

Spring 2016 Hybrid Section: Face-to-face meetings 1/25, 4/04 in MH 112.

INSTRUCTOR: Dr. Teddi Eberly Martin, PhD

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OFFICE HOURS: M, 10-12; W, 1-3; F, 10-12; or by appointment

CATALOG COURSE DESCRIPTION:

3 hours. Principles and foundations of curriculum for grades EC–8 in public schools. Includes the study of professional ethics/responsibilities, educational philosophies, the history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment.

PURPOSE AND RATIONALE:

The goal of this course is to engage learners in understanding and analyzing the contextualized nature of our American public school system. This course delves into the historical, cultural, political, and social contexts that influence our present-day curricular, financial, and organizational structures. As an extension, the learner will examine his/her own historical, cultural, political, and social experiences, including personal biases, in the development of his/her philosophy of education. In other words, the learner will begin to "unpack" who s/he is as a learner so that s/he can begin to examine the experiences and expectations s/he brings to teaching. In addition, learners will deepen their understanding of professional ethical expectations and responsibilities, especially as it pertains to issues of diversity. An effort is made to address issues at personal, local, state, and national levels of education.

REQUIRED TEXTS (bring to class daily):

Webb, L. D., Metha, A., & Jordan, K. F. (2013). *Foundations of American education* (7th Ed.). Boston, MA: Pearson.

Other articles and handouts as provided by instructor

COURSE WEBSITES:

This course utilizes Blackboard Learn. To access this course, log in at <https://learn.unt.edu>.

This course requires completion of a portfolio and a key assignment that will be uploaded and assessed in the UNT TK20 Assessment System, requiring the one-time purchase of TK20. Student subscriptions are effective for seven years from the date of purchase.

Please go to the following link for directions on how to purchase Tk20. <http://www.coe.unt.edu/tk20>

COURSE GOALS/OBJECTIVES:

By the end of this course, the learner should be able to:

1. explain the expectations of the profession, including code of ethics, professional standards of practice, and relevant law and policy (e.g., laws regarding educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting in situations related to possible child abuse)
2. explain the impact that historical, cultural, legal and social factors has had on the education experience of various diverse populations, including, but not limited to, gender, racial, immigrant, and special needs groups
3. explain the relationship between curriculum, instruction, standardized testing, and school accountability

UNIVERSITY OF NORTH TEXAS—COLLEGE OF EDUCATION
Teacher Education and Administration Department

4. explain the structure of the education system in Texas, including relationships between campus, local, and state components
5. explain funding sources for school districts at the local, state, and federal levels
6. identify his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families
7. develop a philosophy of education statement, in part by examining his/her own educational experiences and personal biases, in addition to the various societal expectations for the purpose of education in the United States

STANDARDS ADDRESSED:

This course addresses the following standards:

Texas Pedagogical and Professional Responsibilities (PPR) Standards II and IV
InTASC Standards 2, 3, 9, 10
Portfolio Checkpoint 1 addresses all 10 InTASC standards.

CLASS POLICIES:

Attendance: Expectations for attending class are in accordance with the statement on attendance set forth in the UNT Bulletin: Undergraduate Catalog: “Regular and punctual attendance is expected. . . . Absences may lower the student’s grade where class attendance and class participation are deemed essential by the faculty member.” As this is an online class (primarily), your presence is expected on the discussion boards and in the submission of your assignments.

Submitting Work: All assignments will be submitted via Blackboard Learn—unless otherwise indicated. Assignments posted/submitted after the deadline will be considered late and points will be deducted from the final grade. Of course, there are some events in life that may cause a delay in work products; this will be taken into consideration on an individual basis. Please discuss with instructor PRIOR to due date.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

COURSE REQUIREMENTS/ASSIGNMENTS:

Each student is required to comply with the following expectations. All deadlines are listed in the course calendar. More information for each assignment will be provided in class along with any applicable grading guides.

- **Personal Philosophy of Education Statement (TK20 Key Assignment):** For this assignment, you will first take a “quiz” to find out which philosophy of education you most align with. You will then write a paper describing your personal philosophy of education, as related to the philosophies we talk about in class. In addition, you will address possible instructional implications of this philosophy on your teaching. **N.B. This is a TK20 Key Assignment. You MUST upload this assignment to TK20 to be graded. Successful completion of this assignment is required in order to pass this course.**
- **Response to Code of Ethics Scenarios:** After viewing the Texas Education Agency Teacher Ethics training videos, you will complete several scenarios based on a range of situations including those involving students, professional ethics, community and family, and bullying. The scenarios can be found at http://www.ctteam.org/df/resources/Module5_Manual.pdf. Your instructor will also make a copy available to you.
- **Legal Brief:** To help you become familiar with some of our state’s education laws, you will research one of Texas’ education laws according to the given guidelines.
- **Quizzes:** To showcase your learnings, you will take several quizzes based on the readings. Quizzes are open-book, but are timed. You should read and study BEFORE taking the quiz.
- **Other Assignments:** In order to maximize your learning, your instructor may make other assignments. Follow directions provided in class for these assignments. (Includes discussion board posts, bias test/reflection, school structure assignment, state education governance, etc.)
- **State Mandated Mental Health Education Module:** As mandated by SB 460, you are required to complete the state mandated mental health education module that is located in BlackBoard. (This is not related to our course content, but this is where the department decided to put this required module.)
- **Final:** As a culminating experience, you will complete an essay exam. The goal is to help you synthesize and apply what you have learned in this course. More directions will be given at the appropriate time.
- **Portfolio Checkpoint 1 on TK20:** In the EC-6 and 4-8 certification programs, there are three portfolio checkpoints. The first checkpoint is completed in this class. More information will be given in this course. **Successful completion of the portfolio is required in order to complete this course.** N. B. An important change has been made to this requirement, which began in summer 2015. Only ONE artifact is needed per InTASC standard. More information on expectations regardless of which section you are registered for can be found at <http://teddimartin.wix.com/edee3320#!portfolio-tk20-info/c1ghi>.

EVALUATION AND GRADING:

Philosophy of Education Paper (TK20): 20%

Other Assignments: 30%

Portfolio Checkpoint 1: 25%

Quizzes and Final: 25%

Grades are assigned as follows: 90-100% A// 80-89% B// 70-79% C// below 60%

COURSE CALENDAR:

NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR'S DISCRETION.

N.B. Each of the weeks we meet online, please be sure to check BlackBoard to stay apprised of any announcements, updated assignments, etc. We meet online unless otherwise noted.

January 19

Week 1: Module 1—Code of Ethics: What Does It Mean to Act as a Professional?

Related Course Objective(s): 1

During this module, you will become familiar with the state educator code of ethics. As educators, our treatment of our students and colleagues must be above reproach. Knowing what is expected of you will help you avoid the #1 reason that new teachers are terminated: violations of the code of ethics!

- **Readings:**
 - ✓ Webb, pp. 32-34
 - ✓ **Texas State Code of Ethics**
[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)
 - ✓ Webb, chapter 12 (optional)
- **Assignment(s):**
 - ✓ Complete the code of ethics case studies/scenarios. You should upload your assignment to the appropriate link on BB by Saturday, 1/30 @ 11:59 pm.
 - ✓ Watch the code of ethics videos. Post your comments on the appropriate discussion board by Saturday, 1/23 @ 11:59 pm. (This is a different date than the other two assignments.)
 - ✓ Complete the Code of Ethics scavenger hunt (found under the Module folder). You should upload your assignment to the appropriate link on BB by Saturday, 1/30 @ 11:59 pm.

January 25 (face-to-face); February 1

Weeks 2-3: Module 2—Philosophical Influences on Education

Related Course Objective(s): 6, 7

During this module, you will examine some of the prominent philosophies that influence how people view the purpose of education--and subsequently the ways in which we teach, assess, set up our classroom environment, etc.

One of the reasons this is important is because you will encounter many different philosophies in your work with colleagues, parents, administrators, and even students. Being able to "see where someone is coming from," so to speak, will help you to better communicate with others.

You will also articulate your philosophy of education at this point in your professional preparation. Understanding your philosophies will help you to better align your professional practice.

- **Readings:**
 - ✓ Webb, chapter 3, pp. 54-62, 64-67;
 - ✓ Webb, chapter 4, pp. 76-83, 86-96
- **Assignment(s) from Syllabus:**
 - ✓ Personal philosophy of education statement (TK20 assignment), including philosophy of education quiz—due on TK20 by Saturday, 2/13 by 11:59 pm. I will give you directions for this assignment in class, but you should read through the expectations beforehand.
 - ✓ Before we meet in person on 1/25, you should read the appropriate pages in the textbook.
 - ✓ You should take the quiz for these chapters by Saturday, 2/6 @ 11:59 pm.

February 8, 15
Weeks 4-5: Module 3—Historical Influences on Education
Related Course Objective(s): 2

During this module, you will examine how public education has changed over our 200-year-history.

One of the reasons this is important is because we sometimes get tunnel vision---we feel that what we are currently doing has been what we've always done. But who has had access, what curriculum has been taught, and many other things have changed over the course of our history. Knowing where we've been can help us see new possibilities as we continue to change as a nation.

- **Readings:**
 - ✓ Webb, chapter 5, pp. 115-127;
 - ✓ Webb chapter 6, pp. 132-160;
 - ✓ Webb chapter 7, pp. 166-195
- **Videos (You will need your EUID and password to access videos):**
 - ✓ School: The Common School https://vod.library.unt.edu/cat_vodentry.php?film=415
 - ✓ School: As American as Public School https://vod.library.unt.edu/cat_vodentry.php?film=416
 - ✓ School: A Struggle for Educational Equality https://vod.library.unt.edu/cat_vodentry.php?film=417
 - ✓ School: The Bottom Line in Education https://vod.library.unt.edu/cat_vodentry.php?film=418
- **Assignments:**
 - ✓ Watch two (2) of the *School* videos before posting in the two discussion posts (see guidelines on BB).
 - **Discussion Post 1:** Post your initial reaction by Wednesday, 2/10. Post your follow-up to two peers by Saturday, 2/13.
 - **Discussion Post 2:** Post your initial reaction by Wednesday, 2/17. Post your follow-up to two peers by Saturday, 2/20.

February 22, 29
Weeks 6-7: Module 4—Influences of Poverty and Race (and Other Sociological Factors) on Education
Related Course Objective(s): 2, 6

Not all students in the United States have the same opportunity for educational success. During this module, you will examine some of the trends in educational achievement that exist in the country, especially as they are related to poverty and minority status.

One of the reasons this is important to consider is because students bring their home lives to the classroom. In fact, many consider the school to be a microcosm of the larger community, state, and nation. We have to understand the home lives of our students if we are to be culturally responsive educators.

In addition, you will take a "bias test" and write a reflection on it. The purpose of this is to help you begin to unpack who you are and what lenses for seeing the world and understanding your students that you bring to the classroom.

- **Readings:**
 - ✓ Webb, chapter 8, pp. 206-221
 - ✓ **National Opportunity to Learn Toolkit:**
<http://www.otlcampaign.org/sites/default/files/resources/Opportunity%20Gap%20Toolkit%20FINAL.pdf>
- **Assignment(s):**
 - ✓ Take the quiz based on this week's Webb reading by Saturday, 2/27 @11:59 pm.
 - ✓ Discussion board post regarding your reaction to the National Opportunity to Learn toolkit (initial post by Wednesday, 3/2; follow-up post to two peers by Saturday, 3/5.)

- ✓ Bias Test Completion and Reflection should be uploaded to BB link no later than Saturday, 3/5 @ 11:59 pm. See below for guidelines.

March 7, 21
Week 8-9: Module 5—Legal Influences (both Federal & State) on Education
Related Course Objective(s): 2

Because of our federal constitution, state governments have the responsibility to oversee public education. This does not mean that the federal government has no influence in education. The purpose of this module is to help you become acquainted with some of the laws, both federal and state, that influence your life as a teacher.

- **Readings:**
 - ✓ Webb, chapter 11
- **Assignment(s):**
 - ✓ Take quiz on textbook readings. Due date: before Saturday, 3/12 @ 11:59 pm.
 - ✓ Complete the Legal Brief assignment, as described below. Due date is Saturday, 3/26 @ 11:59 pm.

March 28, April 4
Week 10-11: Module 6—Governance and Financial Influences on Education
Related Course Objective(s): 4, 5

Where does the money come to pay your salary? to fund student supplies? Who gets to decide what policies and procedures you must follow? The goal of this module is to help you grow your understanding of the financial and governance influences on your teaching life.

- **Readings:**
 - ✓ Webb, chapter 13
- **Assignment(s):**
 - ✓ Take quiz on textbook readings. Due date: before Saturday, 4/2 @ 11:59 pm.
 - ✓ Complete the Local School Structure assignment, as described below. Due date: before Saturday, 4/9 @ 11:59 pm.
 - ✓ Complete the State Education Governance assignment, as described below. Due date: before Saturday, 4/9 @ 11:59 pm.

April 11
Week 12: Module 7—Curriculum and Assessment Requirements
Related Course Objective(s): 3

Up until this point, we have discussed various influences on our American public school system. In this module, we will examine the forces that influence the curriculum.

- **Readings:**
 - ✓ Webb, chapter 14, pp. 370-380
- **Assignment(s):**
 - ✓ Take quiz on textbook readings. Due date: before Saturday, 4/16 @ 11:59 pm.

April 18

Week 13: Putting It All Together: How do the various contextual factors work together to influence education at the classroom level?

Related Course Objective(s): 1

Up till now, you have studied various influences on the American public education system. Most importantly, you have looked at who has/had access to public education and what types of curricula are/have been offered to different populations. Remember, these issues are not something that reside in the past. We are STILL dealing with issues regarding who has access to public education—including what type of curriculum students are offered (e.g., Is it really feasible to educate ALL students? What about language learners?). We are also dealing with issues known as the “opportunity” gap (e.g., think ethnic/racial and poverty influences).

During this week, your instructor will help you synthesize the influences on the American public education system that you’ve studied this semester. Most importantly, you should think about what all this “stuff” means for you in the classroom.

Your assignment for this week is to participate in the discussion board. Please log on to BB for further information. Your initial response is due by Wednesday, 4/20 @11: 59 pm. Your follow-up responses on two peers’ posts is due by Saturday, 4/23 @11:59 pm.

April 25, May 2

Weeks 14-15: Completion of Portfolio Checkpoint 1

During these weeks, you have time to complete the remainder of your portfolio checkpoint 1.

You should adhere to all deadlines given by your instructor so that you can receive feedback before you fully submit the portfolio. See BB for the list of due dates.

Week 16: Final: Complete the Mental Health Education Module by May 9th @ 11:59 pm

UNIVERSITY OF NORTH TEXAS—COLLEGE OF EDUCATION
Teacher Education and Administration Department

UNIVERSITY POLICIES:

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>

Collection of Student Work: In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20-campus-tools> Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams> If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

UNIVERSITY OF NORTH TEXAS—COLLEGE OF EDUCATION
Teacher Education and Administration Department

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The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.