time Considerations (Space & Time Management)
- Creating Positive and Respectful Learning Environments
- Responding to Student Misbehavior: Effective Practice & Range of Alternatives
- Discipline and Power in the Classroom: Basic Principles of Effective Discipline
- Responses Supporting Self-Monitoring and Self-Management, providing Situational Assistance, Implementing Consequences, Involving Others

Text: *Teaching Today*, Chapter 9, pp. 228-253

Learning Activities include:

- Work on Professional Educator's Portfolio
- Praxis/ Practicum
- Seminars, Reflective Writing

Some student choices involving Research and Analysis include:

- Review strategies for gathering observational data. Select one category associated with a teacher's instructional behavior that interests you. Visit a classroom and gather data related to this category while using an observation system of your own design. You may wish to consider a scheme based on a narrative approach, frequency count, coding system, or seating chart.
- In recent years, specialists in the area of teacher effectiveness have become convinced that teacher dispositions play an important role in determining how they interact with learners and how learners react to their teachers' instructional practices. Search "teacher dispositions" on a search engine such as Google (<http://www.google.com>). Follow several links and make notes

regarding key information you discover. Write up your findings. Turn in both your essay and notes.

- Some research on teacher effectiveness has produced results that challenge some popularly held beliefs. Using research materials provided in class as well as on the internet, explore research associated with teacher praise. Is teacher praise always "good"? Write a short essay in which you describe your findings. OR Read the results of the recent Bill and Melinda Gates Foundation supported initiative and research related to teacher effectiveness. Summarize the findings. How does what you learned intersect with your own ideas about what makes an effective teacher?
- Review for the Semester Exam. (Teams of students are assigned specific units and chapters and prepare review presentations and study sheets for the class as a whole.

Short Essay: Arguments continue to rage regarding what characterizes an "effective" teacher. Often these debates center on whether teachers should concentrate on mastering and transmitting their subjects or whether they should have major concerns about and responsibility for promoting learners' social development and growth in self-esteem. Research the various points of view about what makes an effective teacher. What is your reaction to these views? How do you personally define an "effective teacher"?

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding; Unit Benchmark Test

Semester Exam: Short response and Essay format (covering all material in Units I-X)

UNIT XI: Assessing Learning

- Need to Understand Assessment
- Purpose of Assessment
- Language of Assessment: Assessment, Measurement, Evaluation, etc.
- Assessment and the Instructional Process (Placement, Formative, Summative)
- Planning for Assessment (Defining & Clarifying Educational Outcomes, Developing Criteria)
- Measurement Options (Selected Response Measures, Free-Response Measures, Performance Assessment, Learner Portfolios)
- Grading for Learning, Standards-Based Learning

Essential Questions for Exploration and Discussion

Text: *Teaching Today*, Ch. 10, pp. 254-282

Learning Activities:

- Compare and Contrast a Variety of Learning Assessment Tools. What are the important elements of assessment for learning?

- Research Standards-Based Grading: According to Ken O'Connor, Robert Marzano and others, what are the important elements of grading for learning?

Short Essay: What is the difference between assessment and evaluation? What are effective assessment practices? Effective evaluation practices? What is your evidence?

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit XII: Influences of Technology

- Looking Ahead
- Technology Standards
- Technology and Impact on Learning and Behavior
- Today's Technology: Promises (Developing Learners' Research Capabilities, Expanding Opportunities to Learn/Course Options, Providing Services to Underperforming Schools, Virtual Learning/Simulating Real-Life Experiences, Helping Learners with Special Challenges)
- Today's Technology: Challenges (Costs, New Technologies as Learning Distractors, Changing Teachers' Views of Their Roles, Digital Divide, Protecting Learners)
- Tomorrow's Technologies and the Future of Education

Text: Teaching Today, Chapter 13, pp. 340-371

Essays:

- Prompt: Bart Pasha, the Center for Applied Special Technology's Director of Research, suggests that new technologies may have as profound an influence on teaching and learning as the invention of the printing press. Do you agree or disagree? On what do you base your own views about technology's potential impact on schools and classrooms?
- IN your role as a learner, how do you use and/or experience various forms of technology? Describe the role that technology assumes in your Life as a Learner.

Learning Activities include:

- Classroom speakers
- On-line ed technology tutorial (*Edutopia*)
- Discussion: Certain Critics argue that are schools are doing a poor job of preparing young people for work and learning in an increasingly technologically complex society. If you were in charge and if funding was not a barrier, what specific changes would you make in the use of technology in K-12 schools and classrooms?
- Work on Professional Educator's Portfolio

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit XIII: Legal Issues Affecting Students and Teachers

- Understanding the Legal Environment of Education
- Learners' Rights and Responsibilities (Is Education a right or a Privilege? Due Process, Basic Rights)
- Educators' Rights and Responsibilities (Teacher Certification, Continuing Education, and Tenure, General Teacher Rights, Legal Obligations)

Text: Teaching Today, Chapter 14, pp. 372-397

Learning Activities:

- Research education-related laws, amendments, and codes in California and/or the nation.
- Organize a panel of school administrators and teacher union representative/s on the Rights and Responsibilities of Educators
- Work on Professional Educator's Portfolio

Essays:

- Review unit material regarding in loco parentis as well as related internet resources and articles provided in class. Examine the erosion of this doctrine over the years in favor of viewing learners as individuals enjoying the legal protections adult citizens enjoy. Write an essay in which you answer the following: Has this change had a positive or negative impact on American education? What evidence and values support your position?
- The issue of teacher tenure continues to be hotly debated. Write an essay in which you explain both the arguments for and against tenure. What is your personal position on the issue of tenure, and what led you to this view?
- Some people believe and some courts have supported the idea that teachers should be held to higher personal and moral standards than other adult citizens. Write an essay in which you explore this question. What arguments support this position? What arguments might be marshaled against this idea? What is your own position and rationale for your position?

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

XIV: Becoming a Professional Educator

- Preparation as a Process
- Professional Development Phases: a) Pre-training (Pre-service); b) Formal Preparation: Case Studies; Teaching Specializations and academic majors; Career Technical Education Certification/s; c) Professional Education d) Induction Years e) Continuous Growth: Staff Development; Professional Learning Communities/ Communities of Practice; University/College Courses; On-line Courses; Conferences/Institutes f) Involvement with Professional Groups/Organizations
- Education's Code of Ethics

- Teaching Portfolios:: Documenting Performance, Teacher-Prepared Material, Contributions of Observers, Learners' Work, Organizational Formats, Assessing Portfolios

Roles for Educators: Classroom Teachers, Grade-Level Leader or Department Chair, Curriculum Leader, School Administrator, School Counselor, District/County/State Agency Administrator/Employee, Teacher Educator, Private Sector Opportunities

Short Essay Question: Opinion Piece: Are there general concerns that teachers share regardless of (a) where they teach (b) the nature of their learners, or (c) the subjects they teach? Or, are situation-to-situation differences so profound that it makes little sense to talk about national standards for the Teaching Profession?

Learning Activities: Case Studies, Essays, Exercises, Work on Professional Educator's Portfolio

Assessment: Pre-Unit Quiz, Chapter Quiz/Checking for Understanding, Benchmark Test

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XV. Final Exam and Presentation of Student Portfolios

Public Exhibition of Student Work * Determining Exhibition criteria and options *
Designing and Implementing a Public Exhibition of Student Principles of Education work

Students analyze own work & determine what pieces best represent their growth & accomplishments. Students create a portfolio following the class Portfolio guidelines. Portfolios may be digital, web-based, in binder format, or involve other media. Students defend and explain choices of work samples and evidence included. Students work with faculty and other education professionals to determine criteria, exhibition, and judging of portfolios. Students help select judges and prepare venue for a public exhibition of work and student defense of learning. (See Key Assignments)

Final Exam: Exam includes key concepts from all units, with greater emphasis on second semester units. Includes multiple choice, short answer, and essay questions.

C. Written Assignments

Philosophy of Education Paper	As students begin the study of principles of education, each student will capture her/his own thoughts on teaching, learning & education. This paper is designed to help a student become a reflective thinker about her/himself, views, and emerging role as an educator. Chapter 1 in Teaching Today describes the influences of families and prior experiences on the attitudes and
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	<p>perspectives of teachers. Such influences may have impacted your own views. Describe how you would answer these questions:</p> <p>* What do good teachers do? What is the ideal school like? What kind of behaviors do you expect to characterize learners you will teach? Now, consider where you acquired your perspectives. To what extent do you believe that the ideas you have now represent an accurate picture of the education profession? How might you test the adequacy and accuracy of some of your present impressions? " (3-4 pages) See rubric for class writing assignments for further guidance on criteria.</p>
<p>Writing for Understanding: Short Essay Questions</p>	<p>Each unit includes essential questions. Students will write short essay responses and prepare to participate in classroom seminars. Seminars use the essential questions as discussion prompts. In some instances, essential questions guide more substantial essays, research, and/or projects.</p>
<p>Short Essay Assignment: Significant "teaching"/ helping situation</p>	<p>Think of a significant event that involved you in a teaching or helping role with one or more persons. The event you describe should be one that has personal meaning for you (something that interested you, something that made you wonder, something that made you feel good, something that just didn't work out as you had hoped, etc.). It would be helpful if you describe feelings about the situation. Include as much detail as possible when answering the following questions:</p> <p>Describe the situation as it occurred at the time. What did you do in that particular situation? How did you feel about the situation at the time you were experiencing it? How do you feel about the situation now? What would you change, if anything? (1 - 2 pages)</p>
<p>Video Viewpoints - Seminar and Essay</p>	<p>Many of the units include a Video Viewpoint learning activity related to an issue in education. This is a sample assignment. Watch the Nightline special focused on the Seed Charter School in Washington, D.C. The founders of this charter school believed that it would take more than choice, elimination of red tape, and a change of curriculum to improve student performance. They believed that nothing short of changing the environment would work. They established a public boarding school for 40 students coming from troubled schools and difficult neighborhoods. This segment details the experiences of several of the students and illustrates the challenges of changing student attitudes and</p>

	<p>achievement.</p> <p>Students will participate in a seminar discussion and then write responses to the following questions: What are the keys to improving student achievement? * What do you see as the critical variables that need to be addressed if fundamental change is to occur? * What do you see as the implications of this program for reform efforts focused on improving student achievement? What do you think can be done if it is impossible to change the environment? How might reform efforts focus on cooperation between schools and other social agencies?</p>
<p>Hot Topics in Education</p>	<p>Educational journals such as Educational Leadership often have entire issues dedicated to the discussion of one particularly hot topic in education. All the articles in a particular edition relate to the same issue. The lead article is often written by a guest editor, who introduces the topic and ties all subsequent articles together.(See examples provided in class.) Imagine you are the guest editor of the next edition of a popular education journal or on-line publication. Pick an appropriate and compelling education or teaching/learning topic and find three or four articles that debate this issue. Summarize, compare and contrast the articles and make reflective comments in a four-page introductory article. (Attach copies of the research articles involved.)</p>
<p>Impact of Educational Theories on Educational Practice; Compare and Contrast Personal Educational Theory Essay</p>	<p>Group Assignment: Working with a partner or in a small group, develop a strategy/format for comparing and contrasting the purpose of schooling, the nature of the learner, curricula, instructional methods, preferred classroom management methods, assessment strategies, and role of the teacher from a perennialist, progressivist, behaviorist, essentialist, social reconstructionist, and postmodernist perspective. Be prepared to share your findings.</p> <p>Individual Assignment: Then write an essay in which you describe the impact of your own educational theory or philosophy on your personal practice as a learner and as an emerging educator.</p> <p>American Philosophical Association http://www.apa.udel.edu/apa/index.html Educational Theory (John Dewey Society, Philosophy of Education Society) http://www.ed.uiuc.edu/EPS/Educational-Theory/</p> <p>Five Educational Philosophies</p>

	<p>http://edweb.sdsu.edu/LShaw/f95syll/philos/phintro.html</p> <p>Four Twentieth Century Theories of Education http://people.morehead-st.edu/fs/w.willis/fourtheories.html Guide to Philosophy on the Internet http://www.earlham.edu/suber/philinks.htm</p> <p>Philosophy of Education Society http://philosophyofeducation.org/</p> <p>Philosophy Project http://www.philosophy_project.com/</p> <p>Stanford Encyclopedia of Philosophy http://plato.standord.edu/</p>
Lesson Plan Analysis I	<ul style="list-style-type: none"> • Using a list of web sites provided in class, find a detailed lesson plan on the Internet. • Evaluate the quality of the plan in terms of course concepts from the first semester of the course. That is, analyze to what degree the design of the plan is consistent with research on human development and learning and aligned with elements of quality teaching, learning, and assessment. You should be very specific, addressing most aspects of the plan. Include at least eight different course concepts in your analysis. Analysis should be approximately 4-8 double-spaced, word-processed pages. • Include full Internet address of the site where you found the lesson plan in your paper. Attach a copy of the lesson plan if you are turning in a hard copy of the assignment. If you are submitting an electronic copy of your assignment, you do not need to include a copy of the lesson plan. Just be sure you have included the correct web address where the lesson plan can be found. • Assessment: Lesson Plan Analysis Rubric includes the following Criteria: Accurately applying course concepts, Applying a variety of course concepts, Substantially (not superficially) applying course concepts; Well written (clarity, organization, mechanics) (Less than Adequate, Adequate, Good, Very Good, Excellent)

Lesson Plan Analysis II	<ul style="list-style-type: none"> • Using a list of web sites provided in class, find a detailed lesson plan on the Internet. • Evaluate the quality of the plan in terms of course concepts, especially concepts from the second semester of the course. That is, analyze to what degree the design of the plan is consistent with research on human development and learning and the elements of quality teaching, learning, and assessment. You should be very specific, addressing most aspects of the plan. Include at least eight different course concepts in your analysis. Analysis should be approximately 4-8 double-spaced, word-processed pages. • Include full Internet address of the site where you found the lesson plan in your paper. Attach a copy of the lesson plan if you are turning in a hard copy of the assignment. If you are submitting an electronic copy of your assignment, you do not need to include a copy of the lesson plan. Just be sure you have included the correct web address where the lesson plan can be found. <p>Assessment: Lesson Plan Analysis Rubric includes the following Criteria: Accurately applying course concepts, Applying a variety of course concepts, Substantially (not superficially) applying course concepts; Well written (clarity, organization, mechanics) (Less than Adequate, Adequate, Good, Very Good, Excellent)</p>
Philosophy of Education Paper II	<p>After a semester of experience and learning, you are now armed with powerful information and tools. Of course, how you incorporate Ed Psych tools into your teaching persona is entirely up to you. Take time to reflect on how you feel about the concepts you have learned thus far and how you will use them to be an effective educator. Reflect on why you want to teach, how you will teach and what you believe are the most essential elements of teaching, learning and education. Synthesize what you have learned about how students learn and develop, strategies for effective teaching, motivation, management, etc. Your personal philosophy should be supported by specific theories and concepts studied in this course. This paper should be a minimum of 1000 words in length. See class rubric for reflective essays for further guidance.</p>
Praxis Reflection Paper	<p>Describe four instances of "theory in action," where you link actual classroom observations from your journal to the</p>

	<p>educational theories discussed in the text. You will likely observe several problematic situations while you are out in the field (or you may supplement these with your previous experiences in schools). Think of these instances as mini case studies. In this paper you should apply a theory or concept from the readings to your case studies. Analyze and critique how the teacher (which could be you) dealt with the situation and how else it could be handled. Support your opinion with research findings. Remember to keep the names/information anonymous. You can either write this as a single paper or as four separate papers. Each "theory into action" analysis should be a minimum of a page in length.</p>
<p>Research and Presentation on Important Education Issue</p>	<p>Students will work individually or in small groups to apply an authentic learning framework in doing research and developing a presentation on an important education issue. Students will examine, research, reflect and explore an educational topic (Driving Question) approved by the teacher and prepare a document addressing all of the rubric items. Each group or person will share a final deliverable in the form of a short innovative and creative 'info-mercial' (expectations will be described in detail in class).</p> <p>There are five major components to Project-Based Education framework:</p> <ol style="list-style-type: none"> 1. Driving Questions (Feasible -We will be able to design investigations to answer this?; Worthwhile - Is it rich in concepts and related to a variety of standards?; Contextualized - Is it related to real world issues?; Meaningful- Is it useful in your own teaching?; Sustainable -Is this project something we can pursue in detail over the semester?) 2. Investigations engage students in asking questions, observing, predicting, designing studies, collecting and analyzing data. 3. Collaboration involves students working with members of the community outside the classroom, as well as with their classmates and teacher, in investigating their Driving Question. 4. Technology enhances students' ability to retrieve information, gather/analyze real-world data, and share findings.

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	5. Artifacts consist of reports, displays, models, and representations of what students have learned during course of investigations.
Principles of Education Research Paper	Each student will complete a formal research project and paper that meets the standards for a college level research paper on an educational topic of personal interest. Classroom instruction and support for effective research and writing of a formal research paper will be provided. (10-12 pages)
Extended Learning Research/Paper	Explain how cultural, language, and religious diversity influences learning. (4-6 pages)
Ed Policy Brief	Students will identify an educational issue at their own school, research and determine a possible solution to address this issue and develop a policy brief on their chosen topic of school reform/school redesign and present this brief to the Faculty Council or other faculty committee.
Learning Log/Blog On Line Discussions	Students will participate in on-line discussions vis-à-vis Collaborize Classroom. http://www.collaborizeclassroom.com

D. Additional Key Assignments: Detailed descriptions of Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all assignments that students will be required to complete	
Case Studies and Case Book Scenarios	Most Units include one or more Case Studies and/or Case Book scenarios. Several Case Studies are lengthy and complex and involve students in substantial reading, research, and writing. Others are short scenarios which require students to apply unit concepts to classroom practice.
Education Practica	Each quarter each student will participate in one or more education - related practica. These will include classroom observations (at all levels of education), education-related service learning experiences, participation in professional development opportunities, attendance at a professional

	education-related Conference, Institute, and/or meeting, assisting in an after school learning/tutoring program; teaching someone a new skill; etc.
Practice and Demonstration of Competency	Each quarter each student will be required to apply knowledge gained from course readings, assignments, observations, and experiences in a classroom setting. These practice and demonstration sessions will culminate in a curriculum or assessment project presentation incorporating best teaching practices learned in the course.
Lesson Plan and Teaching Demonstration	After reading <i>Working with Young Children</i> , each student will develop a professional lesson plan and lead the class in this lesson.
Junior Achievement Day	Students will prepare for and participate in the Academy's annual Junior Achievement Day. Students will teach a Junior Achievement Success Skills lesson to local elementary school students.
Children's Book Making Project	In this lesson students plan, write, illustrate, and publish their own children's picture books. First, students review illustrated children's books to gain an understanding of the creative process and the elements that help make a children's book successful. Next, students use graphic organizers to brainstorm ideas for the character, setting, and conflict of their own stories. Students then pitch their stories to their peers and use peer feedback as they develop their stories. Students create storyboards to plan the relationship between the illustrations and text. Finally, students use a variety of methods to bind their books in an attractive manner and present their books to their peers. http://www.readwritethink.org/classroom-resources/lesson-plans/children-picture-book-project-1022.html
Professional Teaching Careers Portfolio	Each student will complete a Professional Teaching Careers Portfolio. Each portfolio will include exemplary work from the course as well as work samples that demonstrate student

	<p>mastery and growth toward mastery with regard to the California Standards for the Teaching Profession: * Engaging & Supporting All Students in Learning * Creating & Maintaining Effective Environments for Student Learning * Understanding & Organizing Subject Matter * Planning Instruction & Designing Learning Experiences for All Students * Assessing Student Learning & Developing as a Professional Educator. Students will present their portfolios to a panel of professional educators.</p> <p>Students will use either three-ring binders, plastic cover sheets, and dividers to create a professional portfolio OR will use a digital portfolio platform. Contents will include:</p> <ul style="list-style-type: none"> • Table of Contents • Autobiographical Statement • Teaching/Learning Philosophy Statement/ Paper • Personal Goals as an Emerging Educator • Resume • Reflections on Education Job Shadows, Field Experiences, Practica, Internships • Service Learning Log and Reflection/s • Learning Style Survey Results and Reflection • Write-up of Interviews with at least two of the following: experienced teacher, beginning teacher, counselor, site administrator, district administrator, main office secretary/staff • Education Research Paper • Education Reading/Viewing log (education- related books, articles, films, websites, etc. • Letter/s of Recommendation • Work samples related to: <ul style="list-style-type: none"> ○ Accomplished Practice ○ Curriculum Design ○ Assessment ○ Lesson Planning ○ Lesson Plan Analysis ○ Professional Communication ○ Professional Growth ○ Professional Ethics
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	<ul style="list-style-type: none"> ○ Effective Learning Environment ○ Knowledge of Subject Matter ○ Scaffolding for Student Success ○ Teaching Diverse Populations (including Special Education, English Language Learners, etc.) ○ Use of Data to Improve Instruction ○ Models of Teaching ○ Teaching Critical Thinking ○ Differentiated Teaching and Learning Practice/s ○ Culture of Respect and Responsibility/ Classroom Management Plan ○ Student Motivation <p>Additional Items/ Student choice of work samples and project artifacts</p> <p>http://www.edu/ulethca/fe/portfolio.shtml</p> <p>http://www.teachernet.com/how-to/employment/portfolio/index.html</p> <p>http://reach.ucf.edu/-ed_found/postsec.html</p>

D. Instructional Methods and/or Strategies

<ul style="list-style-type: none"> • Collaborative Learning
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- Reciprocal Teaching
- Direct Instruction
- Hands-on Labs
- Written Assignments
- Project- and Problem-Based Learning (including Case Studies)
- Oral Presentations
- Research
- Differentiated instruction
- Multimedia Presentations
- Field Trips, Practicum, Field Observations, Field Work
- Guest Speakers

E. Assessment Methods and/or Tools

- Portfolios
- Written Response - Essential Questions, Short Essay, Substantive Essays
- Multiple Choice, Short Answer, and Short Essay Quizzes
- Oral Presentations
- Multimedia Presentations and Exhibitions of Student Work
- Peer Review
- Practical Labs
- Rubrics
- Student Performance Review and Interview
- Technical Diagrams and Schematics
- Concept Maps

F> Corresponding Non-Honors Course: Indicate the name of the regular non-honors course corresponding to this proposed honors course.

N/A

G. Differences in Honors/Non-Honors Courses. Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific.

N/A