

Education 300 - Issues in Education: Teaching Diverse Populations

Tentative Syllabus - Fall 2010

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Class Schedule:

TTH 2:30 – 3:50

This course is designed to study contemporary issues in education: their theoretical, political, and social backgrounds, their current status, and ways to make decisions about them and inform practice regarding them. This course examines topics relevant to teachers at all levels. Topics include discipline; effective professional relationships; roles and responsibilities of various school personnel; collaborative teaching and learning; needs of the individual learner; multicultural education; legal and ethical implications of teaching; school finance; educational technology; professionalism; standards and accountability; and school reform. As a particular focus, this course examines topics relevant to teachers preparing to teach grades 7-12 including: classroom management; effective professional relationships; roles and responsibilities of various school personnel; collaborative teaching and learning; differentiated instruction; teaching students with disabilities; ESL/ELL learners; content area reading; multicultural education; legal and ethical implications of teaching; school finance; educational technology; professionalism; standards and accountability; and school reform.

I. Readings and Memberships

Required:

- Nelson, J., Palonsky, S., & McCarthy, M.R. (2010). Critical issues in education: Dialogues and dialectics. New York: Pearson.
- Various articles assigned during class.

Memberships:

- Google Account – We will be working with some of the features Google offers. You will need to set up an account if you do not already have one.

II. Rationale

The research is clear; what matters most is the quality of the teacher who we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement. The College of Wooster

Standards for the Teaching Profession were developed for use as a guide for candidates as they continually reflect upon and improve their effectiveness as educators.

In the College of Wooster Standards for the Teaching Profession, seven standards are included and grouped into three larger categories: Focus of Teaching and Learning, Conditions for Learning, and Teaching as a Profession. Each of the seven standards is a broad category of teacher knowledge and skills. These seven standards and their respective dispositions identify the knowledge, skills, and professional dispositions expected of education professionals. They also identify the organizational structures, policies, and procedures that are in place to support candidates in meeting these expectations. Finally, these standards help the Department of Education to measure its effectiveness in carrying out high quality teacher preparation.

Developing a deep understanding of these seven standards is at the core of this course and the teacher preparation program at the College of Wooster. The standards are as follows:

The Focus on Teaching and Learning

- Standard 1 - Students: Teacher candidates understand student learning and development, and respect the diversity of the students they teach.
- Standard 2 - Content Knowledge: Teacher candidates know and understand the content area for which they have instructional responsibility.
- Standard 3 - Assessment: Teacher candidates understand and use varied assessments to inform instruction and to evaluate and ensure student learning.
- Standard 4 - Instruction: Teacher candidates plan and deliver effective instruction that advances the learning of each individual student.

The Conditions for Teaching and Learning

- Standard 5 - Learning Environment: Teacher candidates create learning environments that promote high levels of learning and achievement for all students.

Teaching as a Profession

- Standard 6 - Collaboration and Communication: Teacher candidates collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.
- Standard 7 - Professional Responsibility, Growth and Reflection: Through reflection, teacher candidates assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

The Departments of Education and Music Education commitment to diversity:

The Teacher Education Program is committed to providing teacher candidates with as many experiences as possible working with diverse students and in diverse classroom settings. In addition, all teacher candidates read parts of a common text, *Straight Talk Growing as Multicultural Educators*, in each education course taken and are required to reflect on the impact of these events on their lives as classroom teachers.

The Departments of Education and Music Education commitment to technology:

The Teacher Education Program is committed to providing teacher candidates with as many experiences as possible with the use and integration of technology in teaching and learning. Teacher candidates are required to use technology in class and in field-based lessons. Technology is integrated into each course, rather than taught in an isolated course. Each teacher candidate is required to complete an e-portfolio beginning in the first teaching methodology course (Education 100), and this serves as a key assessment throughout the teacher education program. Lastly, members of the College's Information Technology Department support faculty and candidates in the use and integration of technology in classes and field and clinical experiences.

In addition, coursework for Education 300 is aligned with the **Center for Exceptional Children's Professional Preparation Standards for General Curriculum**. The 10 overarching themes for these standards are as follows:

- Foundations
- Development and Characteristics of Learners
- Individual Learning Differences
- Instructional Strategies
- Learning Environments and Social Interactions
- Communication
- Instructional Planning
- Assessment
- Professional and Ethical Practice
- Collaboration

III. Course Expectations

Learning Community Requirements:

Though we are a small class, as a member of this team you will be expected to perform at your best at all times. Some team behaviors which must be evidenced are: active listening with teammates; offering suggestions; taking suggestions; meeting out of class as appropriate; and, completing all team work as arranged.

Other Requirements:

Work submitted past due date may not be accepted. While this may not be the policy I suggest you use with your students, I feel it mirrors the professional practices required of secondary school teachers.

Attendance and Participation:

The success of our course will depend upon the active participation of all individuals. Please note: Ad hoc assignments may be given in class, and these can usually not be made up. Otherwise, major assignment due dates are given in the course schedule, and it is your responsibility to be aware of this schedule and complete your work in accordance with these dates.

Class sessions are designed around the assumption that students have completed the assignments. Excessive absences may be reflected in the final grade and will result in formal communication with the Dean of Faculty in the form of an interim report.

Professionalism

As you embark on the journey of your professional career, it is important to begin to make the transition from being a student to being a professional. Professionalism is as much an attitude as it is a mode of dress and behavior. Those with a professional attitude respect the right and opinions of all colleagues, display a willingness to collaborate and communicate, and approach their work with energy. A professional attitude is expected both in your field experience school and in our class. Academically, students must follow the Code of Academic Integrity as published in *Scot's Key*.

Dress

When interacting with students and professionals, professional dress and demeanor is expected at all times. If you have any questions, it is best to ask. Students who do not dress professionally will be asked to leave the school and department faculty will determine if student may return.

Students with Disabilities

Students with disabilities will be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor and Pam Rose, Director of the Learning Center (ext. 2595), at the beginning of the semester to make arrangements for necessary classroom adjustments.

IV. Assessment Plan

The scope and sequence of the ED300 curriculum lends itself to individual inquiry. With this in mind, and in response to class input, I provide the following assignments as a proposal for the assessment scheme in ED300 (rubrics for each assessment will be developed).

A. Self-Designed Advanced Technology Project (25%)

A number of technology projects were discussed while designing this phase and each contained compelling aspects. Instead of choosing a single technology assignment for the entire class, students will be asked to develop their own project that explores advanced technological horizons. This proposed assignment is an attempt to allow students to pursue avenues of technology that have not been provided to this point, but also to model a differentiated approach to meeting curricular objectives. Simply, the project you choose to undertake must be challenging to you and beneficial in the long-term, not just for this class. Before beginning, each must develop a proposal that contains the following:

- A detailed description of the envisioned project and why this project will be beneficial to your future classroom endeavors
- A rationale as to why this project is "advanced" as it relates to technology
- A proposed timeline for project completion (this must contain interim progress check dates)
- A rubric that will be used to assess your project. A core of 3-4 criteria will be provided that all projects will be assessed with. Additional criteria specific to your project will be developed on an individual basis.

All proposals must be accepted by me before you may begin to work on the project.

This is to ensure a standard of quality an expectation across the class. Proposals are due 14 September, projects should be ready to present on 23 November.

B. AYA Mentorship Project (25%)

Critical to your development as a future adolescent and young adult (AYA) educator is ongoing, authentic, and meaningful experiences with AYA students and learning environments. For this class, our field component will look much different than in prior coursework. This semester, each ED300 student will be paired with a Wooster High School student who is enrolled in the Senior Seminar in Project-Based Service Learning class, as well as a community mentor familiar with the social/civic topic of choice. This class is designed to teach students how to engage with a particular civic/social issue through research and inquiry, with the ultimate goal of implementing a service project in an effort to have an impact on that issue. Over the course of the semester you will serve as a mentor for your assigned student, assisting him or her in trying to realize his or her goals.

Your requirements for this project are as follows:

- Serve as a sounding board as the students work through the creative process of developing their projects.
- Act as a research consultant by engaging students in critical questions, and pointing them in the direction of resources and expertise they hadn't yet considered.

- Participate in the creation of the student's online webpage that will serve as a public outlet for this project.
- Monitor the student's project timelines.
- Participate with the student in reading texts they select that help to inform their inquiry.
- Maintain weekly contact through email/face-to-face/Google Chat with the student regarding the topics above.
- Assume a determined level of participation in the student's service project.
- Collect artifacts that support your participation in the above requirements.

Field Experience

On October 5, all of the Senior Seminar students will participate in a Service and Leadership Retreat at the [Nuhop Center](#). This retreat is a two-day experience where students will develop concrete plans for their service projects. The second day of the retreat is devoted to spending time with their mentors. The day will feature team building exercises, as well as individual time devoted to dreaming about what could be possible. This retreat experience has the chance of being one of the more meaningful educational experiences you have ever participated in – you can experience an action-oriented curriculum firsthand!

Final Mentorship Presentation

For the week of 11/30, each student is required to develop a presentation that chronicles his or her mentorship experience in the project. This project will only be possible through careful and deliberate collection of artifacts throughout the semester. The medium for this presentation is up to the student, but must be approved by Dr. Broda. The venue for this final presentation will be a Project Pericles Symposium, where all ED300 students will present their individual projects.

First, you will create a short description as to why you chose the medium you did for sharing with us the meaning you constructed from you mentoring. This description needs to illustrate why this was the best choice for you. This first exercise will help me to understand your own diversity and ability to identify your own strengths and weaknesses as a learner. You will also need to complete the two prompts that are a part of Phase One (What aspect of your project are you most proud of and why? What aspect of your project do you feel could use additional attention or revision and why?).

Second, in Phase Two, you will need to reflect on each of the individual presentations today and discuss how you were informed or enlightened by the new ideas and perspectives presented by your colleagues. This exercise is focused on you ability to utilize collective group experiences as a source for professional/and or personal growth.

C. E-Portfolio (25%)

As you near the end of your time at the College, it is important to revisit your e-portfolio for revision, as well as provide new content to show growth. In the class we will be focusing on the CEC standards distributed on the first day. These will be the new standards that are added to your e-portfolio for this semester. In addition, it will be asked that you “clean house” a bit and make sure that your portfolio is current and displaying what best represents you. For the CEC Standards, you will be required to have the following:

- Definition for each standard in the set (provided)
- Reflection on each standard in the set
- Attached/linked/described artifact for each standard
- Explanation of how the artifact exemplifies the standard

In addition, a complete E-Portfolio Outline will be provided so that you can check to make sure you have all of the needed components from the past four years. The departmental rubric will be used to assess the E-Portfolio.

To provide authentic feedback, each ED300 student will be paired with a local administrator who will view and comment on what they see from an employers perspective. They should be ready for sharing by November 30.

D. Class Preparation and Participation (25%)

A large portion of your class grade will be devoted to coming to class prepared and your active participation during the class sessions. The nature of our curriculum is such that thoughtful and intellectual participation in dialogue is paramount and to do that one must read and be an active class member. It is my intention to vary the readings during class so that students can gravitate towards the topics and ideas that they find most interesting and challenging. Students will be required to host roundtable discussions, prepare for interviews with panelists, and participate in debates based on assigned “readings.” These experiences will require significant and thoughtful preparation to be done well and will need to incorporate more than just the written text (i.e. video, music, speeches, etc.). As a learning community, your preparation and participation will directly impact your classmates. The main topics to be covered in our readings will be the following:

- **Justice & Equity** - Whose interests should schools serve?
- **Knowledge & Literacy** - What should be taught?
- **School Environment** - How should schools be organized and operated?
- **Principles of Special Education**

Tentative Timeline

August 31 & September 2

Introduction to Critical Issues and Critical Thinking

September 7 & 9Introduction to Critical Issues and Critical Thinking
Mentorship Reading**September 14 & 16**Justice & Equity I
Advanced Technology Proposals Due (9/14)**September 21 & 23**

Justice & Equity II

September 28 & September 30

Knowledge & Literacy I

October 5 & 7Knowledge & Literacy II
Optional Retreat (10/5)**October 12 & 14**

School Environment I

October 19 (no class) & 21

School Environment II

October 26 & 28

Exceptional Populations I

November 2 & 4

Exceptional Populations II

November 9 & 11

Class-Developed Topics I

November 16 & 18

Class-Developed Topics II

November 23 & 25 (no class)

Technology Project Symposium

November 30 & December 2Mentorship Presentations
E-Portfolio Review Ready (by 11/30)**December 7 – 9 (Finals)**

E-Portfolio Complete

V. Grading

97-100% A
 90-93% A-
 87-89% B+
 83-86% B
 80-82% B-
 77-79% C+
 73-76% C
 70-72% C-
 60-69% D
 59% and below F

VI. Tentative Course Outline**August 31 & September 2**

Introduction to Critical Issues and Critical Thinking

September 7 & 9

Justice & Equity

Advanced Technology Proposals Due (9/9)

September 14 & 16

Justice & Equity

September 21 & 23

Justice & Equity

September 28 & September 30

Knowledge & Literacy

October 5 & 7

Knowledge & Literacy

October 12 & 14

Knowledge & Literacy

October 19 (no class) & 21

School Environment

October 26 & 28

School Environment

November 2 & 4

School Environment

November 9 & 11

Exceptional Populations

November 16 & 18

Exceptional Populations

November 23 & 25 (no class)

Exceptional Populations

November 30 & December 2

Mentorship Presentations

E-Portfolio Review Ready (by 11/30)

December 7 – 9 (Finals)
E-Portfolio Complete