

JOHN CARROLL UNIVERSITY
DEPARTMENT OF EDUCATION AND ALLIED STUDIES
Fall, 2011
ED-100 “INTRODUCTION TO EDUCATION”

INSTRUCTOR: Mr. Michael Kimmel

COURSE LOCATION AND TIME: AD 303, Monday 9:00-10:50AM

OFFICE: AD 310b

PHONE: (216)-397-4333

EMAIL ADDRESS: mkimmel@jcu.edu

OFFICE HOURS: M-F 8:30-5:00 Call for appointment

CATALOG DESCRIPTION:

Pre-requisite for admission to teacher education. Emphasis on self-evaluations a teacher. Introduction to critical issues in education, the person as teacher, criteria for effective teaching , and effective school settings. Includes a field experience component. Lab fee required.

REQUIRED TEXT:

Evers, R. (2011). *Annual editions: Education: 12-13*. 39th Ed.: McGraw-Hill Publishing Company.

Other selected readings (as needed)

RATIONALE AND ACTIVITIES

To the candidate in ED 100:

Candidates in ED 100 are typically recent graduates from high school, and their conceptions of schools are based on memories of what *their* schools were like. These memories are the backdrop for what is taught in the course and the source for many of the activities. Gradually, as the course progresses, new experiences in class and in the field—what you learn—gradually provide fresh memories that will become the basis for what you learn throughout the Teacher Education Program at John Carroll.

To reach the objectives listed above, the John Carroll program is organized around four “domains” thought to be important for successful and satisfying teaching. Each of your courses as you move through the program will address different aspects of the domains. Eventually, when you student teach, you will be competent in all areas. In ED 100, you will begin to gain this competence.

OBJECTIVES

ED 100 is the student’s first formal introduction to teaching as a profession. This course is designed to provide the student with an overview of the field of education. The student will gain insight into and practical experience with two guiding principles for the Teacher Education Program of the Department of Education and Allied Studies: The Conceptual Framework of the Department of Education, and the Ohio Standards for the Teaching Profession. To this end the student will:

- Understand the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.
- Understand how children/youth develop and learn.
- Understand how learners differ in their approaches to learning.
- Understand and use a variety of instructional strategies; design coherent instruction.
- Reflect on professional practices.
- Grow and develop professionally

Program Domains of the Jesuit Ideal in Initial Licensure Programs

Domain	Learner Outcomes
I. Contexts	I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught. I-2. Recognizes the value of understanding the interests and cultural heritage of

each student.

I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

I-4. Creates a learning environment of respect and rapport.

II. Learner Development

II-5. Understands how children/youth develop and learn.

II-6. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.

II-7. Understands how learners differ in their approaches to learning.

II-8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.

III. Practice

III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.

III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.

III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

III-12. Understands and uses formative and summative assessment approaches and strategies.

IV. Person

IV-13. Reflects on professional practices.

IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community.

IV-15. Grows and develops professionally.

Ohio Standards for the Teaching Profession

(book entitled Standards for Ohio Educators)

Standard 1

Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.

- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.

- Teachers expect that all students will achieve to their full potential.

- Teachers model respect for students' diverse cultures, language skills and experiences.

- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 2

Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.

- Teachers understand and use content-specific instructional strategies to efficiently teach the central concepts and skills of the discipline.

- Teachers understand school and district curriculum priorities and the Ohio academic content standards.

- Teachers understand the relationship of knowledge within the discipline to other content areas.

- Teachers connect content to relevant life experiences and career opportunities.

Standard 3

Teachers understand and use various assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.

- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.

- Teachers collaborate and communicate student progress with students, parents and colleagues.

- Teachers involve learner in self-assessment and goal setting to address gaps between performance and potential.

Standard 4

Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
- Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teacher use resources effectively, including technology, to enhance student learning.

Standard 5

Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

Standard 6

Teachers collaborate and communicate with students, parents other educators, administrator and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators, and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7

Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievements.

ED 100 Introduction to Education:

STANDARDS ALIGNMENT CHART

Program Domains of the Jesuit Ideal	Ohio Standards for the Teaching Profession	Assignments
Contexts I-1: Understands the Central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.	2.3: Teachers know and understand the content area for which they have instructional responsibility. <ul style="list-style-type: none"> • Teachers understand school and district curriculum priorities and the Ohio academic content standards. 4.1: Teachers plan and deliver effective instruction that advances the learning of each individual student. <ul style="list-style-type: none"> • Teachers align their goals and activities with school and district priorities and Ohio’s academic Standards 	Philosophy Paper

	<p>4.4: Teachers plan and deliver effective instruction that advances the learning of each individual student.</p> <ul style="list-style-type: none"> Teachers apply knowledge of how students think and learn to instructional design and delivery. 	
<p>Learner Development II-5: Understands how children/youth develop and learn. II-7: Understands how learners differ in their approaches to learning.</p>	<p>1.1: Teachers understand student learning and development and respect the diversity of the students they teach.</p> <ul style="list-style-type: none"> Teachers display knowledge of how students learn and of the developmental characteristics of age groups. <p>1.4: Teachers understand student learning and development and respect the diversity of the students they teach.</p> <ul style="list-style-type: none"> Teachers model respect for students' diverse cultures, language skills and experiences. <p>1.5: Teachers understand student learning and development and respect the diversity of the students they teach.</p> <ul style="list-style-type: none"> Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention. 	Field Reflections
<p>Practice III-9: Understands and uses a variety of instructional strategies; designs coherent instruction.</p>	<p>2.3: Teachers know and understand the content area for which they have instructional responsibility.</p> <ul style="list-style-type: none"> Teachers understand school and district curriculum priorities and the Ohio academic content standards. <p>4.4: Teachers plan and deliver effective instruction that advances the learning of each individual student.</p> <ul style="list-style-type: none"> Teachers apply knowledge of how students think and learn to instructional design and delivery. <p>5.1: Teachers create learning environments that promote high levels of learning and achievement for all students.</p> <ul style="list-style-type: none"> Teachers treat all students fairly and establish an environment that is respectful, supportive and caring. 	Clinical Teaching
<p>Person IV-13: Reflects on professional practices. IV-15: Grows and develops professionally.</p>	<p>7.1: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</p> <ul style="list-style-type: none"> Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct. <p>7.2: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</p> <ul style="list-style-type: none"> Teachers take responsibility for engaging in continuous, purposeful professional development. 	Field Reflections Course Integration Project

IN-CLASS and FIELD EXPERIENCES

In-class and field experiences are of two basic types. (1) Candidates prepare, teach and critique an actual lesson to their peers. In this experience the candidates demonstrate what they have learned, and what they believe, about good teaching. (2) Each candidate spends at least 15 hours in schools; 5 hours in group visits to schools and 10 hours in individual field placement experiences. During these experiences and visits the candidates are gradually introduced to and gather information related to the Program Domains of the Jesuit Ideal in Initial Licensure Program and the Ohio Standards for the Teaching Profession.

TOPIC OUTLINE

Due to the scheduling of site visits, the topic outline does not include dates. Once the instructor knows the scheduled dates for the site visits, the instructor will communicate the dates for covering topics. Below the topics are delineated by month.

Month	Content	Assignment
September	Philosophy of Education Borich Lenses Praxis Domains for Teacher Preparation Ohio Standards for the Teaching Profession	Philosophy Paper due (Sept. 19)
October	Observation Techniques Learning Differences Cultural Diversity in the Classroom Classroom Management Skills	Field Assignments and Notes (due upon completion of scheduled site visits)
November	Direct Instruction Lesson Plan Design Clinical Evaluation of Teaching	Field Reflection due (Nov. 14) Clinical Teaching due (Dec. 5)
December	21 st century Skills Standards-based Education	Complete field hours by (Dec. 5) Domain Integration Paper due (Dec. 12)

PROFESSIONAL RESPONSIBILITIES/DISPOSITIONS/ASSESSMENTS

REQUIRED DISPOSITIONS/ASSESSMENTS/PROJECTS:

Your grade will be earned based upon the following criteria:

- Professional Responsibilities (30 points)
A four point deduction will be assessed to candidates each time they are unable to meet the following professional responsibilities:
Attendance: Candidates are expected to attend class weekly. It is the candidate’s responsibility to notify the instructor prior to class (phone or email) if they are unable to attend. Failure to do so constitutes an unexcused absence.
Preparation: Candidates are expected to have all assigned work, including readings, completed prior to class.
Participation/Dispositions: Candidates are expected to engage in weekly classroom discussions. They are expected to exhibit an intellectual curiosity characterized by reflection and inquiry. Candidates are also expected to display a disposition for the teaching profession.
- Philosophy paper (30 points) due (Sept. 19)
Candidates will write a 3 page philosophy paper that defines both personal and teaching philosophies.
- Field Reflections (30 points) due (due upon completion of scheduled site visits)
Candidates will take notes during 3 field observations (Borich worksheet) and attach these notes to the reflection paper.
- Clinical Teaching Experience (30 points) (Dec. 5)
Candidates will design, teach, and critique a lesson in light of course perspectives on curriculum, instruction, and learning.
- Course Integration Project (30 points) due (Dec. 12)
Candidates will synthesize learning from all aspects of the course in a 3-5 page written paper.
- Assignments/Assessments (30 points) conducted during site visits
Candidates will have assigned work in addition to the assessments noted in numbers 2-6. The criteria for this category will be defined by the ED 100 instructor in your particular section.
- Field Requirement due (Dec. 12)

Candidates complete 10 hours of field experience on their own, and 5 hours with the instructor (3 school visits). It is the candidate's responsibility to provide the instructor with a completed field experience form to verify that this requirement has been met. Failure to do so will result in a grade of incomplete.

GRADING SCALE:

A= 180-171 A-=170-162 B+=161-156 B=155-151 B-=150-144 C+=143-138
C=137-133 C-=132-126 D+=125-120 D=119-115

Note: A grade of C or better is required in all ED courses for those pursuing certification.

Academic Honesty

Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion.

All work submitted for evaluation in a course, including test, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged properly. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of all of the instructors involved.

Concerns about the propriety of obtaining outside assistance or acknowledging sources should be referred to the instructor of the course before the work commences.

Penalties, appropriate to the severity of the infraction, may include a grade of zero for the assignment, possible failure in the course, suspension, or even expulsion from the university. Abuse of computer privileges may result in their restriction and possibly in more severe penalties.

Any appeal by a student is to be made first to the instructor. If disputes of interpretation arise, the faculty member and chairperson will attempt to resolve the difficulty with the student. If this does not lead to resolution, the academic dean normally will rule in the matter.

If a penalty is imposed for academic misconduct, a written report of the incident may be sent to the academic dean. The dean will review the case and determine if, in light of other information and records, further disciplinary action is warranted.

SPECIAL NOTE:

John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities. Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the office of Services for Students with Disabilities at (216) 397-4967 if you have any questions. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register with Student Disability Services at your earliest convenience.

Program Conceptual Framework

The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal*. The conceptual framework that grounds and guides the department's professional education programs is illustrated in Figure 1.

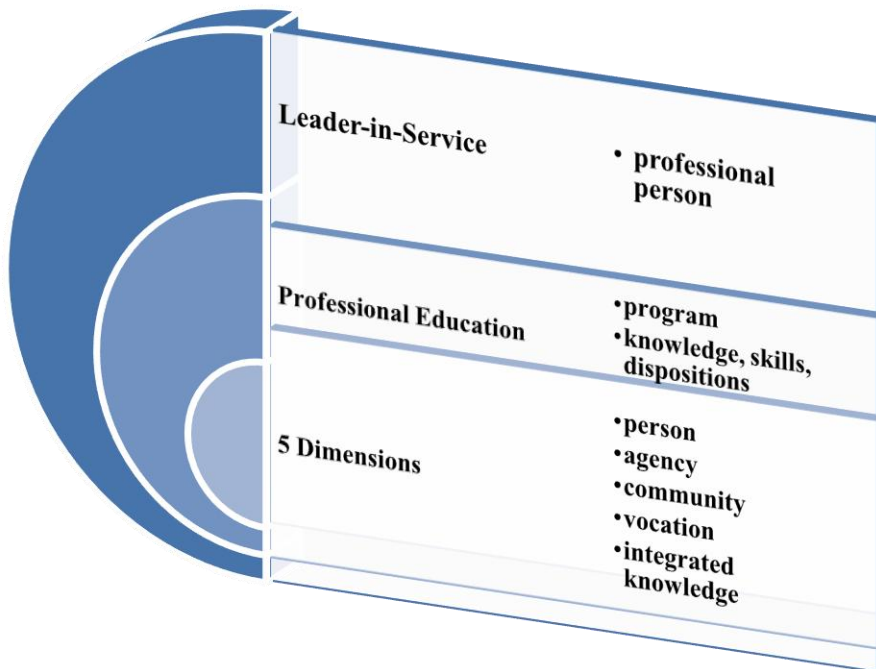


Figure 1. Conceptual Framework of the *Jesuit Ideal*

The figure illustrates the centrality of the educator as a person who through an effective program of professional education develops the knowledge, skills and dispositions that further develop the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the “satisfying power to take meaningful action and to see the results of our decisions and choices”. Murray, J. H. (1997). *Hamlet on the holodeck: the future of narrative in cyberspace* (p126). New York: Free Press.

SELECTED WORKS CONSULTED:

Chiarello, L., Davidman, L., and Ryan, K. (1990) Lessons on Teaching. Fort Worth, TX: Harcourt, Brace Jonanovich College Publishing.

Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass.

Education Week. (2009). *The Obama Education Plan: An Education Week Guide*. San Francisco, CA: Jossey-Bass.

Gee, James Paul. (2003). *What video games have to teach us about learning and literacy*. New York, NY: Palgrave Macmillan. (FYI: paperback version published in 2004).

Henderson, J. (1992). Reflective Teaching: Becoming an Inquiring Educator. New York: MacMillan Publishing Company.

Partnership for 21st century skills. *The Intellectual and Policy Foundations of the 21st Century Skills Framework*. http://www.p21.org/route21/index.php?option=com_content&view=article&id=5&Itemid=2

Posner, G. (1985). Field Experience: A Guide to Reflective Teaching. New York: Longman.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books.

Ryan, K. and Cooper, J. (1992). Those Who Can, Teach. Boston: Houghton Mifflin Company.

Schon, D. (1983) The Reflective Practitioner. New York: Basic Books.

Schon, D. (1987). Educating the Reflective Practitioner. San Francisco: Jossey Bass, Inc.

Sizer, T. (1992). Horace’s School. Boston: Houghton Mifflin Company.

Spring, J. (2002). American Education (10th Ed.) New York: McGraw Hill.

Wagner, T. (2008). The Global Achievement Gap. New York: Basic Books.

SELECTED JOURNALS:

Educational Leadership

Forum

Journal of Teacher Education

Department of Education and Allied Studies ED186: Using Instructional Technology in the Classroom

ED186-52: Wednesday 3:00PM-5:20PM

Course Web Site: <http://www.jcu.edu/education/dshutkin/ed186/>

Instructor: Professor David Shutkin, Ph.D.

Office 304 Administration Bldg

Office Phone 216-397-4754

E-mail Address: dshutkin@jcu.edu

Office Hours by appointment

Mon: 2:00-3:00PM, 8:45-9:45PM

Wed: 1:00-3:00PM, 5:30-6:30PM

Fri: 1:00-2:00PM

[Students with Disabilities](#)

[ED/AS Conceptual Framework](#)

Course Description (catalog):

Principles and techniques affecting technology in instructional settings. Includes examination of emerging technologies and selection, utilization, and production of instructional materials.

Desired Outcomes (Objectives)

It is my intention that together as a class we will create community to:

- Navigate the on-line network at John Carroll University;
- Apply digital productivity tools to education;
- Produce web-enhanced educational materials;
- Evaluate technology enhanced learning materials;
- Discuss social issues that relate technology to education.

Note: [Grade Book Access Code](#)

You can [sign up](#) and see your grades using the code: dshutkin-B00xxxx-xtra4xs

[Academic Honesty](#) is essential to the process of education and to upholding high ethical standards. Plagiarism or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion.

In each assignment, I am looking for evidence of thoughtful engagement and reflection on course readings, lectures, workshops and discussions.

Grading System

Students are evaluated by their retention of substantial information, insight regarding the significance of this information, ability to apply it to new situations, and ability to communicate the knowledge assimilated.

In each assignment, I am looking for evidence of thoughtful engagement and reflection on course readings, lectures, workshops and discussions. I cannot stress enough the significance of giving credit where credit is due -- ALWAYS.

A	Outstanding scholarship. 4 quality points.
A-	3.7 quality points.
B+	3.3 quality points.
B	Superior work. 3 quality points.
B-	2.7 quality points.
C+	2.3 quality points.
C	Average. 2 quality points.
C-	1.7 quality points.
D+	1.3 quality points.
D	Lowest passing quality. 1 quality point.
F	Failure. No quality points.

Attendance

Attendance at every class is required. In the event that you are unable to attend class for a substantive reason, please contact me PRIOR to that class to arrange an excused absence. A pattern of unexcused absences will result in a pattern of reduced FINAL grades. (One grade for each unexcused absence, i.e. from A to B)

Policies on Grading

Assignments are to be submitted electronically.

All assignments are required. I encourage you to discuss your assignments and your grades with me while the course is in progress.

Late Assignments

Submitting assignments after the assigned due date will reduce the grade for that assignment by one letter (i.e. from A to B). However, PRIOR to due dates alternative arrangements can be made for a late submission. Also, a final grade of "I" (incomplete) may be awarded upon request and pending approval.

Assessment Rubric

I am working to develop an assessment rubric sophisticated enough to be used to assess each course assignment. At this time, I apply this [Assessment Rubric](#) only to the This I Believe assignment.

Cell Phone Policy

I am currently working with students in ED186 to develop a policy for class.

Assignments	Due Dates	Points	Weight
WebLog	Multiple due dates	100	25
HomePage	October 5th	100	25
This I Believe	November 2nd	100	25
WebQuest	December 7	100	25
Total		400	100

Table 1. Initial Licensure Teacher Education Program: Alignment of Applicable JCU Conceptual Framework, JCU Learning Outcomes and Ohio Educator Standards, and ED186 Learning Activities

JCU JCU Domain and Learner Outcomes	Ohio Educator Standards	ED186 Learning Activity
I. Contexts I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. 	This I Believe
I-2. Recognizes the value of understanding the interests and cultural heritage of each student.	<ul style="list-style-type: none"> •1 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. •1 Teachers model respect for students' diverse cultures, language skills and experiences. •4 Teachers use resources effectively, including technology, to enhance student learning. 	WebLog This I Believe WebQuest
I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	<ul style="list-style-type: none"> •1 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. •1 Teachers model respect for students' diverse cultures, language skills and experiences. •2 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction. •2 Teachers understand the relationship of knowledge within the discipline to other <u>content</u> areas. •2 Teachers connect content to relevant life experiences and career opportunities. •4 Teachers use resources effectively, including technology, to enhance student learning. 	WebLog HomePage WebQuest
II. Learner Development II-6. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. •4 Teachers apply knowledge of how students think and learn to instructional design and delivery. •5 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class. 	WebQuest

II-7. Understands how learners differ in their approaches to learning.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. •5 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class. 	This I Believe
III. Practice III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. •4 Teachers apply knowledge of how students think and learn to instructional design and delivery. •5 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class. 	WebQuest
III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. •5 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class. 	WebLog HomePage This I Believe WebQuest
III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. •6 Teachers communicate clearly and effectively. 	WebLog HomePage
III-12. Understands and uses formative and summative assessment approaches and strategies.	<ul style="list-style-type: none"> •3 Teachers are knowledgeable about assessment types, their purposes and the data they generate. •3 Teachers select, develop and use a variety of diagnostic, formative and summative <u>assessments</u>. •4 Teachers use resources effectively, including technology, to enhance student learning. 	WebQuest
IV. Person IV-13. Reflects on professional practices.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. 	WebLog HomePage This I Believe
IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. •6 Teachers communicate clearly and effectively. 	HomePage
IV-15. Grows and develops professionally.	<ul style="list-style-type: none"> •4 Teachers use resources effectively, including technology, to enhance student learning. 	WebLog This I Believe

WebLog Assignment

Working in a blogging environment produce a weblog (on-line journal) to demonstrate your preparation for class and your engagement with course events including assigned readings, films and invited speakers.

[Blogger](#) / [Live Journal](#) / [Type Pad](#) / [Xanga](#)

In some instances, but not in every instance, I will present questions or queries to guide your blogs.

The form of a given weblog entry is limited only by available technology and can include, separately or in any combination, textual, audio, photographic or videographic information. (There will be a workshop to help you create and begin producing your blog).

Blog entries are due for the assigned class meeting.

Check out each other's blogs! Everyone appreciates comments on their blog!

WebLog 1: CLASS SURVEY

Personal information

1. Name, hometown, primary email.
2. What name do you prefer to be called?
3. Grade level and subject(s) that you want to teach (For graduate students: undergraduate and graduate degree(s), education license(s), current employment: grade level, subject(s) if applicable, district).
4. What are you into; what makes you special? Share a few “unique” aspects about yourself that would help our classroom community get to know you a bit better.

Learning Style and more:

5. Being as specific as you can, what must be in place for you to feel comfortable taking intellectual and creative risks in a classroom?
6. I am interested in your perception of yourself as a student. Please describe it. Consider such criteria as a) active oral class participation; b) responsible, timely class preparation (of readings, projects, etc.); c) honest, candid self-assessment; d) awareness of your own preferred learning styles/approaches; e) first thing that you do when you cannot or do not understand something; f) other dimensions you believe to be relevant and informative.
7. Is there anything I should know about you, your learning style, or life situation that may be relevant to your successful performance in this course? (Please decide what to share with the class and what to share in confidence with me).

Technology Section

8. What do you believe was the most important technological invention in history? Why?
9. Please list a number of technologies you currently believe to be essential to your life. Star (*) those you (tend to) believe to be insufficiently promoted in education.
10. In relation to technology, please describe what life is like for you after a typical school day?
11. Indicate any uses of technology that you believe tend to be inappropriate or used excessively (by children in or out of school, by teachers in or out of school) or promoted excessively (by the media, the computer industry, schools), i.e. ones that should be restricted or regulated in key ways.
12. Let’s imagine, humbly, that this course is definitely going to be the most meaningful and relevant educational technology course you’ve ever experienced. EVER. Drawing on your past experience in classrooms, and thinking uniquely, specifically and BIG, describe what we need to (1) DO (activities/projects), (2) STUDY (content topics and compelling issues/questions), (3) BE (interacting with each other) and (4) AVOID (in the previous three categories) in order for your visionary views of an ideal course to be mostly realized.

About Dr. Shutkin:

13. Write down two or three questions you would like to ask me about myself or the class.

WebLog2

As a university student, what range of Web 2.0 applications integrated into a professor’s course web site would best facilitate your learning? What are your goals? What are your learning and studying needs? How best to facilitate communications with your professor and with other students in class?

The answers to these and other questions are to inform the discussion topic of a next blog entry.

WebLog3

To facilitate the research and design of your web 2.0 class web site, you have the option of either (A) interviewing a professor to design a website for his or her class or (B) interviewing students on campus (3-5) about the ideal course website.

For either option, you are to explore, discuss, and question the types of applications and content that should be included on a professor's course web site.

Your summaries and discussions of these interviews are the topic of your next blog entry.

WebLog4

As a pre-service teacher, what range of Web 2.0 applications do you need to integrate into the classroom web site that you are building? What are your goals, the goals of the teacher/professor? What are their students' needs? How best to facilitate communications with students and their parents? What about the principal's expectations and/or concerns?

Identify at least five (5) different Web 2.0 applications to link into the course website. Carefully review each Web 2.0 application BEFORE you link it into your class website.

Create a **webliography** (annotated bibliography) to include:

- Name of web site
- Address of website (built into the name as a hyperlink)
- Rationale explaining how each Web 2.0 application will contribute to the curricular, pedagogic and/or administrative goals of the course and the course website.

This webliography is to form the discussion of blog4 entry.

WebLog5 What Do You Believe?

Roland Barthes (1980) informs that the narratives of the world are infinite and never restricted by medium, whether it be textual, visual, or audio information on the Internet or drawings on the walls of a cave. As Barthes shares that these narratives are trans-historical, David Nye (2006) describes an ancient relationship between technology and narrative marked by improvisation and transformation tracing to the very essence of what it means to be human.

As you read David Nye's essay, "Can We Define Technology," reflect on and consider your beliefs about the relation of narrative to technology. What do you believe? Working with a partner from class, produce a short (about 1 minute) video to express your thoughts and beliefs. Publish your video to your blog.

Reading: [Nye, D. \(2006\) *Technology Matters*. Chapter One: Can we define "technology"? Cambridge : MIT Press. 1-15.](#)

[How does Blogger Mobile work?](#): How to post text, pictures or video to your blogger site with your cell phone.

WebLog6

Entry to include approximately 250+ words and any gadget, video, audio or still imagery you deem appropriate.

Post to your blog in preparation for class and to promote and develop ideas and themes for your [Project Tomorrow](#).

(Hint: check out each other's blogs! Everyone appreciates comments on their blog and in some instances they will be required).

Readings:

Digital Literacy

[Project Tomorrow's Speak Up Survey 2007 National Findings](#)

[Prensky, M. \(2008\) Young Minds, Fast Times: The Twenty-First-Century Digital Learner. *Edutopia magazine*. June, 2008.](#)

Action Research

[Ross-Fisher, R. \(2008\). Action Research to Improve Teaching and Learning. *Kappa Delta Pi Record*, 44\(4\), 160-164.](#)

WebLog7

Entry to include approximately 250+ words and any gadget, video, audio or still imagery you deem appropriate.

Post to your blog in preparation for class and to promote and develop ideas and themes for your [Project Tomorrow](#).

(Hint: check out each other's blogs! Everyone appreciates comments on their blog and in some instances they will be required).

Readings:

Digital Literacy

[Tierney, R., Bond, E., Bresler, J. \(2006\) Examining Literate Lives as Students Engage With Multiple Literacies. *Theory Into Practice*. 45\(4\). pp. 359-367.](#)

[Callow, J. \(2006\). Images, politics and multiliteracies: Using a visual metalanguage. *Australian Journal of Language & Literacy*, 29\(1\), 7-23.](#)

WebLog8: A Local Sense of Place

Please read the article:

[Kemp, A. T. \(2006\). Engaging the Environment. *Curriculum & Teaching Dialogue*, 8\(1/2\), 125-142.](#)

Students are more likely to be engaged and interested in school and learning when the topics and themes they are studying are related to a local and familiar sense of place. As this article offers critical commentary about curriculum, standards and high stakes testing, it attempts to make an argument for the local. As a pre-service teacher, what does local mean to you? What local place would be ideal for teaching/learning. For the Webquest project, you are to design an educational experience that emphasizes a local place. For this final blog entry, discuss that place. (250 local words).

Web 2.0 Classroom Web Site Project

John Carroll University
ED186

Dr. David Shutkin

Introduction

For this assignment, I invite you to research, design, build and publish a Web 2.0 course web site.

This semester, I invite you to work in either a [PB Works](#) or a [Wix](#) environment. However, if your prefer working in another environment, please use it.

[PBworks](#) is a functional wiki design and production environment. As a Web 2.0 application, it is VERY user friendly wiki environment suitable for building a basic classroom website.

[Wix](#) is a Web 2.0 application for creating and publishing stunning Web content in Flash. With Wix you don't have to be a designer or programmer to create gorgeous Websites and embeddable Web objects. Wix's drag and drop interface easily adds audio, video, images, text, animation, decoration, and so much more.

Web 2.0 refers to web based design, publishing and networking applications. [FaceBook](#) is a great example of a web2 app. With [FaceBook](#) the user, as many of you are aware, can design his or her own web site or presence on the Internet. Of course it has many uses but of crucial significance for our class and for the work of classroom teachers is that [FaceBook](#), as a web 2.0 design application, can be used from any computer that enables access to the Internet. The user need only surf to the site and log in to his or her account. Menu-driven and user-friendly design and publication tools are then available online.

There is an expanding variety of Web 2.0 applications. Follow the links below to further your understanding of Web 2.0:

- [What Is Web 2.0?](#)
- [ZDNet Definition for: Web 2.0](#)

Check out one or both of the following Web 2.0 databases:

- [Go2Web20.net - The complete Web 2.0 sites directory](#)
- [Web 2.0 Directory | Web 2.0 Applications | Listio for Web 2.0](#)
- [Cool Tools for Schools](#)

Please [follow this link](#) to a brief section below with some more web 2.0 ideas.

Your Web 2.0 class web site is to include the following:

1. At least eight (8) linked web pages;
2. Including a (1) home page to include a 200 word +/- statement welcoming visitors to your web site, sharing goals of the web site and introducing them to the various web 2.0 applications developed for and linked to your web site;
3. Including a (1) bibliography* (see below);
4. Links to at least five (5) web 2.0 applications. (Develop each application to demonstrate your level of mastery). Be certain that these pages qualify as Web 2.0 applications?
5. Including a (1) resource page with links to at least ten (10) subject area resources (briefly described);
6. Descriptions of how each web 2.0 application informs the pedagogic, curricular and administrative goals of your classroom web site (A link to the specific blog entry 4 is acceptable);
7. Your name and contact information such as an email address.

In addition, there are three (3) web log entries associated with this project.

***Bibliography Page**

Include a bibliography and/or acknowledgement page to give credit where credit is due. Use a standard style such as APA or MLA

More Web 2.0 Application Ideas

[Google Accounts](#) is a good place to start your research as you already have an account with Google. This is because it integrates [Blogger](#). Just follow the link and sign in! [Google Docs](#) offers an online word processor, spreadsheet and presentation software. [Sites](#) could be the wiki you use as the backbone for your homepage

Check out one or both of the following Web 2.0 data bases:

- [Go2Web20.net - The complete Web 2.0 sites directory](#)
- [Web 2.0 Directory | Web 2.0 Applications | Listio for Web 2.0](#)

However, by no means is Google everything! I use [PBwiki](#) for my wikis but I have recently learned about [Wikispaces](#) because it is encouraging teachers to sign up for a free 50MB wiki. This could be too good to pass up!

Perhaps you find an important set of reasons for working with [Voice Thread](#). It's a Web 2.0 application designed to encourage commentary and discussion about a video or a photo. It integrates voice, doodle, text, video and more to promote dialogue on the web and in your class.

Might your classroom community benefit from their own [YouTube](#) channel? Your students could produce a news program. You could make videocasts of mathematical proofs or science experiments.

One of my favorite Web 2.0 applications is [Mind42](#). It is an online, collaborative, cognitive mapping and brainstorming software! I've used it to help me visualize and better organize my eWaste research project. How might you and/or your students benefit from this online tool?

Just for the sake of generating ideas, I searched "online gradebook" in a yahoo search engine. One of the many hits was to a web site called [Engrade](#). This is what the web site purports to deliver:

Engrade is a free set of web-based tools for educators allowing them to manage their classes online while providing parents and students with 24/7 real-time online class information. It's private, secure, truly free, and unbelievably easy to use - so join over 50,000 teachers and start using Engrade today.

Perhaps this is just the Web 2.0 software you need to manage your classroom? I found it in 2 seconds. Maybe it's horrible? You decide.

[What about RSS?](#) Let's figure out how best to use RSS technology as part of our web sites to facilitate learning and communications in the classroom.

This I Believe -- Technology edition

As a future teacher in a digital world, you are more likely to impact the lives of others when you know who you are, what you stand for, and your role in a complex technological society.

Drawing inspiration from the [This I Believe](#) project sponsored by National Public Radio, the intention of this project is for you to define a personal philosophy of technology.

This first person narrative is to be self-reflective as you tell a story about your life in relation to technology. It is a special story with a moral about technology. What do you really believe about technology; what does it mean for you to live in a complex technological society; how do you define a personal philosophy of technology?

To produce a successful project, I invite you to research, design and produce a narrative using online web 2.0 multimedia applications. This narrative is to be autobiographical and based on your researched understandings (including discussions and blogs on assigned readings) lived experiences and personal feelings of participating in a complex technological society.

This assignment is designed to provide you with the opportunity to advance your technical and aesthetic experiences with web 2.0 multimedia technologies while reflecting on your life and questioning technology through a personal philosophical lens.

Resources

- [This I Believe Assessment Rubric](#)
- [This I Believe \(NPR\)](#)
- [CogDogRoo 50 Web 2.0 Ways To Tell a Story](#)
- [What is Narrative?](#)
- [Go2Web20.net - The complete Web 2.0 sites directory](#)
- [Web 2.0 Directory | Web 2.0 Applications | Listio for Web 2.0](#)

ED186

This I Believe -- Technology edition

ASSESSMENT RUBRIC

Dr. David Shutkin

View: Define a personal philosophy of technology

1. Student work that is budding for this domain leaves me confused about the purpose of the work or the logical argument(s) you are trying to make. Perhaps an authoritative stance is taken without convincing support for your views.
2. Student work that is emerging for this domain leaves me uncertain about the purpose of the work or the logical argument(s) you are trying to make. Perhaps you make unsubstantiated assertions.
3. Maturing evidence for this domain includes, for example, a well structured and organized piece of work where I can readily ascertain your perspective and can follow the development of your ideas.
4. Evidence for readiness in this domain is principled but unbiased work that may also include moments of insight (understanding and illumination).

Appreciation: This narrative is to be based on your researched understandings (including discussions and blogs on assigned readings) lived experiences and personal feelings of participating in a complex technological society.

1. Budding evidence for this domain may, for example, be a superficial presentation of other views that seems poorly integrated with your views. No references are given.
2. Your emerging skills in this domain include a resourceful inclusion of other views. However, references are partial and/ or in accurate.

3. Maturing skills in this domain may include a resourceful inclusion of other views and the drawing of some interesting connections between these views and your views. References are complete and accurate.
4. Readiness in this domain affords evidence that difference and other views are valued and appreciated beyond being merely included: that these other views have enriched your own views. The work evokes a sense of satisfaction and expansiveness. References are complete and accurate.

Communication: Design and produce an autobiographical narrative.

1. Budding development in this domain may include a style of communication that does not seem justified by the context or content of the work or topic, or inappropriate style of expression in writing.
2. Emerging development in this domain may include a style of communication that does not seem justified by the context or content of the work or topic or an inconsistent style of expression in writing.
3. Your maturing skill in this domain includes a style of communication appropriate to the purpose of the work, and your personal approach is apparent and engaging.
4. In work that shows readiness in the style of this domain, you use a style that is rich, idiosyncratic and moving.

Method: Use online web 2.0 multimedia applications.

1. Budding evidence for this domain includes a sense of incoherence as well as works that seem an incomplete jumble. While some of the components of the work may be interesting and engaging, I am left feeling imposed upon. Work lacks an appropriate use of multimedia and contains an excessive number of distracting spelling, grammatical, and mechanical errors.
2. Emerging evidence for this domain includes a sense of coherence throughout the work. It is selectively interesting and engaging and includes an appropriate and efficient use of multimedia. However, I am left feeling unsatisfied. Work contains distracting spelling, grammatical, mechanical and/or technical errors.
3. Evidence for maturing skill in this domain includes an appropriate and efficient use of multimedia. Overall, the work seems accomplished yet conventional. Work contains few, if any, spelling, grammatical, mechanical and/or technical errors.
4. In uses of method demonstrating readiness in this domain, I am left with a sense that your purpose has been completely and convincingly accomplished, through your imaginative use of multimedia.

WebQuest 2011

Professor David Shutkin

Any subject can be fascinating and engaging to your students if it is meaningful and relevant to their lives. Whether you are studying to become a teacher of young children, or your emphasis is in the content areas, from science to language arts, social studies to mathematics, the place where your students live will inspire their learning.

Are your students intrigued- by the Great Lakes Theater Festival, inspired by the voyages of Jean Nicolet, concerned about pollution in Lake Erie?

For LakeQuest 2011, please design a technologically enhanced learning environment inspired by and focused on The Great Lakes region of the world.

The theme for Fall 2011 is *Place Based Education*. Many of us reside in the Great Lakes region. From the Western shores of Lake Superior to the Thousand Islands of the St. Lawrence, the Great Lakes region is a dynamic place distinguished throughout the world for many reasons. First among these reasons are the five great inland seas that afford 20% of the world's fresh water.

The only limit for the design of your WebQuest project is place; your project is to be inspired by the Great Lakes. Treat any subject, topic or theme, for any age or grade level.

WebQuest Assignment Description

(Adapted and modified for this course from the work of Dr. Bernie Dodge)

Working in a small group (**2-3 people**), research, design, produce and publish a WebQuest to your John Carroll University web site.

The WebQuest must be published to each group member's website **or to a common Web 2.0 application**.

A Web Quest is an inquiry-oriented **learning experience** in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it (**i.e. students are not to use search engines**) and to support learners' higher order analysis, synthesis, and evaluation of ideas.

There are nine (9) sections to be included in the production of your WebQuest. Six (6) sections are described on the [Student Page](#) and three (3) are described on the [Teacher's Page](#).

Your WebQuest is to include at least two(2) Web pages: Web Quest or Students' page and the Teachers' page

Locate the sections of the WebQuest Proposal on the appropriate pages, either teacher's or students' pages

Choose a subject and topic for your WebQuest of interest to you or your collaborative group.

Publish your WebQuest to your web site.

The [Web Quest proposal](#) is to include the following sections:

Introduction (Students')

Learners (Teacher's)

Task (Students')

Resources (Students')

Link to [WebQuest Evaluation Rubric](#)

Following the brief cover material, there are nine (9) sections to be included in the design of your WebQuest. Six (6) sections are described on the [Student Page](#) and three (3) are described on the [Teacher's Page](#). As I evaluate your WebQuest, I will consider the research and design of each section on a 4.0 scale ranging from progressing towards goal (2.0), to realizing goal (3.0) exceeding goal (4.0).

Of most significance, I am interested in the correspondence between the Task, the Process, learners and the Evaluation.

In addition, because a Web Quest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web, the integration of web based resources will be evaluated as well.

Resources for and about producing WebQuests on the Web:

[WebQuest Search](#) : Select WebQuests to preview.

Find examples of WebQuests developed by student teachers, experienced teachers, library/media specialists and others. Some are more complete than others.

[Poll Everywhere](#) Collect data with cell phones while interacting with your class. It's the easiest way to gather live responses.

[How does Blogger Mobile work?](#): How to post text, pictures or video to your blogger site.

[Utterli](#): lets you share text, pics, video and audio with your friends from your mobile phone.

The [Web QuestPage](#), Dr. Bernie Dodge

This site is designed to serve as a resource to those who are using the WebQuest model to teach with the web.

Article

[Yoder, Maureen Brown \(1999\) The Student WebQuest. Learning & Leading with Technology. 26\(7\).](#)

Classroom Learning Experience

[A WebQuest about WebQuests](#)

An exercise that's useful for introducing the concept to educators. Working in teams they examine five WebQuests from four different points of view.

[WebQuest Search](#) : Select WebQuests to preview.

Find examples of WebQuests developed by student teachers, experienced teachers, library/media specialists and others. Some are more complete than others.

Kid's Search Tools

<http://www.rcls.org/ksearch.htm>

[RubiStar](#)

RubiStar is a tool to help the teacher who wants to use templates to develop assessment rubrics.

Prepare to discuss your understanding of social justice. Include at least one digital resource to share. A few examples/sources to consider:

Links to Links to Web Resources...

[InfOhio](#)

INFOhio's state-funded resources are available to all Ohio's K-12 students and teachers. Username (Think) and Password (InfOhio) required for home access. INFOhio's Core Collection of Electronic Resources, 15 tools selected for K-12 research, provides state-funded resources free to all Ohio K-12 students and educators.

[Blue Web'n](#)

Blue Web'n is a searchable database of outstanding Internet learning sites categorized by subject area, audience, and type (lessons, activities, projects, resources, references, & tools). Grade Level:

K,1,2,3,4,5,6,7,8,9,10,11,12

[National Library of Virtual Manipulatives](#)

Interactive mathematics learning environments for k-12

[The Center for Teaching History with Technology](#)

Find resources for history and social studies lesson plans, activities, games and quizzes that incorporate technology. Explore inquiry-based lessons, activities, and projects. See examples for United States History and World History courses.

[Explore Learning Gizmos](#)

Interactive Math and Science Simulations

[Teacher's Domain](#)

Multimedia Resources for The Classroom and Professional Development.

[Teachers at Work](#)

This is a gateway to the Internet. You can check out your free software downloads, search the 5000 reviewed education web sites, discover our resources, learn to search the web, add 3000 education bookmarks to your browser, and sign on to have our newsletter and 100 web s[Technology](#)

Teaching Concepts, Ltd

⚠️
[This website has been designed to "link" teachers to resources that will be useful in planning for instruction and to resources available for students as they engage in learning.](#)

A WebQuest Template

(Adapted and modified for this course from the work of Dr. Bernie Dodge)

Date:

Teacher(s) Name:

E-Mail Address(es):

Grade Level(s):

Title of WebQuest:

Content Areas:

Description/Abstract of Lesson:

Timeline of Lesson:

Introduction

This document should be written with the student as the intended audience.

Write a BRIEF paragraph or two to introduce the activity or lesson to the students.

- Communicate to your students what they will learn about and why this WebQuest is **important** and/or **relevant** to their lives and learning.
- If there is a role or scenario involved (e.g., "You are a botanist trying to identify the mysterious plant.") then here is where you will present it.

- Use this section to provide a short overview. Remember that the purpose of this section is to both **prepare** and **hook** your students.
- In this section you might also communicate the Big Question (Essential Question, Guiding Question) that the WebQuest is centered around.

[Questions to consider: What do you want students to know and be able to do? What knowledge, skills, strategies, and attitudes do you expect students to gain? What important content and concepts will students learn? Why would your students care or want to know about this topic? What "big" questions will generate discussion about this topic?]

Task

The TASK is to Specify: **Performance Outcomes**

[Questions to consider: What engaged and worthwhile learning tasks will your students complete?]

If I were a student in your class, what would I have to do/make to demonstrate to you that I have completed what is required of me by the end of this WebQuest?

In other words... What must the students turn in? or What will they be graded on?

Have the necessary discussions that will lead to answers to this question! From such a discussion will come outcomes that are measurable in performance terms and that tend to be significant.

Two to four performance outcomes are sufficient and useful to the students. These should be included in the TASK section.

1. Write your performance outcomes directly to students;
2. Use an active verb in your writing that describes an observable action that...
 - a. Answers the question: How must the student demonstrate completion of the WebQuest? (The student will demonstrate completion of the WebQuest through completion of the task).
 - b. Clearly describes the end result of the learners' activities.

- [Here is a useful list of active verbs](#)

- [Bloom's Taxonomy for the 21st Century has many useful active verbs associated with higher order thinking ideas.](#)

Resources Needed

Meaningfully Integrated into the PROCESS section of your WebQuest will be at least five (5) different types of websites including, but not limited to:

- Current event video clip;
- Virtual fieldtrip;
- Online simulation or other interactive learning experience;
- Original source materials such as documents, letters, diaries, photographs, etc.
- Informational.

Create a *weblibliography* to include:

- Name of Website

- Web Address
- One or two sentence description

[Link to Resources about producing WebQuests on the Web:](#)

Process

The teaching and learning **process** enables your students to progress from positions of prior knowledge and skills to positions of new knowledge and skills. The **process** section is to guide their learning experiences. Your challenge is to design a unique technologically enhanced learning experience, a WebQuest, that has as its **primary objective student learning**.

A WebQuest is NOT designed as a review NOR as drill and practice.

The **process** section describes what your students must experience so that they can accomplish the performance task(s). It describes the unfolding of learning experiences to guide your students and to prepare them with the knowledge and skills they need to complete the task(s). What do they need to **LEARN** to complete this WebQuest?

The **process** section includes clearly described steps that your students will go through -- step by step learning experiences to guide, teach and enable them to complete the WQ task(s).

The **process** section includes:

- Description of steps (learning experiences) that the learners go through;
- Responsibilities of the teacher (give lecture, lead discussion, offer guidance, support, etc.);
- Organization of groups (if applicable);
- Links to Internet resources.

Resources for Creating the Process Section

- [GagnÈ's \(1970\) Nine Steps of Instruction](#)

[Questions to consider: What engaged and worthwhile learning activities and tasks will your students complete? How will your learning environment support these activities? How will your students build knowledge and skills; learn independently and with others; demonstrate knowledge, ability, and creativity; and manage learning? How will the use of technology support student learning? How can the use of technology support your teaching?]

Evaluation

Describe to the learners how their performance will be evaluated. Specify whether there will be a common grade for group work vs. individual grades and so forth.

Evaluation addresses performances specified in the **Task** section and/or developed in the **Process** section and/or described in the **Learners** section.

In the Evaluation section, restate the performance outcomes, define the level or levels of success such as:

Example I	Example II
<ul style="list-style-type: none"> • Beginning • Developing • Accomplished • Exemplary 	<ul style="list-style-type: none"> • Emerging • Approaching • Accomplishing • Exceeding

And give descriptions for each level. (See below)

[Questions to consider: How will you know your students have reached the lesson goal? What assessment tools will you use?]

You might use [RubiStar](#) as a tool to help you develop an assessment rubric.

	Beginning level	Developing Level	Accomplished Level	Exemplary Level	Score/Comments
Performance Task #1	Description of identifiable performance characteristic	Description of identifiable performance characteristic	Description of identifiable performance characteristic	Description of identifiable performance characteristic	
Performance Task #2	.				
Performance Task #3	.				
Performance Task #4	.				
Performance Task ...N	And so forth...	And so forth...			

Conclusion

Include a couple of sentences to summarize what they will have accomplished or learned by completing this activity or lesson. You might also include some rhetorical questions or additional links to encourage them to extend their quest into other content beyond this lesson.

The Teacher's Page

[ED186 Using Instructional Technology in the Classroom](#)

Professor David Shutkin

A *WebQuest* Template

(Adapted and modified for this course from the work of Dr. Bernie Dodge)

Title of the WebQuest

Subject Here

Author(s)

E-Mail Address(es)

Learners

Describe the grade level and course that the lesson is designed to cover. For example: "This lesson is anchored in seventh grade language arts and involves social studies and math to a lesser extent." If the lesson can easily be extended to additional grades and subjects, mention that briefly here as well.

Describe what the learners will need to know prior to beginning this lesson. Limit this description to the most critical knowledge and skills that could not be picked up on the fly as the lesson is given.

[Questions to consider: What student needs, interests, and prior learning guide this lesson? What conceptual difficulties might students have?]

Organization

When presenting your WebQuest in our educational technology class, assume the role of the teacher introducing a new project to his or her class. This will require you to stand with intention, to use visuals with a purpose, and to speak clearly and loudly.

Write a narrative describing what the learning environment(s) looks like. (Visualize the learning environment as if you were there observing). Your descriptions need to compliment the Process section of your design.

From the perspective of an observer, what are the students doing and where are they doing it? Are they seated in neat rows in a classroom? Are they at city hall or at the local dump? Are they quiet and attentive to a lecture? Are they collecting, analyzing, representing data? Perhaps, the students are working individually or collaboratively in small groups? Do these initial arrangements continue for the duration of the learning experience or will the students move to a new learning environment? What are the students holding in their hands/what are they working with? Are they reading? If so, is it a book, a website, etc. Are they operating a machine, a scientific instrument, a webcam or some other hand-help digital devise? If they are engaged in conversation, who is it with, what is it about? Is the other person even present or is s/he even in the school?

What is the role of the teacher throughout this technologically enhanced learning experience? How is s/he guiding the learning experiences of the students? Perhaps s/he's circulating from group to group answering questions, posing questions? Is she setting up the smartboard for an interactive or standing before the class giving a mini-lecture? Perhaps the teacher is modeling a behavior, helping set up an experiment... Of course she's never at her desk with her feet up reading the newspaper!!!

As the observer, what do you see, hear, feel, smell? How is the class or learning space arranged? Would it be helpful to use [Classroom Architect](#) or some other web 2.0 application to design a map or a series of maps?

Further, describe how the lesson is organized. Does it involve more than one class? Is it all taught in one period per day, or is it part of several periods? How many days or weeks will it take? What is the subject(s) it a single discipline, interdisciplinary, multidisciplinary?

What help is needed with computer hardware or software, digital devises, the Internet, or other technology applications? How are students with special needs to be provided for? Are additional personnel present to help with this lesson? If so, who: another teacher, a parent, a specialist, an expert?

Credits & References

List here the sources of any images, music or text that you're using. Provide links back to the original source. Say thanks to anyone who provided resources or help.

Plagiarism or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion (JCU Undergraduate Bulletin, 2001-2003, p. 104).

List any books and other media that you used as information sources as well.

References are to include:

- Author
- Date of publication
- Name of publication
- Publisher

References to web sites are to take the form:

- Web site name
- Web address
- Date visited

(Please consult section descriptions for assessment criteria).

WebQuest Evaluation Rubric

Dr. David Shutkin

[WQ Collaboration Rubric](#)

Following the brief cover material, there are nine (9) sections to be included in the design of your WebQuest. Six (6) sections are described on the [Student Page](#) and three (3) are described on the [Teacher's Page](#). As I evaluate your WebQuest, I will consider the research and design of each section on a 100 pt. scale ranging from beginning (75%) progressing towards goal (85%), realizing goal (95%) to exceeding goal (100%).

Of most significance, I am interested in the correspondence between the Task, the Process and the Evaluation.

In addition, because a Web Quest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web, the integration of web based resources will be evaluated as well.

The assessment of individual participation in this group project will be explained in class.

Plagiarism or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion ([JCU Undergraduate Bulletin](#)).

Criteria	100 Points Possible	1+ beginning	2+ progressing	3+ realizing	4+ exceeding
WebQuest Topic	12				
Correspondence (between Task, Process, Evaluation and Learners).	16*				
Students' WQ Page					
Introduction	8				
Task	See above*				
Resources	12				
Process	16				
Evaluation	See above*				
Conclusion	4				
Teacher's Page					
Learners	12				
Organization	12				
Credit & References	8				
Total	100				

WQ Collaboration

CATEGORY	4 Exceeds	3 Meets	2 Approaches	1 Needs Improvement
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/ redone by other group members to ensure quality.	Provides work that usually needs to be checked/ redone by others to ensure quality.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Bibliography

- Alvermann, D. E. (2008). Why Bother Theorizing Adolescents' Online Literacies for Classroom Practice and Research? *Journal of Adolescent & Adult Literacy*, 52(1), 8-19.
- Alvermann, D. (2004). Media, Information Communication Technologies, and Youth Literacies: A Cultural Studies Perspective. *American Behavioral Scientist*, 48(1), 78-83.
- Baylor, A. L., & Kitsantas, A. (2005). A Comparative Analysis and Validation of Instructivist and Constructivist Self-Reflective Tools (IPSRT and CPSRT) for Novice Instructional Planners. *Journal of Technology and Teacher Education*, 13(3), 433-457.
- Bearne, E. (2009). Multimodality, literacy and texts: Developing a discourse. *Journal of Early Childhood Literacy*, 9(2), 156-187.
- Bezemer, J., & Kress, G. (2008). Writing in Multimodal Texts: A Social Semiotic Account of Designs for Learning. *Written Communication*, 25(2), 166-195.
- Braun, L (2007) *Teens, technology, and literacy : or, Why bad grammar isn't always bad*. Westport, Conn. : Libraries Unlimited.
- Buckingham, D. (2007) *Beyond technology : children's learning in the age of digital culture*. Cambridge ; Malden, MA : Polity.
- Burke, A. and Hammett, R. (2009) *Assessing new literacies : perspectives from the classroom*. New York : Peter Lang.
- Callow, J. (2006). Images, politics and multiliteracies: Using a visual metalanguage. *Australian Journal of Language & Literacy*, 29(1), 7-23.
- Cennamo, K. (2010) *Technology integration for meaningful classroom use : a standards-based approach*. Chapter 6: Assessment and Evaluation. Belmont, CA : Wadsworth. pp. 161-188.
- Cook-Sather, A. (2006). Sound, Presence, and Power: "Student Voice" in Educational Research and Reform. *Curriculum Inquiry*, 36(4), 359-390.
- Cook-Sather, A. (2002). Authorizing students' perspectives: toward trust, dialogue, and change in education. *Educational Researcher*, 31(4), 3-14.
- Cushman, K. and Rogers, L. (2008) *Fires in the middle school bathroom : advice for teachers from middle schoolers*. New York : New Press.
- Davis, B.; Sumara, D.; & Luce-Kapler, R. (2008) *Engaging minds : changing teaching in complex times*. New York : Routledge. 2nd ed.
- De Vries, M. (2005) *Teaching about technology : an introduction to the philosophy of technology for non-philosophers*. Chapter 5: Technology and the nature of humans. Dordrecht : Springer. 67-86.
- Discipio, T. (2008). Adapting Social Networking to Address 21st-century Skills. *MultiMedia & Internet @ Schools*, 15(5), 10-11.
- Felten, P. (2008). Visual Literacy. *Change*, 40(6), 60-64.
- Gee, J.P. (2007) *Good video games + good learning : collected essays on video games, learning, and literacy*. Chapter 4: Good video games, the human mind, and good learning. New York : P. Lang.

- Gee, J. (2008) *What Video Games Have to Teach Us About Learning and Literacy*. New York : Palgrave MacMillan. 2nd edition.
- Gee, J. P. (2003). From Video Games, Learning About Learning. *The Chronicle of Higher Education*, 49(41), B13.
- Greer, C. (2008). THE IMPORTANCE OF INTEGRATION IDEAS IN A REQUIRED TECHNOLOGY CLASS. *International Journal of Instructional Media*, 35(2), 167-173.
- Griffen, M. (2008). Visual competence and media literacy: can one exist without the other? *Visual Studies*, 23(2), 113-129.
- Handbook of technological pedagogical content knowledge (TPCK) for educators. Edited by AACTE Committee on Innovation and Technology. New York : Published by Routledge for the American Association of Colleges for Teacher Education, 2008.
- Harris, J., Mishra, P. and Koehler, M. (2009). Teachers' Technological Pedagogical Content Knowledge and Learning Activity Types: Curriculum-based Technology Integration Reframed. *Journal of Research on Technology in Education*, 41(4), 393-416.
- Hofer, M. and Swan, K (2008). Technological Pedagogical Content Knowledge in Action: A Case Study of a Middle School Digital Documentary Project. *Journal of Research on Technology in Education*, 41(2), 179-200.
- Hull, G. A., & Nelson, E. (2005). Locating the Semiotic Power of Multimodality. *Written Communication*, 22(2), 224-261.
- Kalantzis, M.; Cope, B.; Harvey, A. (2003). Assessing Multiliteracies and the New Basics. *Assessment in Education: Principles, Policy & Practice*, 10(1), 15-26.
- Kellner, D. (2000). New technologies/new literacies: reconstructing education for the new millennium. *Teaching Education*. 11(3), 245-265.
- Kirkland, D. E. (2009). Standpoints: Researching and Teaching English in the Digital Dimension. *Research in the Teaching of English*, 44(1), 8-22.
- Kitchen, J. and Stevens, D. (2008). Action research in teacher education. *Action Research*, 6(1), 7-218.
- Knobel, M., & Lankshear, C. (2008). Remix: The Art and Craft of Endless Hybridization. *Journal of Adolescent & Adult Literacy*, 52(1), 22-33.
- Koehler, M. amd Mishra, P. (2008) *Introducing TPCK*. Handbook of technological pedagogical content knowledge (TPCK) for educators. Edited by AACTE Committee on Innovation and Technology. New York : Published by Routledge for the American Association of Colleges for Teacher Education. pp. 3-29
- Koehler, M. J., & Mishra, P. (2005). What Happens When Teachers Design Educational Technology? The Development of Technological Pedagogical Content Knowledge. *Journal of Educational Computing Research*, 32(2), 131-152.
- Koehler, M.J., & Mishra, P. (2005). Teachers learning technology by design. *Journal of Computing in Teacher Education*, 21(3), 94-102.
- Kress, G. (2003). *Literacy in the new media age*. London: Routledge.
- Kumar, M. (2008). INTEGRATING HYPERMEDIA TECHNOLOGY FOR INTERACTIVE LEARNING A CASE STUDY. *International Journal of Instructional Media*, 35(2), 175-183.
- Lim, C. P., & Chai, S. (2008). Rethinking classroom-oriented instructional development models to mediate instructional planning in technology-enhanced learning environments. *Teaching and Teacher Education*, 24(8), 2002-2013.
- Luke, C. (2003). Pedagogy, connectivity, multimodality, and interdisciplinarity. *Reading Research Quarterly*, 38(3), 397-403.
- McTighe, J., Seif, E., & Wiggins, G. (2004). You Can Teach for Meaning. *Educational Leadership*, 62(1), 26-30.
- Mishra, P., & Koehler, M. (2009). Too Cool for School? No Way! Using the TPACK Framework: You Can Have Your Hot Tools and Teach with Them, Too. *Learning & Leading with Technology*, 36(7), 14-18.
- Mishra, P., & Koehler, J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017-1054.

- Morrison, G. R., Ross, S. M., & Kemp, J. E. (2004). *Designing effective instruction* (4th ed.). New York: Wiley.
- Mouza, C. (2009). Does Research-Based Professional Development Make a Difference? A Longitudinal Investigation of Teacher Learning in Technology Integration. *Teachers College Record*, 111(5), 1195-1241.
- Niess, M. L. (2005). Preparing teachers to teach science and mathematics with technology: Developing a technology pedagogical content knowledge. *Teaching and Teacher Education*, 21(5), 509-523.
- Nye, D. (2006) *Technology Matters*. Chapter One: Can we define "technology"? Cambridge : MIT Press. 1-15.
- O'Bannon, B. and Puckett, K. (2007) *Preparing to Use Technology: A Practical Guide to Curriculum Integration*. Chapter 4: Portfolios. Pearson : Boston. pp. 78-91.
- O'Brien, D., & Scharber, C. (2008). Digital Literacies Go to School: Potholes and Possibilities. *Journal of Adolescent & Adult Literacy*, 52(1), 66-68.
- O'Neill, S. (2008) *Interactive media : the semiotics of embodied interaction*. London : Springer. Connect to resource
- Okojie, M; Olinzock, A and Okojie-Boulder, T (2006). The Pedagogy of Technology Integration. *Journal of Technology Studies*, 32(2), 66-71.
- Prensky, M. (2008) *Turning On the Lights*. *Educational Leadership*. 65 (6) 40-45
- Prensky, M. (2005). Listen to the Natives. *Educational Leadership*, 63(4), 8-13.
- Regan, B. (2008). Why We Need to Teach 21st Century Skills--And How To Do It. *MultiMedia & Internet @ Schools*, 15(4), 10-13.
- Rosenfeld, B. (2008). THE CHALLENGES OF TEACHING WITH TECHNOLOGY: FROM COMPUTER IDIOCY TO COMPUTER COMPETENCE. *International Journal of Instructional Media*, 35(2), 157-166.
- Ross-Fisher, R. (2008). Action Research to Improve Teaching and Learning. *Kappa Delta Pi Record*, 44(4), 160-164.
- Rubenstein, G. (2008) *The Way of the Wiki: Building Online Creativity and Cooperation These tools are the ultimate enablers of collaboration -- in and out of class*. *Edutopia Magazine*. August/September.
- Salmon, A. (2008). Promoting a Culture of Thinking in the Young Child. *Early Childhood Education Journal*, 35(5), 457-461.
- Singer, E. (2005). The liberation of the child_ a recurrent theme in the history of education in western societies. *Early Child Development and Care*, 175(6), 611-620.
- Shin, T., Koehler, M., Mishra, P., Schmidt, D., Baran, E. & Thompson, A. (2009). Changing Technological Pedagogical Content Knowledge (TPACK) through Course Experiences. In I. Gibson et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2009* (pp. 4152-4159). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/31309>.
- Smith, G. & Throne, S. (2007) *Differentiating instruction with technology in K-5 classrooms*. Eugene, Or. : International Society for Technology in Education.
- Sorapure, Madeleine (2006) *Between Modes: Assessing Student New Media Compositions*. *Kairos* 10.2.
- Spalter, A. M., & van Dam, A. (2008). Digital Visual Literacy. *Theory Into Practice*, 47(2), 93-101.
- Sternberg, R. and Preiss, D. (2005) *Intelligence and technology : the impact of tools on the nature and development of human abilities*. Mahwah, N.J. : Lawrence Erlbaum Associates.
- Strong, D. and Higgs, E. *Borgmann's Philosophy of Technology*. In: Eric Higgs, Andrew Light and David Strong (Eds.). *Technology and the Good Life*. The University of Chicago Press : Chicago. p. 19-37.
- Tierney, R., Bond, E., Bresler, J. (2006) *Examining Literate Lives as Students Engage With Multiple Literacies*. *Theory Into Practice*. 45(4). pp. 359-367.
- Wagner, T. (2008) *The global achievement gap : why even our best schools don't teach the new survival skills our children need--and what we can do about it*. New York : Basic Books.
- Walser, N. (2008). Teaching 21st Century Skills. *Harvard Education Letter*, 24(5), 1-3.
- Warschauer, M. (2007) *A Teacher's Place in the Digital Divide*. *Yearbook of the National Society for the Study of Education*, 147-166.

- Wilder, P. and Dressman, M. (2006) *New Literacies, Enduring Challenges? The Influence of Capital on Adolescent Readers' Internet Practices*. In: Alverman, D., Hinchman, K., Moore, D., Phelps, S. and Waff, D. (eds) *Reconceptualizing the Literacies in Adolescents' Lives*. Lawrence Erlbaum Associates, Publishers : Mahwah, NJ. pp. 205-229.
- Wilson, A. A. (2008). *Moving Beyond the Page in Content Area Literacy: Comprehension Instruction for Multimodal Texts in Science*. *Reading Teacher*, 62(2), 153-156.
- Wheeler, S., Wheeler, D., & Yeomans, P. (2008). *The good, the bad and the wiki: Evaluating student-generated content for collaborative learning*. *British Journal of Educational Technology*, 39(6), 987-995.
- Yancey, K. (2004). *Looking for sources of coherence in a fragmented world: Notes toward a new assessment design*. *Computers and Composition*, 21(1), 89-102.
- Zhao, Yong.; Pugh, Kevin.; Sheldon, Stephen. "Conditions for classroom technology innovations." *Teachers College Record*, v. 104 issue 3, 2002, p. 482-515.

John Carroll University
Department of Education and Allied Studies
Fall 2011

Course #: ED 201 Assessment, Learning, & Individual Differences, Section 51, Tuesdays & Thursdays 8:00-9:15 Room AD 25

Course Description: **Prerequisites:** ED100, 186, 253 & formal admission to teacher education. Principles and procedures of formal and informal assessment of learners for the purposes of planning and practicing instruction, with an emphasis on inquiry. Consideration of student differences (i.e. culture, cognitive differences, and exceptionalities) and how such differences affect assessment, motivation and learning.

Professor: John L. Rausch, Ph.D.

Office #: AD 320 **Office Phone:** (216) 397-4632 **E-mail Address:** jrausch@jcu.edu (Best to reach me by email).

Office Hours: Mondays 4:00-6:00, Tuesdays 9:15-11:15, Thursdays 4:00-6:00. Other times by appointment.

Course Web Site Address: <http://blackboard.jcu.edu>. You need to have logon access to JCU Email, Blackboard, and the University Network. Please contact Information Services at 216-397-3005.

Required Text(s): 1) Woolfolk, A. (2010). *Educational psychology (11th ed.)*. Pearson/Merrill Pub. ISBN: 9780136111238.

2) **Electronic Reserve Articles-** JCU Library: <http://doculib.jcu.edu/eres/default.aspx> Put in this course: ED 201 (password: edra10)

*Other articles, handouts, web sites, etc. will also be assigned as required reading during the course.

Course Rationale: Candidates learn about classroom and standardized assessment, learning and developmental theories, and individual differences among learners. Candidates will read about, discuss, and design classroom assessments. They will also learn about standardized assessment, and how to interpret assessment data. Candidates must be able to utilize assessment in order to plan their courses, and to determine the degree to which their pupils are attaining instructional goals. Proper assessment and understanding of students not only requires assessment skill and knowledge of development, but also knowledge of how the interaction between each student, her/his unique talents and exceptionalities, and the cultural environment affects learning. Candidates will demonstrate an understanding of the developmental characteristics of children and youth from the perspective of researchers such as Piaget, Vygotsky, Erikson, Bandura, etc. Candidates will also learn about specific learning exceptionalities and learner differences so they will be able to adapt their teaching for individual learners. To provide an educational environment in which maximum growth may occur, candidates are required to know the physical, social, emotional, and cognitive characteristics of their students.

Conceptual Framework Strands Addressed: ED 201 is grounded in the Jesuit view of education and seeks to develop the Jesuit ideal of the educator. This course focuses on all five dimensions of the Jesuit idea of an ideal educator: Formation of the total person, Personal influence of the educator, Educational settings as communities of personal influence, Education as a vocation, and Integration of the disciplines to extend & synthesize knowledge.

JCU Conceptual Framework, INTASC/OHIO Standards, and Candidate Assessment Addressed

JCU Conceptual Framework	INTASC/OHIO Standards	Assessment
Strand One: Contexts- Candidate: Understands the central concepts, tools of inquiry, and structure of the disciplines taught.	A. Subject Matter, B. Student Learning, C. Diversity of Learners, D. Planning Instruction, E. Instructional Strategies	-Reading and course discussion -Course activities -Assessment Plan -Exams
Recognizes the value of understanding the interests and cultural heritage of each student.	C. Diversity of Learners	-Exceptionality Paper & Presentation -Backward Design Evaluation -Reading and course discussion
Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	A. Subject Matter, B. Student Learning, C. Diversity of Learners, D. Planning Instruction, E. Instructional Strategies	-Exceptionality Presentation -Reading and course discussion -Assessment Plan -Course activities
Creates a learning environment of respect and rapport.	F. Learning Environment	-Exceptionality Presentation
Strand Two: Child and Adolescent Development: Understands how children learn and develop.	A. Subject Matter, B. Student Learning, C. Diversity of Learners, D. Planning Instruction, E. Instructional Strategies, I. Professional Development	-Reading and course discussion -Course activities -Exams
Provides learning opportunities that acknowledge and support children's development.	B. Student Learning, C. Diversity of Learners, D. Planning Instruction, E. Instructional Strategies	-Exceptionality Presentation -Assessment Plan
Understands how children differ in their approaches to learning.	B. Student Learning, C. Diversity of Learners, D. Planning Instruction, E. Instructional Strategies	-Reading and course discussion -Course activities -Exceptionality Paper/Presentation -Exams
Demonstrates flexibility, responsiveness, and	B. Student Learning, C. Diversity of Learners, D.	-Exceptionality Presentation

persistence in adapting to diverse learners.	Planning Instruction, E. Instructional Strategies, I. Professional Development	
Strand Three: Curriculum, Learning and Instruction: Understands and uses a variety of instructional strategies and designs coherent instruction.	A. Subject Matter, B. Student Learning, C. Diversity of Learners, D. Planning Instruction, E. Instructional Strategies	-Exceptionality Presentation -Assessment Plan -Backward Design Evaluation
Creates a learning environment that encourages social interaction, active engagement, and self-motivation.	A. Subject Matter, B. Student Learning, C. Diversity of Learners, D. Planning Instruction, E. Instructional Strategies, F. Learning Environment	-Exceptionality Presentation
Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	G. Communication	-Exceptionality Presentation
Strand Four: Teacher as Person: Reflects on teaching.	I. Professional Development	-Exceptionality Presentation/Paper -Assessment Plan -Class discussion/activities, -Exams
Fosters relationships with colleagues, parents, and agencies in the larger community.	G. Communication, I. Professional Development	-Class participation and professionalism
Grows and develops professionally.	I. Professional Development	-Goal for all aspects of the course

Desired Course Results (Objectives and Standards Addressed)

A. Knowledge: The candidate will be able to:

1. Describe, analyze, and evaluate prevalent theories of learning, development, and assessment and their relevance with individual learners and learning environments.
2. Describe the processes involved in learning, i.e., perception, memory, behavior, motivation.
3. Describe the variations in learning styles present in a classroom.
4. Demonstrate an understanding of the various student exceptionalities, and how individual students might learn best.
5. Evaluate the teaching-learning process to become a critical reader of educational literature.
6. Explore the dynamics of individualization within the learning-teaching process, and examine how cultural, social, cognitive, and behavioral differences might be addressed in the classroom.
7. Describe the influence of attitudes and values on the learning-teaching process.
8. Describe and apply the aspects of classroom and standardized assessment.

B. Skills: The candidate will be able to:

1. Evaluate and discuss the prevalent theories of assessment, learning and individual differences.
2. Identify factors that promote/hinder the learning process for each student.
3. Develop and implement learning-teaching styles that respect the developmental characteristics of the learner.
4. Evaluate the specific learning styles of students and plan learning activities that enhance different styles.
5. Develop professional relationships with students and teachers in the field, the instructor, and other faculty at John Carroll University.

C. Dispositions: NCATE defines Professional Dispositions as: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE also emphasizes the practice of fairness, and the belief that all children can learn. The candidate will be able to:

1. Attend and participate in class.
2. Maintain a professional attitude and demeanor in class.
3. Respect the dignity of each class member.
4. Respect others' values within the learning-teaching environment.
5. Respect learning as an individualized process, and the role of the teacher in this process.

TENTATIVE COURSE OUTLINE (Professor reserves the right to change the course schedule if necessary)

W=Woolfolk Educational Psychology Text, ER= Electronic Reserves at the JCU Library Website

Day	Topic	Readings
8/30	Introduction to Course	W-Ch. 1
9/01	Teaching Every Student- Course/Lesson Planning	W-13, Overview of Ed in Ohio
9/06	Classroom Assessment	W-14
9/08	Classroom/Standardized Assessment	W-14
9/13	Standardized Assessment Backward Design Evaluation Due	W-14, ER-Wiggins' Backward Design
9/15	Learner Differences & Learning Needs- Exceptionalities	W-4
9/20	Learner Differences & Learning Needs- Exceptionalities	W-4

9/22	Exam I	
9/27	Cognitive and Language Development	W-2
9/29	Blackboard Day-No Class Meeting Cognitive Views of Learning	W-7
10/04	Complex Cognitive Processes Assessment Plan Due	W-8
10/06	Blackboard Day-No Class Meeting Learning Sciences & Constructivism	W-9
10/11	Exam II	
10/13	<i>No Class- Work on Presentations</i>	
10/18	The Self, Social, and Moral Development	W-3
10/20	Blackboard Day-No Class Meeting Social Cognitive Views & Motivation	W-10
10/25	Exceptionality Presentations Due/ All Papers Due	
10/27	Exceptionality Presentations	
11/01	Exceptionality Presentations	
11/03	Exceptionality Presentations	
11/08	Motivation in Learning & Teaching	W-11
11/10	Blackboard Day-No Class Meeting Motivation in Learning & Teaching	W-11
11/15	Behavioral Views of Learning Creating Learning Environments- Classroom Management	W-6, 12
11/17	Blackboard Day-No Class Meeting	
11/22-24	Thanksgiving Break-No Class	
11/29	Review for Exam III	
12/01	Exam III	
12/06	Your First Year as a Teacher	
12/08	Last Class	
	Scheduled Final Time- Tues 12/13/11 8:00-9:50	

PERFORMANCE-BASED ASSESSMENTS

I. CLASS CONTRIBUTION/ACTIVITIES/HOMEWORK: For each class session, you are expected to be prepared to discuss the assigned reading and/or class activities/homework. Class activities, case studies, outside reading, homework, Blackboard work, etc. will be assigned during the course, and you will be expected to complete these activities, and to participate in any related class discussion. These activities will be assessed as a part of your **Participation and Professionalism** grade.

IA. BLACKBOARD CLASSES/ACTIVITIES/DISCUSSIONS: A few days this semester we will meet online via Blackboard instead of meeting in class. I will create "Discussion Boards" on Blackboard with questions/activities to begin discussions on the week's reading. Students will share insights, questions, and reflections on the readings and activities through their participation in Discussion Boards on Blackboard for those assigned days. Students can also create discussions, ask questions, etc. These discussions are intended to be substantive in nature to promote deeper thinking about key class topics. They are also intended to encourage you to ask questions about course content, assignments, seek feedback from your peers/instructor, etc. **Students Must Complete The Assigned Activities For Those Weeks, AND POST AT LEAST ONE RESPONSE TO EACH INSTRUCTOR CREATED DISCUSSION TOPIC EACH WEEK THEY ARE DUE.** Please keep all communication professional, and please stick to the topics for those weeks. The evaluation rubric is attached at the end of the syllabus. This will be assessed as part of your **Participation/Professionalism** grade. ***For days when we are not meeting in class, Blackboard discussions, etc. are due by the next class period.**

II. BACKWARD DESIGN EVALUATION: Read the Electronic Reserve chapter on "Backward Design" by Grant Wiggins. Complete the Backward Design Evaluation Sheet-Discuss the following: Purpose of Backward Design, Main Points, Strengths/Weaknesses. What are the practice implications for educators-how could using Backward Design change education? Evaluate the usefulness for you as a future teacher. The paper will be evaluated by its content, clarity, organization, grammar/spelling, and your participation in class discussion. The evaluation sheet may be completed by hand using legible writing.

GRADING CRITERIA FOR ALL PAPERS: Make sure to address all of the described criteria for each paper. Writing should be clear, organized, and proper APA format, grammar, punctuation, and spelling must be utilized. Always cite any sources you are using, whether direct quotes or just someone else's ideas. Please always proof-read your papers. Please do not turn in folders, just staple your papers together. All papers should be word-processed, double-spaced, with 1 inch margins, and 1 space between sentences.

III. ASSESSMENT PLAN: Candidates will develop a **Unit Assessment Plan** for a chosen teaching topic in their grade level/subject area. Choose a topic that you would teach for your grade level/subject. Develop a Teaching Unit (more than one day) that you would teach for this grade/subject-emphasizing the assessments you would use. 1. Provide the state standards/benchmarks that you are using to develop a unit for your grade level and subject area. 2. Develop the unit objectives and goals. 3. Decide what you want to assess-what should students know and be able to do both during and at the end of the unit? What types of informal/formal, formative/summative assessments will you create to assess whether students have developed the knowledge/skills desired at the end of the unit? 5. What teaching techniques, materials, activities will help the students meet the unit objectives/goals, and help you assess their progress? The unit objectives/goals, the assessment plan, and the teaching plan should all be aligned using Bloom's taxonomy. The Assessment Plan should be word-processed, about 3 pages, and will be evaluated by its content, organization, sources & citation, and grammar/spelling. **Subheadings** should be used to help organize your paper. See grading rubric at end of syllabus. Ohio Department of Education Academic Content Standards:
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1695&TopicRelationID=1696>

IV. EXCEPTIONALITY RESEARCH PROJECT: This is the key Performance Based Assessment in the course. Teachers are involved in doing **Research** to learn more about their students, their content, or to improve their teaching. The **Exceptionality Paper** and **Teaching Presentation** require the candidate to conduct research to become a class "expert" on one group-chosen exceptionality (e.g., specific learning disability, emotional/behavioral disorder, mental retardation, autism, ADHD, giftedness, sensory impairment, etc.). Each group will select **one** exceptionality to research, and **each candidate** researches **one** of the following areas as they relate to the exceptionality: history and diagnosis, cognitive developmental implications, social/emotional implications, learning implications, motivational implications, teaching/classroom management implications, or assessment implications (the group doesn't have to cover all areas if there are not enough people). You should keep this project for your teaching portfolio, and the instructor will file a copy of the graded rubrics, and possibly a copy of the project in your academic file in the Dept. of Education & Allied Studies.

IVA. EXCEPTIONALITY PAPER: **Each candidate** should write an **Individual Paper** on her/his area of the exceptionality (one person would write about the history, another person about the teaching techniques, etc.). You can use the course texts, but you should also seek out at least **THREE** outside, reliable scholarly articles/books from the library (Please limit internet sources to only reliably published journal articles or government reports). Encyclopedias are not appropriate sources for university papers. The paper should be written in narrative format, not just lists. Please organize the literature review by **topic** rather than by article. So rather than summarizing what you found in article 1,2,3-discuss what you found about an aspect of your study from different articles, like history of the exceptionality in one section, and treatments in another section, etc. *Describe the exceptionality your group investigated & how it might be identified. *What area did you personally investigate? (Cognitive dev., Assessment, etc.) *Describe what you found. *What are the educational implications for you, and others, as teachers? *Provide a Reference Page listing the references you utilized for your report. **Be sure to cite any ideas or words within the paper that are not your own.** Failure to cite sources is considered **plagiarism** and will result in a zero for the grade on the paper, and possibly further academic penalties. See section on Academic Honesty in this syllabus. Use **APA format** for citing sources within the paper, and for the **reference page**. Be sure to provide specific information in the reference page of how to access the information you utilized. Papers should be word-processed, about 4-6 double-spaced pages, 1" margins, and one space between sentences. ***Subheadings** should be used to help organize your paper. Please just staple your paper together, no folders or binders please. See grading rubric at the end of the syllabus. ***Suggested Components for the Paper:** -Introduction to the topic, -Integrated Literature Review organized by topic, -Summary of key points in the paper, -Brief description of the educational implications from the paper.

IVB. EXCEPTIONALITY TEACHING PRESENTATION: The class will be divided into groups, and each group will educate the class about their chosen exceptionality. **Individual grades** will be assigned rather than group grades. **Each candidate will lead the class for at least 5 minutes**, so one candidate from each group cannot give the entire presentation. You should take on the roll of a teacher, and plan a professional teaching demonstration for a university class about the area of the exceptionality you covered. You can create activities for the class, Power Points, transparencies to use, etc. *To complete the assignment, each candidate must: 1) On the day of the presentation, distribute a summary of the content to each member of the class & the instructor (this can be a bullet list of main points). 2) Teach the lesson: The group members will teach their lesson at the appointed time. Each member of the group will lead the class for at least 5 minutes. 3). Follow the grading rubric at the end of the syllabus.

V. EXAMS: There will be three exams in the course. Exams may cover all reading assignments, class discussions, small group work, and activities prior to the exam. Exams may contain any combination of the following: multiple-choice, short answer, case study, and essay. Exams may contain some cumulative information from previous sections of the course. No books or notes are allowed to be used during the exam. All electronic devices must be turned off during exams, i.e. cell phones, cameras, etc.

Examinations are to be taken on the date scheduled. Make-ups for Exam I & II will be given only for verifiable illness or extenuating circumstances. Make-up exams must be taken within one full week following the scheduled exam date, if not the score will be **ZERO**. There will be no make up exams for Exam III. Contact me **PRIOR** to the exam date to see if alternate arrangements can be made.

The exams are designed to measure the candidate's familiarity with material covered, as well as how they may articulate learning goals, create/select instruction, and evaluate learning by utilizing the material from the course. Exams specifically cover the domains concerning organizing content knowledge for student learning, creating an environment for student learning, and teacher professionalism. The exams are one of the key means for assessing candidates' comprehension of theoretical and applied aspects concerning the areas of learning, development, assessment, and individual differences.

COURSE EVALUATION

POINTS POSSIBLE	GRADING SCALE FOR COURSE	
I. Participation & Professionalism/Blackboard-20 Points II. Backward Design Evaluation-10 Points III. Assessment Plan-20 Points IV. Exceptionality Project-60 Points (Paper-30, Teaching-30) V. 3 Exams-30 Points Each-90 Total Total Possible for Course—200 Points	188-200 Points=A 180-187 Points=A- 172-179 Points=B+ 166-171 Points=B 160-165 Points=B- 152-159 Points=C+	146-151 Points=C 140-145 Points=C- 130-139 Points=D+ 120-129 Points=D 0-119 Points=F
*A grade of C or better is required in all Education courses for those pursuing Education licensure.		

COURSE GUIDELINES (Attendance, participation, late assignments, etc.)

READINGS/ATTENDANCE/CLASS PARTICIPATION/PROFESSIONALISM: There are assigned readings from the required text, articles, Blackboard, and handouts. You are expected to complete all assigned readings prior to the corresponding class sessions. You are expected to: **Attend class sessions, Be on time, and Contribute to classroom discussions. Please turn off cell-phones, etc. before class. NO TEXTING DURING CLASS!** You need to contribute to your classes here at JCU while you are preparing to have your own classroom in the future. You need to maintain a professional demeanor in class. For example, talking to each other, or texting, while someone is addressing the class is inappropriate, and if that would continue, you would be asked to leave the class. Consistent attendance is crucial to keep up with the material and assignments.

ATTENDANCE: Will be taken. **One excused absence will be permitted**, except for days when exams or assignments are due. Additional absences will result in a **5% deduction from the course grade** for **each day** missed. This could potentially bring your course grade down one or more letter grades. A student who is absent from a class is responsible for all material covered during the class period, and for completing any in-class assignments, or scheduled assignments that were due on the day that was missed. An excused absence would include a **Documented** illness, accident, or emergency.

BLACKBOARD: You **MUST** access the Blackboard website to get handouts, reviews for exams, announcements, etc. These will not be handed out in class. To get to the Blackboard site, type in the following from your web-browser: <http://blackboard.jcu.edu>. It will ask for your ID name & password. You need to have logon access to the University network, Blackboard, and Email. Please contact Information Services at 216-397-3005. Then click on this course, "Assessment, Learning & Individual Differences". Only candidates enrolled in the course, and the professor, can access restricted areas of the site. **If you are using a different e-mail address then your JCU address,** please forward your JCU mail. I use the JCU list to send any announcements, so you need to keep your address current. I will post scores for exams, papers, etc. on the site, so check for those under "Tools"--"Check Grade". The Syllabus, assignments, & group assignments are usually under "Course Information." Handouts, test reviews, etc. are usually under "Course Documents." I have posted several links under "External Links" to professional education websites that may be helpful for assignments, etc.

LATE PROJECTS-- Any assignments not turned in on the due date will have **10%** taken off for being **2-3 days late. 20%** will be taken off for assignments turned in **4-7 days late.** Any Assignments not received by **7 days** after the assignment was due will receive the grade of **zero.** See the policy for **Exams** under that section of the syllabus.

****PLEASE NOTE:** There will be **NO INCOMPLETES** given for this course unless you have a **Documented Emergency** that requires you to miss a significant portion of the class. Otherwise, if an assignment is not turned in, eventually you will earn the grade of **zero** for the assignment. Please let me or the University know if you are having such an emergency to see if alternative arrangements can be made. If a request for an incomplete is approved, all pending work must be completed within **one month** following the last examination date of the semester in which the grade is incurred. Unresolved Incomplete grades will turn to the grade of **"F"** after 30 days from the end of the semester. See the Undergraduate Handbook for further details.

ACADEMIC HONESTY: Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. **Cheating**, including **Plagiarism** (copying work from other students, or using published words or ideas without

citation of sources), inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal. All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise. Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s). Penalties appropriate to the severity of the infraction may include a **grade of zero for the assignment, possible failure in the course, suspension, or even expulsion from the university**. See the Undergraduate Handbook for further details on the policies concerning Academic Honesty and Plagiarism.

REPRESENTATIVE WORKS CONSULTED:

Bandura, A. (1997). *Self-efficacy: The exercise of control*. NY: W.H. Freeman & Co.
 Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development. Vol. 6: Theories of child development: Revised formulations and current issues* (pp. 187-249). Greenwich, CT: JAI Press.
 Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
 Dewey, J. (1938). *Experience and education*. New York: Collier Books.
 Earl, L.M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Sage.
 Erikson, E.H. (1963). *Childhood and society* (2nd ed.). New York: Norton.
 McCool, G.A. (1986). *The Jesuit idea of a teacher: A complex and developing tradition*. Unpublished manuscript.
 Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books.
 Rausch, J.L., Lovett, C.R., & Walker, C.O. (2003). Indicators of resiliency among urban elementary school students at-risk. *The Qualitative Report*, 8(4), 570-590. Retrieved April 22, 2004, from <http://www.nova.edu/ssss/QR/QR8-4/rausch.pdf>
 Rausch, J.L., & VanMeter, R.L. (1999). Perspectives of the social and emotional development of adolescents with emotional and behavioral disorders. *International Journal of Applied Semiotics*, 1 (1), 119-128.
 Rosenberg, M., Schooler, C., Shoenbach, C., Rosenberg, F. (1995). Global self-esteem and specific self-esteem: Different concepts, different outcomes. *American Sociological Review*, 60, 141-156.
 Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. *British Journal of Psychiatry*, 147, 598-611.
 Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Ed. M.Cole, V. John-Steiner, S. Scribner, & E. Souberman. Cambridge, MA: Harvard University Press.
 Wiggins, G., & McTighe, J. (2006). *Understanding by design* (Expanded 2nd ed.). Upper Saddle River, NJ: Pearson.

JOURNALS CONSULTED: *Journal of Educational Psychology, American Educational Research Journal, Contemporary Educational Psychology, The Exceptional Child*

WRITING STYLE: REQUIRED CITATION AND REFERENCE GUIDE

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

STUDENTS WITH DISABILITIES: John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to receive accommodations from the office of Services for Students with Disabilities (SSD). Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the SSD coordinator at (216) 397-4967, or go to the office, Room 7A in the Garden Level of the Administration Building. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register at your earliest convenience.

UNIVERSITY COUNSELING CENTER--397-4283. Located at 2567 S. Belvoir (upstairs), two houses to the right of the tennis courts. The Counseling Center provides counseling services, as well as workshops on study skills and other topics. Regular hours Monday-Friday 9-5. However, a Counseling Center staff member is available 24 hours a day, seven days a week during the school year. In the event of an emergency after regular working hours, an on-call person from the Counseling Center can be reached through Campus Safety Services at 216-397-4600. <http://www.jcu.edu/campuslife/counseling>

- Campus Safety Services**--397-4600
- Writing Center**--Room OC 207
- The Center for Career Services**--2563 South Belvoir 397-4237
- Campus Ministry**--397-4717
- School Closing Info:** 216-397-4666 after 6:30 a.m.

The **Assessment Plan** will be assessed using the following criteria: Percentage/Points Possible

	Unsatisfactory	Basic	Proficient	Distinguished	Approximate
--	-----------------------	--------------	-------------------	----------------------	--------------------

					Weight
Content	<p>*Candidate does not describe specific state standards and goals/objectives for the unit.</p> <p>*Does not describes informal/ formal & formative/ summative assessments for the unit.</p> <p>*Teaching techniques are not planned to meet the unit & assessment objectives.</p> <p>*Unit objectives, assessment, and teaching techniques are not aligned using Bloom's taxonomy</p>	<p>*Candidate describes one standard or objective for the unit.</p> <p>*Describes only formative or summative assessments for the unit.</p> <p>*Teaching techniques planned do not meet the unit & assessment objectives.</p> <p>*Unit objectives, assessment, and teaching techniques are not aligned using Bloom's taxonomy</p>	<p>*Candidate describes specific state standards and goals/objectives for the unit.</p> <p>*Describes only informal/ formal or formative/ summative assessments for the unit.</p> <p>*Teaching techniques are planned to meet the unit & assessment objectives.</p> <p>*Unit objectives, assessment, and teaching techniques are not necessarily aligned using Bloom's taxonomy</p>	<p>*Candidate describes specific state standards and goals/objectives for the unit.</p> <p>*Describes informal/ formal & formative/ summative assessments for the unit in detail.</p> <p>*Teaching techniques are planned to meet the unit & assessment objectives.</p> <p>*Unit objectives, assessment, and teaching techniques are aligned using Bloom's taxonomy</p>	60%
Organization	<p>*Assessment Plan is not well-organized.</p> <p>*Information on similar topics is not kept together.</p> <p>*Quality of the writing is not appropriate for the scope of the assignment.</p> <p>*Subheadings not used to help organize paper.</p>	<p>*Assessment Plan is not well-organized.</p> <p>*Information on similar topics is not kept together well.</p> <p>*Quality of the writing is not appropriate for the scope of the assignment.</p> <p>*Subheadings not sufficiently used to help organize paper.</p>	<p>*Assessment Plan is adequately organized.</p> <p>*Information on similar topics is kept together.</p> <p>*Quality of the writing is appropriate for the scope of the assignment.</p> <p>*Subheadings utilized to help organize sections of the paper.</p>	<p>*Assessment Plan is well-organized.</p> <p>*Information on similar topics is kept together.</p> <p>*Quality of the writing is appropriate for the scope of the assignment.</p> <p>*Subheadings are well utilized to help organize sections of the paper.</p>	20%
Sources and Citation	<p>*Proper citation of sources within text and reference page using APA style were not utilized.</p> <p>*Sources were not cited whenever using someone else's ideas or direct quotes (see Academic Honesty)</p>	<p>*Sources were cited and reference page created, but not with APA format.</p> <p>*Sources not always cited whenever using someone else's ideas or direct quotes.</p>	<p>*Proper formation of source citation within text and reference page using APA style sufficiently followed.</p> <p>*Sources were sufficiently cited whenever using someone else's ideas or direct quotes.</p>	<p>*Proper formation of the citations for sources within the text and for the reference page using the APA Publication Manual 5th Edition.</p> <p>*Sources were always cited whenever using someone else's ideas or direct quotes.</p>	10% (Not citing sources may result in a score of zero for the paper. See section on Academic Honesty)
Mechanics	<p>*Proper English grammar, punctuation, spelling were not utilized.</p>	<p>*Proper English grammar, punctuation, spelling need improving.</p>	<p>*Proper English grammar, punctuation, spelling were sufficiently utilized.</p>	<p>*Proper English grammar, punctuation, spelling were always utilized.</p>	10%
Total Poss.	"D/F" Level Work	"C" Level Work	"B" Level Work	"A" Level Work	20 Points

NOTE: The **Weight** for each area is listed as **Approximate**, which means this is the percentage I will typically use to evaluate this paper. However, if one area is significantly lacking, that may lower your grade more than the approximate percentage. For example, if the paper shows very poor grammar or very poor organization throughout the paper, more points may be taken away from the overall paper than the approximate weight provided here. Failure to cite sources, or copying from another student, is considered **Plagiarism** and will result in a grade of **zero** for the paper, and may result in failing the course, and further possible academic penalties. See section on Academic Honesty in this syllabus.

	Unsatisfactory	Basic	Proficient	Distinguished	Approximate Weight
Content	*Candidate does not describe aspect of exceptionality investigated in sufficient depth. *Does not describe the educational implications. *Quality of writing is not appropriate for the assignment.	*Candidate describes exceptionality investigated in basic depth. *Describes one educational implication for teachers. *Quality of writing is at a low level for the assignment.	*Candidate describes exceptionality investigated in sufficient depth. *Describes one or two educational implications for teachers. *Quality of writing is sufficient for the scope of the assignment.	*Candidate describes aspect of exceptionality investigated in complete depth. *Describes several educational implications of the information for teachers. *Quality of the writing is appropriate for the scope of the assignment.	40%
Organization	*Paper is not organized. *Information on similar topics is not kept together. *Logic is not developed through using an introduction, discussing the main areas, utilizing a summary to end the paper. *Subheadings are not used to help organize sections of the paper.	*Paper has limited organization *Information on similar topics is not always kept together. *Logic needs more development using an introduction, discussing the main areas, utilizing a summary to end the paper. *Subheadings are not well utilized to help organize sections of the paper.	*Paper is organized at a sufficient level. *Information on similar topics is usually kept together. *Logic developed by using an introduction, discussing the main areas described in the Content section, utilizing a summary to end the paper. *Subheadings sometimes utilized to help organize sections of the paper.	*Paper is well-organized. *Information on similar topics is kept together. *Logic developed by using an introduction, discussing the main areas described in the Content section, utilizing a summary to end the paper. *Subheadings are well utilized to help organize sections of the paper.	20%
Citation	*Proper citation of sources within text and reference page using APA style were not utilized. *Sources were not cited whenever using someone else's ideas or direct quotes (see Academic Honesty)	*Sources were cited and reference page created, but not with APA format. *Sources not always cited whenever using someone else's ideas or direct quotes.	*Proper formation of source citation within text and reference page using APA style sufficiently followed. *Sources were sufficiently cited whenever using someone else's ideas or direct quotes.	*Proper formation of the citations for sources within the text and for the reference page using the APA Publication Manual 5 th Edition. *Sources were always cited whenever using someone else's ideas or direct quotes.	20% (Not citing sources may result in a score of zero for the paper. See section on Academic Honesty)
Sources	*0-1 scholarly articles/ books beyond the course were utilized. *More than one web source was used.	*At least two scholarly articles/ books beyond course texts were utilized. *More than one web source was used.	*At least three scholarly articles/ books beyond course texts were utilized. *Only one web source was used.	*More than three scholarly articles/books beyond the course texts were utilized. *Only one web source was used.	10%
Mechanics	*Proper English grammar, punctuation, spelling were not utilized.	*Proper English grammar, punctuation, spelling need improving.	*Proper English grammar, punctuation, spelling were sufficiently utilized.	*Proper English grammar, punctuation, spelling were always utilized.	10%
Total Poss.	"D/F" Level Work	"C" Level Work	"B" Level Work	"A" Level Work	30 Points

NOTE: The **Weight** for each area is listed as **Approximate**, which means this is the percentage I will typically use to evaluate this paper. However, if one area is significantly lacking, that may lower your grade more than the approximate percentage. For example, if the paper shows very poor grammar or very poor organization throughout the paper, more points may be taken away from the overall paper than the approximate weight provided here. Failure to cite sources, or copying from another student, is considered **Plagiarism** and will result in a grade of **zero** for the paper, and may result in failing the course, and further possible academic penalties. See section on Academic Honesty in this syllabus.

The **Exceptionality Teaching Presentation** will be assessed using the following criteria:

Percentage/Points Possible

	Unsatisfactory	Basic	Proficient	Distinguished	Approximate Weight
Planning	*Lesson plan not provided to instructor. *No congruence between the plan and the actual teaching. *Summary of content not provided to class & instructor.	*Basic lesson plan provided to instructor. *Some congruence between plan and actual teaching. *Summary of content provided to class & instructor?	*Proficient lesson plan provided to instructor. *Proficient congruence between plan & teaching. *Content summary provided to class & instructor.	*Distinguished lesson plan provided to instructor. *Congruence between the plan and the actual teaching. *Summary of the content is provided to the class & instructor.	30%
Content	*Does not demonstrate a mastery of content. *Does not present content in a clear and organized manner. *Amount of content not appropriate for time. *Does not present content with minimal reliance on notes.	*Basic mastery of content. *Presents content in basically clear and organized manner. *Amount of content appropriate for time *Present content with reliance on or direct reading from notes.	*Proficient mastery of content. *Presents clear & organized content. *Amount of content appropriate for time. *Present content with some reliance on or direct reading from notes.	*Demonstrates mastery of content. *Presents content in a clear and organized manner. *Amount of content appropriate for the time allotted. *Present content with minimal reliance on notes.	30%
Technique	*Did not maintain eye contact with the class. *Lacks professional posture and movement about the room. *Did not speak clearly & use appropriate volume to be heard by class. *Did not ask and answer questions from the class. *Key points not highlighted using basic technology.	*Maintain some eye contact with class. *Basic posture & movement. *Speak clearly & used appropriate volume to be heard by most of class. *Ask & answer one or two questions from the class. *Key points highlighted using basic technology.	*Maintain proficient eye contact with class *Maintain professional posture & movement. *Speak clearly & use appropriate volume to be heard by all class members. *Ask and answer few questions from class. *Key points highlighted using technology.	*Maintain high level of eye contact. *Maintain professional posture and movement. *Speak clearly & use appropriate volume. *Ask and answer several questions from the class. *Key points highlighted using distinguished use of technology.	20%
Student Involvement	Does not involve class members in discussion and/or activity.	Involves some class members in basic discussion and/or activity.	Involves most class members in proficient discussion and/or activity.	Involves all class members in discussion and/or activity.	10%
Professionalism	*Unprofessional attitude during presentations. *Does not participate in other groups' presentations. *Does not communicate with group to plan presentation.	*Basic professional attitude during presentations. *Participates minimally in other presentations. *Communicates with group.	*Proficient professional attitude during presentations. *Participates in other presentations. *Communicates with group to plan presentation.	*Distinguished professional attitude during presentations. *Participates in all presentations. *Communicates with group to plan presentation.	10%
Total Possible	"D/F" Level Work	"C" Level Work	"B" Level Work	"A" Level Work	30 Points

NOTE: The **Weight** for each area is listed as **Approximate**, which means this is the percentage I will typically use to evaluate this paper. However, if one area is significantly lacking, that may lower your grade more than the approximate percentage. For example, if the paper shows very poor grammar or very poor organization throughout the paper, more points may be taken away from the overall

paper than the approximate weight provided here. Failure to cite sources, or copying from another student, is considered **Plagiarism** and will result in a grade of **zero** for the presentation, and may result in failing the course, and further possible academic penalties. See section on Academic Honesty in this syllabus.

Rubric/Guidelines for Blackboard Discussion Boards

	Low Range	Mid Range	High Range
Understanding of Content	Response demonstrates limited understanding of critical concepts with unclear, weak connections to practice or is off topic.	Response demonstrates a basic understanding of critical concepts with somewhat clear connections to practice.	Response demonstrates deep understanding of critical concepts with clear and strong connections to practice.
Higher Order Thinking	Response demonstrates procedural or summary-oriented processes in formulation.	Response demonstrates analytic cognitive processes in its formulation to some degree.	Response demonstrates analytic, evaluative and creative cognitive processes in its formulation.
Clarity of Expression	Responses are unclear, hard to follow, and poorly articulated.	Responses are vague in parts or may lack clarity or coherence.	All responses are clear, concise, logical, and well-articulated.
Writing Mechanics	Multiple spelling & grammar errors.	More than two errors in spelling and grammar.	No more than a total of two errors in spelling and grammar.
Professional Communication	Communication is not professional, is off course topics, disagreements/differing opinions are not expressed professionally.	Communication is mainly professional, on topic for the week, disagreements/differing opinions are expressed professionally without attacking others.	All communication is professional, deals with the topic for the week, disagreements/differing opinions are expressed professionally without attacking others.

******Any seriously unprofessional or hostile communication will be reported to the Chairperson of the Department of Education and Allied Studies, the Associate Dean for Graduate Studies, other University officials, and possibly law enforcement. No online bullying, attacking, or inappropriate communication will be tolerated.

*****We may be discussing issues during the semester about which people may have very different opinions, and that is expected. I do want you to discuss and support your ideas. When we have different ideas, we can respond to the issue being discussed rather than to individuals. The idea is to get all of us to think deeply about the issue and to consider alternate points of view on any given topic to expand our thinking and development.

John Carroll University
Department of Education and Allied Professions
SCHOOL AND SOCIETY ED 253- 51
Tuesday and Thursday 11:00 to 12:15 AD 303 Instructor, Dr. Ford
Spring 2012 Office Hours Monday and Wednesday 12 to 3:00

BRING YOUR COURSE TEXT TO EVERY CLASS SESSION

Course Description (catalog): Foundations of education are examined through historical, sociological and philosophic perspectives to provide a comprehensive understanding of American education and related educational issues

Required Text(s): Spring (2012), *American Education, 15th edition*

Rationale: ED 253 is situated in the JCU Conceptual Framework for Basic Programs primarily in "Strand One: Contexts." However, there are also issues addressed in the course related to "Strand Three: Curriculum, Learning, and Instruction" and "Strand Four: Teacher as Person." In general, ED 253 seeks to accomplish the desired results from these 3 Strands by communicating that " *a teacher's career involves more than being an educational technician. Actions within the public school, one of the major social and political institutions in modern society, affect society from the local community level to the level of national government policy. A teaching career therefore involves more than decisions about methods of instruction; it includes as well political, economic, and social decisions that affect the entire society*" (p. vi, Spring, 1978). This course draws on educational philosophy, history, and sociology, to convey several ideals to education students.

- 1) *Education is a vocation;*
- 2) *Education involves developing the total person;*
- 3) *Educators can use their total person to influence their students;*
- 4) *Schools are learning communities where educators can most effectively exert their personal influence; and*
- 5) *The integration of the education foundation disciplines helps to develop the total person of the educator*

In addition to teaching about the foundations of education, this course is designated as a writing intensive course. Time will be devoted during the semester to learning about the writing process and improving your writing skills. You will be exposed to a variety of writing experiences: different types of written assignments, peer editing, and multiple drafts of the same paper. The purpose of a writing intensive course is to enable you to carry into your upper division courses the discipline and habits of excellent written expression. Another purpose is to set high standards of written expression for education.

Course Outline (topics):

- I. Introduction to Foundations of Education
- Historic overview of American education
 - Purposes of Public Schooling

II. The Profession of Teaching

- What the public thinks of teachers and public education
- The road to teacher licensure
- Teachers, unions and teacher politics

III. Models of Teaching

- Direct Instruction
- Constructivism
- Multicultural Education

IV. Teachers and Current Issues in Education

- Student diversity
- Power and control in USA education
- Courts and education
- High stakes testing

V. School Organization

- School funding

- School reform

Program Conceptual Framework

The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department’s professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal*. The conceptual framework that grounds and guides the department’s professional education programs is illustrated in Figure 1.

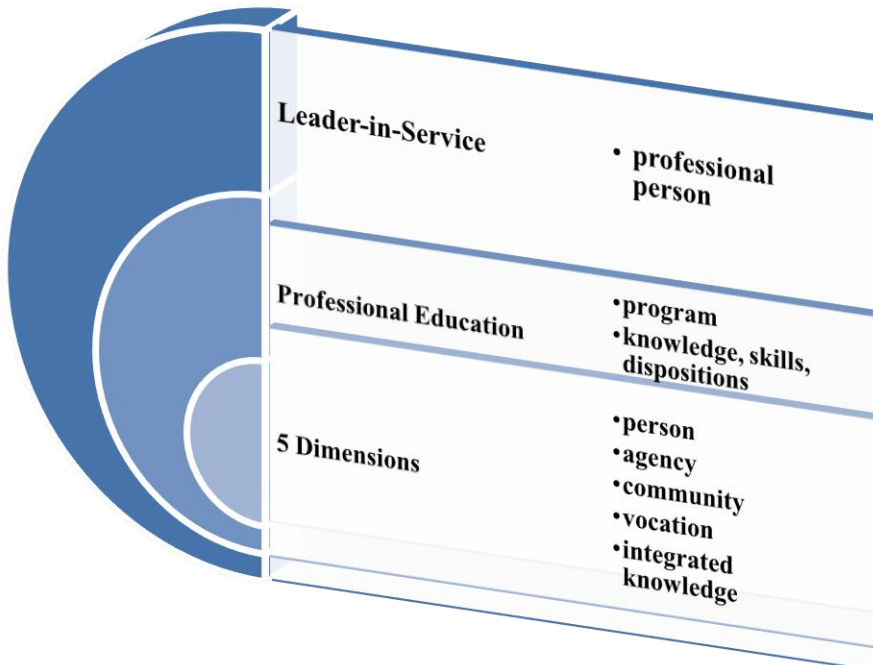


Figure 1. Conceptual Framework of the *Jesuit Ideal*

The figure illustrates the centrality of the educator as a person who through an effective program of professional education develops the knowledge, skills and dispositions that further develop the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the “satisfying power to take meaningful action and to see the results of our decisions and choices”. Murray, J. H. (1997). *Hamlet on the holodeck: the future of narrative in cyberspace* (p126). New York: Free Press.

Program Domains of the Jesuit Ideal in Initial Licensure Programs

Domain	Learner Outcomes
I. Contexts	I-4. Teachers model respect for students’ diverse cultures, language skills and experiences
II. Learner Development	II.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards
III Practice	III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.

IV	IV-13. Reflects on professional practices. IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community. IV-15. Grows and develops professionally.
----	---

<i>Standard</i>	<i>Objectives</i>
*Recognizes the value of understanding the interests and cultural heritage of each student.	*Understands the tenets of multicultural education *Recognizes and understand own attitudes and biases. *Recognizes and understands the contributions and cultures of the USA's different ethnic/social groups
*Understand the educational concepts underlying a variety of instructional strategies embodied in various teaching methods *Understands the educational concepts underlying a learning environment that encourages social interaction, active engagement, and self-motivation.	*Students will recognize and determine which of the varied instructional teaching strategies incorporated within the course they find most helpful to their learning *Students will analyze the social and psychological components classroom environments and the resultant affect of the component on the learning process *Students will engage in a variety of group configurations and interactions
*Promotes an environment that de-emphasizes competition and fosters collegial relationships *Grows and develops professionally	*Students will work in teams to complete specific assigned projects *Students will research a variety of educational issues and present a group report
Develops the skill of being critically reflective	*Students will become aware of their behaviors and attitudes and the impact they have on the learning process *Students will recognize and understand the implications of social, political, and economic factors on the educational process in the USA *Students will begin to gain a sense of self-efficacy in changing public education *Students will engage in critical reflective analysis of their service learning experience

Course Evaluation: Students will be evaluated through a combination of individual and group projects/presentations, writing skills, quizzes, class participation, class attendance and the PBA.

Classroom Expectations:

Regularly and punctually, attend and participate in class sessions. You will lose points for excessive absences and tardiness (more than 2). The class is an open forum in which all opinions can be voiced, heard, analyzed, and responded to. Remember to be professional and respectful in your demeanor. All assignments are due on the date indicated. **NO LATE PAPERS WILL BE ACCEPTED FOR ANY REASON.** All written assignments, where noted, must be typed, double spaced, and in the APA style.

DO NOT BRING OR USE ANY ELECTRONIC DEVICES IN THIS CLASS UNLESS REQUESTED

Grading Scale:

100 to 93% of the total points	A
92.9 to 90% of the total points	A-
89.9 to 87% of the total points	B+
86.9 to 83% of the total points	B

82.9 to 80% of the total points	B-
79.9 to 77% of the total points	C+
76.9 to 73% of the total points	C
72.9 to 70% of the total points	C-
69.9 to 67% of the total points	D
Less than 66.9% of the total points	F

Students with Disabilities:

Please make known immediately to the instructor your documented condition if you require special accommodations or adaptations. No consideration will be given retroactively. All students are viewed as valued members of this learning community

Academic Honesty: Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal. All work submitted for evaluation in the course must represent only the work of the student unless indicated otherwise. **Any work violating this policy receives an automatic F grade and a possible failure for the course.** (For a more detailed discussion of University policy on Academic Honesty, see the Undergraduate Bulletin.) If students have any questions as to what violates this policy, they should speak with the instructor.

This class has a heavy emphasis on participation and writing. We fulfill those components in multiple ways. Below are the assignments that allow us to accomplish this.

1. **Discussion Article (5 points per article)**

For each indicated class session each student must bring a short article (newspaper, magazine, journal, other course text, reputable web site, etc.) to class that pertains to one of the topics contained within the assigned chapter reading. Everyone should expect to contribute to the discussion by sharing the highlights from your selected article. Additionally, I expect you to analyze the article as follows in order to better contribute to the discussion and your understanding:

- *Does the article confirm or challenge information in your text?*
- *Does the article confirm or challenge your personal beliefs and opinions?*
- *Who are (is) the people who authored the article and what is their agenda?*
- *Did the article help you shape a new perception or opinion (if so, how?).*

If you are absent when the article is due, you cannot receive credit later by submitting an article. Nor will you receive credit by sending an article with a classmate.

Make sure you sav all articles, as they may be incorporated in the PBA.

2. **In Class Writings: (10 points per paper)**

This is a series of responses and reflections to assigned articles, websites and chapter topics. While these are informal in nature, be mindful of spelling and basic principles of good writing (punctuation, grammar, abbreviations, and capitalizations). You will not automatically earn 10 points, your writing and reflections must merit the top score. If it is evident that your writing skills are weak, I will direct you to the writing center for assistance with re-writing your paper. You may then re-submit your paper during the next session our class meets. The maximum you may earn for a re-submitted paper is seven (7) points.

3. **Group Written Assignments: (30 points each)**

3a. **The Null Curriculum**

Groups of up to three students collaborate to create a single paper on an assigned topic. Each member of the team must contribute a written portion to the project. Each member of the teams receives the same grade earned on the assignment. The first GWA topic is the null curriculum for which you may select one of the following topics:

1. *Walter Reuther and the union movement*
2. *The Tuskegee Study*
3. *The Trail of Tears*
4. *US government involvement in the death of Patrice Lumumba*
5. *The 1953 Iranian coup d'état and overthrow of Prime Minister Mohammad Mosaddegh*
6. *The Eugenics movement and sterilizations*
7. *ITT and the US government involvement in the over throw of the President of Chile*

In your paper use the following headings:

Research Findings: You will articulate what you learned giving an historic overview of the existing social conditions at the time.

Motivations: You will present plausible motivations for why the event you researched took place. You will also relate the major players behind the events and indicate if they were primarily associated with political, military, medical, financial, corporate, or workers movements.

Long-term Outcomes: You will share how the events you researched impacted people in the society or nation in which they occurred in both the short term and up to the present day. Make a value judgment as to why you believe the actions taken by the major actors were justified or not. **You will bring the first draft of your paper to class on the date it is due so you may peer edit your papers. If you fail to have the draft available in class when it is due there is an automatic deduction of 10 points.**

3b. Education and Dominated Groups

Groups of three students collaborate to create a single paper on an assigned topic. Each member of the team must contribute a written portion to the project. Each member of the teams receives the same grade earned on the assignment. The second GWA topic is education and dominated groups for which you may select one of the following;

1. Females
2. Homosexuals
3. Persons with disabilities
4. African Americans
5. Native Americans
6. Puerto Ricans

In your paper use the following headings:

Research Findings: Provide a brief history of the nation's attitude toward providing educational opportunities for the group you selected. Indicate the legislation and actions used to ensure your selected group did not have equal educational opportunities as those afforded many white males.

Remedies: Provide a sequential list of major legislation and social actions that positively influenced and increased educational opportunities for your selected group. Include a brief explanation of the legislation and/or social action.

Educational Statistics: In this section provide current education statistics related to educational outcomes for your selected group. These statistics should compare comparable rates of white males and your selected group. Please find information on the following; *graduation rates*, *college attendance rates*, and *average yearly income rates*. You may use graphs, and/or charts to display this data. You must also include a brief discussion about your findings and indicate if you feel your selected group has fully overcome the effects of its historic exclusion from educational opportunities.

You will bring the first draft of your paper to class on the date it is due so you may peer edit your papers. If you fail to have the draft available in class when due there is an automatic deduction of 10 points.

4. Quizzes: (value determined by the number of chapters and quiz items):

A series of scheduled quizzes are given during the semester. The intent of these quizzes is to assist you with comprehending the concepts presented. Quizzes maybe open-book and taken individually, you will therefore need the course text. There is also the possibility that a quiz may be taken with a partner (without the aid of the text). These quizzes and the PBA take the place of the mid-term and final examination.

5. PBA: (50 points)

The Performance Based Assessment (PBA) is a cumulative project that demonstrates the mastery *of course content*, *written expression* and *the implications* and *application of course content for the real world*. Therefore, the PBA consists of an analysis of a selected case study. In order to demonstrate your mastery of course content I expect you to use the *course terminology* appropriately when you analyze the case study. As the time approaches for this project, we will discuss in detail the rubric and answer questions you may have.

6. Service Learning Experience: (30)

The course requires a service learning experience. A portion of the first class session explores how this requirement connects with the Jesuit Ideal of Social Justice. I have provided a template in which you share your observations about your experience. The template is completed in sections and due dates for each section are listed. **DO NOT ALTER THE TEMPLATE.** Contact the Center for Community Service immediately in order to register for an orientation and to obtain your placement. **Only placements offered through the center are approved sites.**

Please retain all papers and articles for two weeks after final grades are posted.

Service Learning Template

Do not alter the template. There are 5 questions, with questions 1 through 4 having multiple parts. Please respond to each question and to every part of a question. This course has a focus on your writing skills; therefore I am expecting the write up for this assignment to exhibit your best writing skills.

<i>Your Name</i>	<i>Name and address of facility</i>
------------------	-------------------------------------

<p>1 a. Describe the kind of agency or business and the kind of services delivered.</p> <p>b. Who are the people served by the agency?</p>	
<p>2 a. Describe the physical plant of the facility (size, equipment, light, heat, paint, etc.).</p> <p>b. How did it feel being in the facility?</p>	
<p>3. a. Describe the neighborhood.</p> <p>b. What were your perceptions about the SES of the people living in the surrounding neighborhood?</p> <p>c. How did you feel being in the neighborhood?</p>	
<p>4. a. Describe the people with whom you interacted (not the workers, but those being served) – were they students, adults, etc.</p> <p>b. How did you establish a relationship with them?</p> <p>c. What were your perceptions of the people you served before you began to work with them?</p> <p>d. Did your perceptions change? (<i>Explain why you think your perceptions changed or remained the same</i>).</p> <p>e. What do you think were the perceptions the clients held about you? (<i>Explain why you think their perceptions changed or remained the same</i>).</p>	
<p>5. Part of the rationale for service learning is to cultivate a strong will in the JCU students for social justice, with the intent of having</p>	

<p>that will continue as they pursue their chosen professional paths. In what ways do you envision yourself working for social justice within in the context of your future professional life?</p>	
--	--

The instructor reserves the right to alter the course assignments

and schedule as needed to meet the needs of the learning community.

Course Schedule

Dates	Assignment	Class Activity
1/17- 1/19	Ch 1	Housekeeping, syllabus review, service and the Jesuit Ideals 1. In class writing: <i>Why do we have public education?</i> Lecture/ discussion Ch 1 The History and Political Goals of Public Schooling
1/24- 1/26	Ch 1-2	Lecture/ discussion Ch 2 The Social Goals of Schooling? DISCUSSION ARTICLE – Bullying
1/31- 2/2	Ch 2	Lecture/ discussion Ch 2 The Social Goals of Schooling? 2. In class writing: <i>Should schools be expected to address society’s ills?</i> First draft of Null Curriculum Group paper due for in class peer editing.
2/7-2/9	Ch 3	Lecture/ discussion Ch 3 Education and Equality of Opportunity Tim Wise video 3. In class writing: <i>White Privilege</i>
2/14-2/16	Ch 4	Lecture/ discussion Ch 4 The Economic Goals of Schooling, Human Capital, Global Economy and Preschool DISCUSSION ARTICLE – Economic crisis in Europe Quiz #1 (the theorists, chapters 1-3)
2/21-2/23	Ch 5	Lecture/ discussion Ch 5 Equality of Educational Opportunity; Race, Gender, and Special Needs Debate – special needs students in the general classroom

		Group Written Assignment 1 Due: <i>The Null Curriculum</i>
2/28-3/1	Ch 6	Lecture/ discussion Ch 6 Student Diversity Class reading – immigrants, then and now DISCUSSION ARTICLE – the immigrants 4. In class writing: <i>Assimilation, Americanization, and Acculturation</i>
3/6-3/8		Spring Break No Class
3/13-3/15	Ch 7	Lecture/ discussion Ch 7 Multicultural and Multilingual Education In class reading Tim Wise 5. In class writing: <i>Should schools have mandatory multicultural/multilingual education?</i> Quiz #2 (chapters 4-6)
3/20- 3/22	Ch 7-8	DISCUSSION ARTICLE – Multilingual education in other nations Lecture/ discussion Ch 8 Local Control, Choice, Charter Schools, and Home Schooling First draft of Education and Dominated Groups paper due for in class peer editing.
3/27-3/29	Ch 8	Lecture/ discussion Ch 8 Local Control, Choice, Charter Schools, and Home Schooling DEBATE: Should we end public education?
4/3-4/5	Ch 9	Lecture/ discussion Ch 9 Power and Control at State and National Levels: Political Party Platforms and High-Stakes Testing Class reading – The State of Ohio’s Schools DISCUSSION ARTICLE – the quality of charter schools Service Learning Paper Due Easter Break No Class
4/10-4/12	Ch 10	Lecture/ discussion Ch 10 The Profession of Teaching. Debate – which teacher deserves merit pay? DISCUSSION ARTICLE – The effort to end unions Education and Dominated Groups paper due NO CLASS ATTENDING CONFERENCE
4/17- 4/19	Ch 11	Lecture/ discussion Ch 11 Globalization of Education DISCUSSION ARTICLE--education and globalization Discussion of the service learning experience Quiz #3 (chapters 8-10)
4/24-4/26	See web addresses on page 9	Female Education Pioneers 6. In class writing: how does each of these female education pioneers fit within the context of the various topics examined in this course? Instructions and rubric for the PBA
5/1-5/3		PBA IN CLASS
Exam Week		HAVE A SAFE SUMMER

Please retain all papers and articles for two weeks *after* final grades are posted.

<http://www.pbs.org/onlyateacher/elaine.html> (Elaine Goodale Eastman)

<http://www.pbs.org/onlyateacher/lauratowne.html> (Laura Towne)

<http://www.pbs.org/onlyateacher/charlotte.html> (Charlotte Forten)

<http://www.pbs.org/onlyateacher/richman.html> (Julia Richman)

<http://www.pbs.org/onlyateacher/beecher.html> (Catharine Beecher)

<http://www.pbs.org/onlyateacher/haley.html> (Margeret Haley)

John Carroll University
Department of Education and Allied Studies
Course Syllabus

Course Number: ED 255-51 **Semester:** Fall, 2011
Course Title: Literacy across the Curriculum
Time/Place: Tuesdays/Thursdays 9:30 – 10:45 OC 214 and Gearity School

Course Description: Literacy development examined through psychological, socio-cultural and historical perspectives. Examines reading as an interactive, problem-solving process. Strategies that foster critical thinking, active engagement and social interaction in the teaching of reading and writing across the curriculum. Includes field experience. Field assignments related to licensure and content area.

Instructor: Dr. Amy R. Hoffman
Office: AD 308 **Office Hours:** Tuesdays and Thursdays 11:00 – 12:00 and 1:00 – 3:00.
Office Phone: (216) 397-4692
E-mail Address: Hoffman@jcu.edu

Required Text:
Tompkins, G. (2010). *Literacy for the 21st century: A balanced approach* (5th Ed.). Boston: Allyn and Bacon.

Supplemental Resources (accessed through Blackboard):
Ohio Academic Content Standards: K-12 English Language Arts
English Language Arts Common Core State Standards

Rationale:
Literacy is defined as knowing how to read, write, speak, and listen to communicate effectively and to think and act as a literate person. The integration of these cognitive and linguistic processes is essential for learning at all ages and grade levels and in all disciplines, as well as an important part of life beyond school. Reading and writing are viewed as interactive processes. Readers (writers) apply prior knowledge of language, the world, and print to construct meaning of text (National Reading Panel, 2000); Perfetti, 1995; Ruddell & Unrau, 1994). What readers (writers) bring to text experiences (e.g., knowledge of language systems and text, prior world experiences, attitudes, culture, and language) strongly influences what they learn from text and the ease with which they learn (Neuman & Dickinson, 2001; Snow, Burns & Griffin, 1998; Scanlon & Vellutino, 1996; Stanovich, 2000).

- Special Rules for JCU Teacher Candidates:**
- Dress appropriately when we are at Gearity. You are role models!
 - No gum chewing at Gearity. This is a rule established for the Gearity students and we should obey it, too.

Tentative Schedule:

8/30	Meet at JCU – Course Intro.	9/1	Meet at JCU – Learning theories, cueing systems Tompkins, Chap. 1
9/6	Meet at JCU – Creating a classroom community of learners, a balanced approach to literacy instruction LA Standards, pp. 1-26	9/8	Meet at JCU – Scaffolding Reading and writing instruction, ways of organizing literacy instruction, partnering with parents Tompkins, Chaps. 2 and 10
9/13	Meet at JCU – Stages of literacy	9/15	Meet at JCU – Assessing

development Tompkins, Chap. 4	children's literacy development Tompkins, Chap. 3
9/20 Meet at Gearity – For the next few sessions, JCU candidates will visit classrooms at different age/grade levels and look for aspects of the topics discussed during previous sessions at JCU. Information sheets, summarizing key concepts discussed at JCU will be provided for the Gearity teachers to help them connect with the JCU candidates. Observations will last approximately 45 minutes, with a seminar following to process the experiences.	9/22 Meet at Gearity – See 9/20
9/27 Meet at Gearity – See 9/20	9/29 Meet at Gearity – See 9/20
10/4 Meet at Gearity – See 9/20	10/6 Meet at Gearity – See 9/20 Quiz I – part 1
10/11 Meet at JCU – Phonemic Awareness and Phonics Tompkins, Chap. 5 LA Standards pp. 27-29 & 56-58 Quiz I – part 2	10/13 Meet at JCU – Phonics (con't), spelling LA Standards pp. 30-31 & 59-67 Literacy Survey due
10/18 Meet at JCU – Fluency Tompkins, Chap. 6 Vocabulary Tompkins, Chap. 7	10/20 Meet at JCU – Differentiating Instruction Tompkins, Chap. 11 Content Area Instruction Tompkins, Chap. 12
10/25 Meet at JCU – Comprehension (reader factors) Tompkins, Chap. 8 LA Standards pp. 32-33 & 68-78	10/27 Meet at JCU – Comprehension (reader factors) LA Standards, pp. 34-39 & 79-95
11/1 Meet at JCU – Comprehension (text factors) Tompkins, Chap. 9 LA Standards pp. 40-49 & 96-13	11/3 Meet at JCU – Comprehension (text factors) LA Standards pp. 50-55 & 132-15
11/8 Meet at Gearity – For 6 class sessions the JCU candidates will observe, and when possible, assist the teacher, in one assigned	11/10 Meet at Gearity – See 11/8

<p>classroom. Observations will focus on the aspects of literacy instruction covered in the JCU sessions (again, a summary of key points will be distributed to Gearity teachers). During the week of 11/30 the JCU candidates will teach a lesson, or portion of a lesson, that has been planned with the Gearity teacher.</p> <p>Observations/participation will last approximately 45 minutes and the candidates will meet for a seminar session afterwards to process their experiences.</p>	
11/15 Meet at Gearity – See 11/8	11/17 Meet at Gearity – See 11/8
11/22 Friday classes meet	11/24 Thanksgiving
11/29 Meet at Gearity – See 11/8 Lesson Plan Assignment Due after teaching a lesson.	12/1 Meet at Gearity – See 11/8
12/6 Meet at JCU – Teaching literacy through thematic units	12/8 Meet at JCU – Quiz II

Course Goals/Desired Outcomes:

Program Domains and Desired Outcomes – Initial T.Ed. Licensure Program

Strand 1 – Contexts:

1-1 Understands the central concepts, tools of inquiry and structure of literacy

Strand 2 – Child and Adolescent Development:

2-7 Understands how children differ in their approaches to learning

Strand 3 – Curriculum, Learning and Instruction:

3-9 Understands and uses a variety of instructional strategies; designs coherent instruction

Strand 4 – Teacher as Person

4-13 Reflects on professional practices

JCU Program Outcomes and Professional Organization Standards Alignment

JCU Program*	Professional Org**	Ohio Standard/Element***	Learning Activity
I-1	1.1,	2.1, 2.4	Class activities, Quizzes I & II, Literacy Survey assignment, Lesson Plan

			assignment
2-7	4.1	1.1	Field experiences, Literacy Survey assignment, Lesson Plan assignment
3-9	3,3	2.1,2.2, 2.3, 4.1,	Class activities, Field experiences, Lesson Plan assignment
4-13	6.2		Lesson Plan assignment

*JCU-Initial Licensure Programs (See p. 6-7).

**IRA 2010 Standards. <http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards.aspx>

***Ohio Standards for the Teaching Profession

http://www.tygerpride.com/uploaded/Human_Resources/Ohio_Teacher_Standards.pdf

Field Experiences:

- This class will meet, for a significant portion of the semester, at Gearity School. Candidates will experience focused observations that connect with the topics discussed during campus sessions. Initial observations will cover a range of teachers and age/grade levels. Later observations will be conducted in one classroom where the candidates will also participate in classroom activities when possible.
- Candidates will observe literacy lessons or content area lessons supported with literacy strategies, interact with classroom teachers and specialists and evaluate a textbook. (Assessed through Literacy Survey assignment)
- Candidates will design and teach a literacy lesson and respond to feedback from others. (Assessed through Lesson Plan Design and Demonstration assignment)

Quizzes I & II: Candidates apply textbook and class discussion ideas. For example, given a piece of text a teacher is planning to use with students, candidates would identify vocabulary words that may require teaching and discuss why those words were selected and strategies that could be used to teach them.

Literacy Survey: In a field setting, candidates observe instruction at varied grade levels, gain information from classroom teachers and specialists, and analyze a textbook. This written paper analyzes and synthesizes the findings, connecting textbook and class discussion concepts with observed practices.

Lesson Plan Design and Teach: Using Ohio English Language Arts Standards (and possibly additional content area standards) or English Language Arts Common Core Standards the candidates design a complete standards-based lesson plan, teach portion it at Gearity School, and reflect on peer and self critiques. This is the culminating experience for ED 255 and also the PBA (Performance-Based Assessment).

Assessment Component:

Percent of Course Grade

Quiz I	20%
Quiz II	20%
Literacy Survey	25%
Lesson Plan Design and Demonstration	25%
Participation and Attendance	10%

Course Guidelines:

- Class sessions in this course focus largely on discussion and hands-on learning. Therefore, regular attendance and active participation are expected. Any absence should be discussed with the instructor. A portion of the course grade reflects the importance of this guideline.
- Assignments are due on the dates specified in class or on the syllabus. Unless special circumstances have been discussed and approved, grades will be lowered if assignments are late.
- All papers are to be typed. An accepted style (e.g. APA or MLA) should be used, especially for citing references.
- John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the office of Services for Students with Disabilities (SSD). Please contact the

Director, Lisa Meeks at (216) 397-4263 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SSD will be recognized in the classroom. Please contact SSD if you have further questions.

- As stated in the JCU *Undergraduate Bulletin*, academic honesty is expected of every student. All work submitted for this course must represent only the work of the student unless indicated otherwise. Work submitted for other courses may not be used to fulfill the requirements of this course. Any infraction of this academic policy will result in a grade of zero for the assignment.

Representative Works Consulted:

- Block, C.C. & Pressley, M. (Eds.) (2002). *Comprehension instruction: Research-based best practices*. New York: Guilford Press.
- Braunger, J., & Lewis, J.P. (2006). *Building a knowledge base in reading* (2nd ed.). Newark, DE: International Reading Association/National Council of Teachers of English.
- Cunningham, P.M. (2009). *What really matters in vocabulary: Research-based practices across the curriculum*. Boston: Allyn & Bacon/Pearson.
- Cunningham, P.M., & Allington, R.L. (2007). *Classrooms that work: They can all read and write* (4th ed.). Boston: Allyn & Bacon.
- Gambrell, L.B., Morrow, L.M., & Pressley, M. (Eds.) (2007). *Best practices in literacy Instruction* (3rd ed.). New York: Guilford Press.
- Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). York, ME: Stenhouse.
- Lukens, R. J. (2006). *A critical handbook of children's literature* (8th ed.). Boston: Allyn & Bacon.
- McGee, L.M., & Richgels, D.J. (2008). *Literacy's beginnings: Supporting young readers and writers* (5th ed.). Boston: Allyn & Bacon.
- National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read* (NIH No. 00-4769). Washington DC: National Institute of Child Health and Human Development.
- Opitz, M. R., & Ford, M. P. (2008). *Do-able differentiation: Varying groups, texts, and supports to reach readers*. Portsmouth NH: Heinemann.
- Rasinski, T.V. (2004). Creating fluent readers. *Educational Leadership*, 61(6), 146-151.
- Ruddell, R.B & Unrau, N.J. (Eds.) (2004). *Theoretical models and processes of reading* (5th ed.). Newark, DE: International Reading Association.
- Simon, L. (2005). *Write as an expert: Explicit reaching of genres*. Portsmouth, NH: Heinemann.

Program Conceptual Framework

The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal*. The conceptual framework that grounds and guides the department's professional education programs is illustrated in Figure 1.

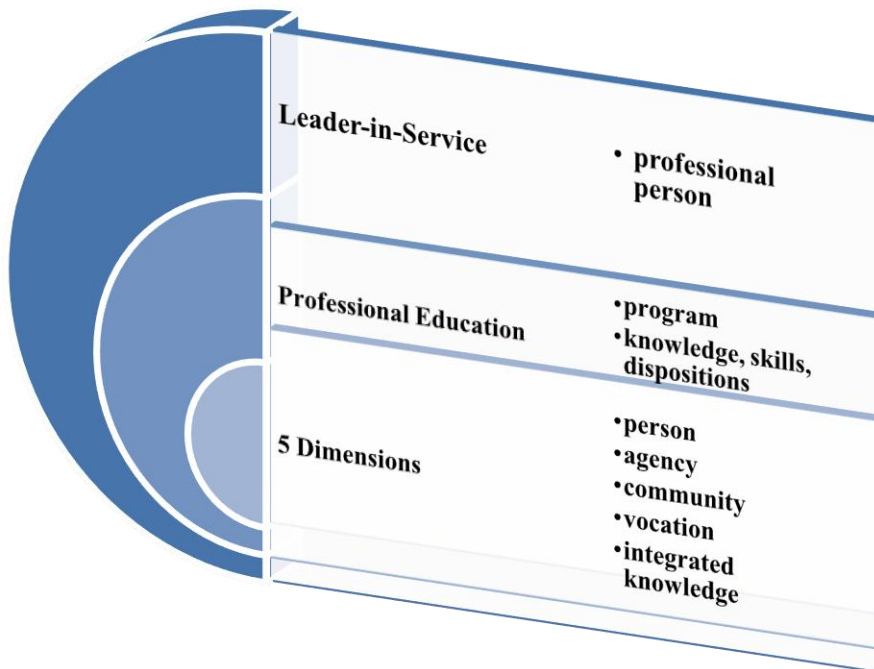


Figure 1. Conceptual Framework of the *Jesuit Ideal*

The figure illustrates the centrality of the educator as a person who through an effective program of professional education develops the knowledge, skills and dispositions that further develop the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the “satisfying power to take meaningful action and to see the results of our decisions and choices”. Murray, J. H. (1997). *Hamlet on the holodeck: the future of narrative in cyberspace* (p126). New York: Free Press.

Program Domains of the Jesuit Ideal in Initial Licensure Programs

Domain	Learner Outcomes
I. Contexts	I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.
	I-2. Recognizes the value of understanding the interests and cultural heritage of each student.
	I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
	I-4. Creates a learning environment of respect and rapport.
II. Learner Development	II-5. Understands how children/youth develop and learn.
	II-6. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.
	II-7. Understands how learners differ in their approaches to learning.
	II-8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.
III. Practice	III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.
	III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.
	III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
	III-12. Understands and uses formative and summative assessment approaches and strategies.
IV. Person	IV-13. Reflects on professional practices.
	IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community.

Instructor: Dr. Mary E. Weems, mweems45@yahoo.com Home: 216-382-7611

I am because we are.
--African Proverb

I cannot teach anyone anything, I can only make them think.
--Socrates

Office Hours: 12:30 – 3:30 p.m. Tues. & Thurs. & by appointment. Also you may reach me via e-mail (e-mail is the best way) **or phone 24-7 (except Sundays).** I am here to help with your course work, as much possible so do not hesitate to contact me as needed.

Course Title: Multicultural Education In a Pluralistic Society

ED 350-1 (undergrads) CRN10996
453-1 (grads) CRN 11031

Course Meeting Day/Time/Place: T 6:00 8:40 p.m. - AD 235

Required Texts:

1. Cushman, Kathleen. Fires in the Bathroom: Advice for Teachers from High School Students. ISBN 1-56584-996-5 paperback. New Press. NY, NY. 2003.
Note: Middle School version may be used instead with my permission.
2. Takaki, Ronald. A Different Mirror: A History of Multicultural America. ISBN-316-83111-5 (PB). Back Bay Books. Little, Brown and Company. 2008, 1st Ed.
Paperback.
4. Weems, Mary E. Publication Education and the Imagination-Intellect: I Speak from the Wound in My Mouth. ISBN0820458287. Peter Lang. NY, NY. 2003.

Recommended Texts:

Adams, David. *Education for Extinction: American Indians and the Boarding School Experience: 1875-1928*

Anderson, James. *The Education of Blacks in the South: 1860-1935*

Bonilla-Silva, Eduardo. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States.*

Kunjufu, Jawanza. *Black Students. Middle Class Teachers.*

Spring, Joel. *Deculturalization and the Struggle for Equality.* (6th ed.).

Spring, Joel. *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Socrates to Human Rights.* (2nd ed.).

Course Description: Cultural, racial, ethnic, socioeconomic, gender, and individual differences and their effects on American education and society studied from sociological, historical, and philosophical perspectives. The course will encompass the development of human relations skills to address diversity issues.

Builds the personal and professional development of education and counseling practitioners through studying the sociological, historical, and philosophic scholarship on the many cultures, races, and ethnic groups that constitute the

diverse student body of American schools. Considerations of racism, sexism, exceptionalism, and other diversity issues are applied to a variety of, educational, counseling, and agency settings. **ED 453 will have one section for community counseling and one for school counseling.** These courses designated for community and school counseling are by permit only and must be cleared with your advisor. **NOTE: It is recommended that "counseling" majors take the pertinent "Counseling" section of 453 because of its additional focus on the Counseling Exam.**

Course Goals: To increase your knowledge of, interest in and commitment to the importance of acknowledging and honoring racial, ethnic, language, and other kinds of diversity in the educative and/or counseling process. For my classes this includes broadening your awareness of the impact of cultural, and social influences on human behavior, as well as the role of the imagination-intellect (see: Weems, 2003) in the development of cognitive and academic skills.

As a social foundations, urban education scholar and an imagination-intellect theorist (see: my text) my main social issue focus is “racism,” which impacts all other social “isms.” For this reason racism will be a key focus in our class, as will the inextricable link between thinking and feeling, the importance of empathy for others, and love—the most powerful human emotion.

Racism is personal, and the personal is political. We will explore the issues addressed in the assigned texts for this course and other outside readings from a subjective, informal and formal research informed, lived experience perspective. True education begins when people of different ethnicities, races, religions, genders, abilities, ages, and sexual orientations are able to discuss and share our informed opinions and ideas in a mutually respectful manner. Our lived experiences shape our perceptions of the world. These perceptions are filtered through our cultural lenses. **Note:** This does not mean you should not expect your informed opinions to be respectfully challenged and/or questioned, this is part of the educative experience.

Improvisation: Like a jazz musician, I reserve the right as facilitator of your learning experience to make changes “in the moment” to assignments, readings, etc. as needed.

Attendance Policy: This is an interactive, learning community-based course. Attendance is **mandatory** and essential to our success in this class. With this in mind 5% will be deducted from the **100%** possible course total for each absence beyond **1**, **which is automatically excused and the corresponding assignment will be accepted without penalty.** While unforeseen emergencies may arise, I will require documentation where applicable before absences beyond **1** will be excused.

Tardiness: Be on time. Chronic tardiness (more than TWICE per semester) will result in a 5% reduction in total course grade.

Late Assignments: I accept late assignments when a student’s absence is excused on the date it’s due. Each student will also have ONE (1) ‘Get out of Jail Free Card’ ☺ Meaning ONE (1) time per semester to turn in an assignment late (w/the exception of the Midterm and the Final Essay).

Note: -5% of total course grade will be deducted for ‘each’ missing assignment. This includes the required one-on-one meeting with Dr. Weems

Definition of Pertinent Terms for this Course:

Cohesive: Group presentations that clearly demonstrate group has worked “together” to both develop and present pertinent material. It does “not” mean to simply divide up the labor and present it as several “separate” components.

Constructive Discomfort: Being open to feeling uncomfortable in our class for a positive purpose. In this case, to develop as a more open-minded, empathetic individual in terms of the kinds of differences, which are the focus of our class.

Creative/Entertaining: In keeping with the first 4 components of my imagination-intellect theory,

assignments/projects which reflect the use of the arts through the inclusion of poems, monologues, dialogues, visual art, skits, singing, music, dance, etc.

Educative: Contributing to the intellectual, moral and social instruction of the student(s) in our learning community.

Empathy: A serious, conscious attempt to closely identify with the experiences of an individual or group that is “different” from one’s own in terms of race, ethnicity, language, sexual orientation, age, and/or mental or physical ability.

Imagination-Intellect: This original theory, which I believe should be the primary focus of public education drives my pedagogy and research. It has five (5) components: 1) Aesthetic Appreciation 2) oral expression 3) written expression 4) dramatic performance 5) social consciousness, and is discussed in my text.

Self-Reflexive: Critical self-reflection based upon ones perceived social position in the world (ex: I am an African-American woman living in a racist, sexist society) and how it impacts ones biases, beliefs, and preferences. It requires each member of our learning community to immerse themselves in the readings, to engage the work on a personal level, and to interpret or respond to the work from this ‘self-reflexive’ position.

Subjective: All Grading will be based upon adherence to stated course goals, requirements and/or guidelines, and my expert opinion as a social foundations scholar with a focus on urban education, an accomplished dramatic performer, and language artist, with an emphasis on fairness to the student and our learning community.

Critical question: One that draws upon the lived experience of the student including his or her informal (outside a school setting) and formal (inside school, college) knowledge-base designed to prompt critical reflection/reflexion.

Grading Scale: You will need the following for:

A	=	100% - 93%	A	=	110 – 102.3
A-	=	92.9% - 90%	A-	=	101.5 – 99.0
B+	=	89.9% - 87%	B+	=	98.8 - 95.7
B	=	86.9% - 83%	B	=	95.5 – 91.3
B-	=	82.9% - 80%	B-	=	91.1 – 88.0
C+	=	79.9% - 77%	C+	=	87.8 – 84.7
C	=	76.9% - 73%	C	=	84.5 – 80.3
C-	=	72.9% - 70%	C-	=	80.1 - 77.0
D+	=	69.9% - 67%	D+	=	76.8 – 73.7
D	=	66.9%	D	=	73.5

Makeup Work, Extra Credit, Exams: I don’t give makeup work, extra credit, or written exams.

What I Expect from Students:

- **TO READ** and make certain you completely understand the contents of this syllabus.
- *Imagination-Intellectual (Creative-Critical) Thinking
- Questions re: clarification of assignments, course material, etcAsk me (not your peers) for clarification first and make certain you understand what you are being asked to do.
- Group Work grounded in mutual respect, dialogue and collaboration.
- Suggestions and/or constructive critiques designed to improve our learning community experience.
- To ask for clarification of the definitions of “words” used in this course.

What You May Expect from me as Facilitator:

- To adhere to a **problem solving** approach to education

- To share my lived experiences, and my informed opinion, facts etc. in a passionate way
- To challenge your thinking around the core issues of this course
- To push you to do your best work
- To make mistakes. I am not perfect and don't pretend to be.
- To be available to help/listen if you have questions or problems (including personal issues) which impact your ability to do well.
- To grade fairly when a grade is required based upon my **subjective** appraisal of your efforts per course expectations/guidelines and rubrics where applicable.
- To **improvise** including making changes in the syllabus as needed.

Participation: In this course “participation” is defined as being fully engaged in our class. Students have a major responsibility in their educative experience. In our class **students** are expected to do the majority of the work. I am here to facilitate your learning experience.

Midterm Rationale: The midterms in our class are performances and/or recitations, which should be both educative and entertaining. I choose this as an alternative to an all-essay written exam for several reasons. **1)** Written exams reinforce the banking system of education (Freire), in which what's important must be memorized and regurgitated and I favor a problem solving approach to education. **2)** Developing a pertinent question, and responding to it in your own way in a timed, educative and entertaining presentation is just as difficult as a 2-hour all-essay exam in a different way—instead of rote memorization of information you're sharing work you've created and are passionate about, you're thinking critically, creating your response, getting it honed down to the time requirement, making it entertaining, etc. **3)** Most students are rarely challenged in this way in a classroom environment and I think it's an important experience, especially for future educators.

Plagiarism: Plagiarism is the unacknowledged use of another person's writing or of his or her words, ideas, facts, and arguments. Plagiarism is never acceptable in university writing. 1) You plagiarize when, in quoting phrases, sentences, or paragraphs, you fail to use quotation marks (or, for longer passages, blocked quotes) or when you fail to identify the source of each quotation. 2) You plagiarize when, in restating borrowed material in the original language *or rewritten in your own words*, you fail to identify the source of each borrowing. Proper source documentation requires that you provide at least the author, work, place and date of publication, and page number, or URL from the Internet. 3) You plagiarize when, in taking from another writer ideas or facts which cannot be considered common knowledge, you fail to identify the source of each borrowing, giving the author, work, place and date of publication, and page number, or URL from the internet. 4) You plagiarize when, without acknowledgment, you submit as your own work a paper written wholly or in part by some other person. It is wrong to claim as your own the words, ideas, or facts of another person, or an anonymous source such as the Internet. 5) You plagiarize when you use material you wrote in high school or for another class and turn it in as though it is new work written for a current course. Though it is your material, it was not produced as part of a course for which you submit it, and therefore can be considered a form of cheating. This is often referred to as self-plagiarism. The purpose of John Carroll University writing courses is to engage students in the act of writing and revision, not simply the production of finished papers. Recycling earlier works avoids a major component of a course. If you are unclear about this policy, or whether or not you are plagiarizing, please see me for help. **ANY student caught plagiarizing in our class earns an automatic F for the course.**

Students with Disabilities: In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact Lisa Meeks (Director) Services for Students with Disabilities at 216-39-4263 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at your earliest convenience.

JCU Conceptual Framework, Ohio/NCATE Standards and Assessment ED 350

JCU Conceptual Framework	Ohio Standards/NCATE	Assessment
Strand One: Contexts -Candidate understands the central concepts, tools of inquiry and structure of the disciplines taught	A.Subject matter B. Student Learning C. Diversity of learners D. Planning Instruction E. Instructional Strategies/I.1, I.3, I.4	-Reading and course discussion -Course activities
Recognizes the value of understanding the interests and cultural heritage of each student.	C. Diversity of learners/I.4, I.6, I.7, 3.2, 4.	-Reading and course discussion -Critical Dialogue w/Text -Group Field Service Projects
Plans instruction based on knowledge of subject matter, students, the community and curriculum goals.	A. Subject matter B. Student Learning C. Diversity of Learners D. Planning Instruction E. Instructional Strategies/I.1, I.3, I.4, I.7, 3.2	-Reading and course discussion -Critical Dialogue w/Text -Course activities
Creates a learning environment of respect and rapport	F. Learning Environment/I.4, I.6, I.7, 3.2	-Presentation -Class Participation
Strand Two: Child and Adolescent Development: Understands how children learn and develop	A.Subject matter B. Student Learning C. Diversity of Learners D. Planning Instruction E. Instructional Strategies I. Professional Development/I.3, I.7, 3.2	-Reading and Course discussion -Course activities
Provides learning opportunities that acknowledge and support children’s development	B. Student Learning C. Diversity of Learners D. Planning Instruction E. Instructional Strategies/I.3, I.4, I.7, 3.2	-Reading and course discussion -Critical Dialogue w/Text -Course activities
Understands how children differ in their approaches to learning.	B. Student Learning C. Diversity of Learners D. Planning Instruction E. Instructional Strategies/I.4, I.6, I.7, 3.2	-Reading and course discussion -Critical Dialogue w/Text
Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners	B. Student Learning C. Diversity of Learners D. Planning Instruction E. Instructional Strategies I. Professional Development/I.4, I.6, I.7, 3.2, 4	-Reading and Course discussion -Critical Dialogue w/Text -Course activities
Strand Three: Curriculum, Learning and Instruction: Understands and uses a variety of instructional strategies and designs coherent instruction.	A.Subject Matter B. Student Learning C. Diversity of Learners D. Planning Instruction E. Instructional Strategies/I.3, I.4	-Reading and Course discussion -Critical Dialogue w/Text -Course activities
Creates a learning environment that encourages social interaction, active engagement, and self-motivation	A.Subject Matter B. Student Learning C. Diversity of Learners D. Planning Instruction E. Instructional Strategies F. Learning Environment/I.4, I.7, 3.2	-Presentation -Class participation
Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction	G. Communication/I.4, I.6	-Presentation -Class Participation
Strand Four: Teacher as Person: Reflects on teaching	I.Professional Development/I.4, I.6	-Class Participation -Critical Dialogue w/Text
Fosters relationships with	G. Communication I. Professional	-Presentation

colleagues, parents, and agencies in the larger community	Development/I.4,I.7. 3.2	-Class Participation
Grows and develops professionally.	I. Professional Development/I.4, I.6	-Goal for all aspects of course

JCU Conceptual Framework NCATE Standards and Performance Based Assessments 453

JCU Conceptual Framework Strands	NCATE STANDARDS	ASSESSMENT
9. Demonstrates knowledge of clients/students	1.5 Professional Knowledge & Skills for Other School Personnel	-Course readings, Critical reflections, course activities and assessments
10. Demonstrates knowledge of resources	1.5 Professional Knowledge & Skills for Other School Personnel	-Group Presentation
11. Designs coherent interventions	1.5 Professional Knowledge & Skills for Other School Personnel	-Group Presentation

Grading:

Ia. Student Designed Creative Project (Assigned Texts)	18%	(3 x 6%)
Ib. Critical Reflection/Reflexion (Weems/Cushman)	12%	(6% each text)
Ic. Takaki Outlines	12%	(6 x 2% each)
II. Midterm Performances	25%	
III. Service Project: Pay It Forward	18%	
IV. Final Essay	15%	
V. One-on-One w/Dr. Weems	*	
Total	100%	

Ia. Student Designed Creative Project

Ib. Critical Reflection/Reflexion

Takaki Text:

- Divide each chapter into (approx. equal) segments.
- Use each Takaki Chapter Heading, subheading as a different section.
- Outline your segment in *full* sentence bullet points noting important people, events, dates, definitions, etc. include page #s for each entry.
- At the end of each outline pose three (3) critical questions and include one (1) important quote including page number for group discussion.
- Send a copy of your outline by the due date in an e-attach to your group members and Dr. Weems TO: mweemslifenotes@yahoo.com ONLY.
- Bring a hard copy of your outline to class with your book to share with your group peers.

Weems Text:

- Write a 2-3 page critical reflection (12 pt. font, double spaced) that articulates what 'you' learned from the book. Include at minimum six (6) important quotes in your paper. At the end of the reflection pose three (3) critical questions.

Cushman Text:

- Based upon what you've learned from the students in the Cushman text write a 2-3 page critical reflection (12 pt. font double spaced) that articulates how you will stop your students from starting 'fires' in the bathroom. Incorporate at minimum six (6) important quotes from the book. At the end of the reflection pose three (3) critical questions.

II. Midterm Performances - Midterm Performances

Note: 3% Penalty for Arriving Late for Midterm. Pose a thought-full question grounded in

EMPATHY with either one of the groups we've studied so far or another group **that is not part of your ancestry and or experience**. **You are on your honor**. Create an original response (options: poem, dialogue, monologue, speech, essay, multi-genre) to your question. Memorize it (or become familiar enough with it to present it orally without the use of any text-based aides), present/perform it in a timed, 5-7 minute period. *Bring a Hard Copy of midterm text (or outline) to class for me*. **Note: Time is not part of the rubric for this grade because it's a requirement for the midterm. 1% of grade will be deducted** for each 30 seconds under or over time.

Note: If you suffer from stage fright or have other issues regarding the midterm see me immediately and no later than the 2nd week of class.

Students are not allowed to use any materials, which contain **text/words** as part of the midterm presentation. **STUDENTS WHO "DO" incorporate any materials which contain text/words that are part of the midterm will earn an automatic F for the midterm**. These midterms are to be presented orally **only** and any materials including images, music, movement, added should be used at the student's option to enhance the presentation/performance. Students are not allowed to use any method of keeping track of their time (this includes prompts or signs from peers) "during" the midterm performance. **STUDENTS CAUGHT violating this rule will earn an automatic F for the midterm for both the presenter and his or her peer**. You "are" to give yourself enough lead or practice time; to make certain your final presentation falls within the time requirement. **FOR THE BEST POSSIBLE RESULTS BEGIN PREPARING YOUR MIDTERMS EARLY. DO NOT WAIT UNTIL THE LAST MINUTE**. See me for help. I'm a great resource for ideas :).

Grade based upon: (See: Rubric)

III. Final Projects: Pay it Forward: Service and/or Social Action based group project: In all cases each group will do a class Final Presentation (approx. 15-20 mins.). 1-page proposal.

- 2. Pay It Forward Project** – Propose a Project designed to make a positive difference in life/lives of an individual or based upon our course focus. In all cases, site contact person is to be consulted to make certain you design a project that fits the needs of the service space.

Tracee Patterson will visit early in the semester to help our class with these projects. Each group leader will help their group select a Final Project site from the organizations that already have a relationship with this JCU office whenever possible.

Grade based upon: (See: Rubric)

Note: Each group will get the same grade. In other words, I will issue ONE grade per group.

IV. Final Personal Essay: What have you learned in our class about the importance of knowing the complete History of America and its connection to learning to honor and celebrate Difference?

Grade Based Upon: (See: Rubric)

V. One-on-One Meeting with Dr. Weems: Required. Each student will make an appointment to meet with me for 10-15 minutes.

****NOTE:** 1) = Due on Tues. 2) = Due on Thurs.**

ED 350/453 COURSE ASSIGNMENTS AND PROJECT DUE DATES TR CLASS

Week #	Due Date	Description
#2	1)1-24	1) Takaki Outline Due

#3	1) 1-31	1) Takaki Outline Due & Shadow Writing
#4	1)2-7	1)Takaki Outline Due & SCDP Description Due
#5	1)2-14	1) Takaki Outline Due & Student Eval. #1 – Anonymous & Pay It Forward Proposals Due
#6	1)2-21	1) Takaki Outline Due
#7	1)2-28	Midterms – Bring hard copy of midterm to class (include question) – turn-in
#8	1)3-6	Spring Break
#9	1)3-13	1)Takaki Outline Due & Takaki Wrap-Up Group Presentations
#10	1)3-20	1) Bring Weems Text to Class & Weems Critical Reflection
#11	1)3-27	Hate Sites –Notes for Discussion
#12	1)4-3	1) Student Design Creative Project Presentations. All 3 Texts.
#13	1)4-10 NO CLASS	1) Mon. classes meet
#14	1)4-17	1)Student Eval#2 – Anonymous & Pay It Forward Presentations
#15	1)4-24 2)4-26	1) Cushman Writing Due & JCU Course Evaluations & Final Essay
#16	1)5-2	1) Last Class Pot luck ☺

.....

Course Flow: Tentative (I will improvise making changes as needed)

Note: If your section meets twice-a-week, we will finish whatever we don't complete on the first day, during the second session.

Dates: NOTE: Below schedule is for text readings, un-graded assignments and reminders for Midterm, presentations, etc.

Week #1: Ad hoc groups. Getting to Know You Activity, Course Overview/Syllabus.

Week #2: **Read:** Takaki (Author's Note, Intro. p. 1-20, p. 23-48, 49-71) Group Assignments.

Week #3: **Read:** Takaki (p. 75-97, p. 98-130, 131-154.) **Write:** Bring 1-2 page essay about something in your life that follows you around like a shadow (could be positive or negative).

Week #4: **Read** Takaki (p. 155-205),

Week #5: **Read** Takaki (p. 209-231, 232-261. 262-291). **Write:** STUDENT EVAL #1 DUE Typed - Anonymous 3Q's 1) Is this a safe learning environment? 2) Is anything about this class not working? 3) Any suggestions for improvement?

Week #6: Read: Takaki (p. 292-338, p. 339-382)

Week #7: Midterms begin---good luck!

Week #8: Spring Break enjoy! ☺

Week #9: Read: Takaki (p. 383-404, p. 405-433, 434-447) Write: Midterm discussion and In-Class Aesthetic Experience Writing.

Week #10: **Read:** Weems text

Week #11: Read: Cushman, Preface, Intro, and ch. 1,2,3,4. Research: Go on-line and visit at least 3 Different kinds of HATE sites (ex: 1/Race, 1/Homosexuality, 1/Unusual). Bring notes to class to share.

Week #12: EASTER BREAK: **Read:** Cushman, Ch. 5,6,7.

Week #13: NO CLASS 4-10 (Monday classes meet)
Read: Cushman, Ch. 8,9,10.

Week #14: **Presentations:** Pay It Forward Projects.

Week #15: Course Wrap Up, Music, JCU Course Evaluations

Week #16 Pot Luck

Ideas for Student Designed Projects (Readings) 350/453 Courses Spring 2011

Dr. Mary E. Weems

- Series of original poems written in response to each week's quotes. May incorporate lines from the quotes in poem. Poems 'must' reflect student's interpretation of the material.
- Series of original photos connecting the selected quotes to what's going on in the life of the photographer, or in k-12 schools or in American society, or some combination of the three today.
- Songs are part of history (note: Takaki's use of them in the Mirror Text). Research music of the various eras covered by the 3 books in our class. Create a presentation that makes your understanding of the readings clear as well as how music like all art reflects what's going on during the time the music's created.
- Visual Art: Create a *series* of paintings/drawings/collages which reflect your interpretation of the quotes selected from the readings. Note: This option does 'not' include simply locating an image on line for each of the books. See me for clarification.
- Research and locate a series of images that connect to your interpretation of selected quotes from the readings.
- Focus on a particular topic for the entire semester. Ex: Role of various groups of Women during periods Takaki writes of and how that role has changed and/or remained the same in the 21st century. Must incorporate all 3 texts
- Compose a series of songs which share your interpretation of the quotes you select each week.
- Create a reading response collage (electronic only NO POSTERS) combining selected quotes, questions, with images, video clips, songs, websites etc. which reflect your interpretation of the course readings. **Default option if you don't like any of the other ideas noted here and don't come up with your own to propose :).**
- Create a series of monologues in the voices of some of the people included in each of the texts. Must incorporate interpretation of the readings.
- Today In The Media. Pick a media form and make 'now' (contemporary) connections between the quotes you select from the readings regarding various racial, ethnic groups (Takaki and Weems texts) and/or the practice of teaching (Cushman "Fires" text) and what's happening today. Examples include: Reality Shows, Local and or National televised News Shows, Film, Theater, Magazines (on-line and print), Video games, etc.

JOHN CARROLL UNIVERSITY
 Department of Education @ Allied Studies
 ED503 Syllabus

Course Title: Orientation to the Educational Environment

Course Description: This course provides an introduction to diverse educational settings for school psychology students. Students become familiarized with the foundations of education, school policies, procedures, and various instructional arrangements through selected readings, class discussions, and field-based experiences. Students will examine state minimum standards for different subject areas, courses of study, student discipline, board policies, teacher preparation, and intervention procedures within a general education framework. Students learn how to conduct ecological assessments, and become acquainted with various professional roles and educational settings. A five hour per week field experience with children from diverse backgrounds is required.

Instructor: Lynn Ciccantelli, Ph.D.

Office: Nordonia Hills City Schools **Office Phone:** 330-908-6307

E-mail Address: lynn.ciccantelli@nordoniaschools.org

Course Web site address: blackboard.jcu.edu

Required Text: (needs to be in APA format)

Ornstein, A. C., Levine, D. U., & Gutek, G. (2010). Foundations of Education. Charleston, S.C.: Cengage Learning.

Rationale: An understanding of the foundations of education and historical events leading to contemporary practices equips the school psychologist with an essential background to evaluate current practices, facilitate instructional and supportive services to children, and establish a credible presence in the schools. An understanding of the school environment can best be achieved through actual involvement with the constituents – administrators, teachers, support personnel, and students. Experiencing the instructional environment through interaction and observation affords students the opportunity to learn about group management, instructional methods, discipline, climate variables influencing children, peer culture, and the curriculum.

Desired Outcomes: References to the JCU Conceptual Framework and N.A.S.P. Standards

JCU Conceptual Framework Stands Addressed	Application & Evaluation
Scholarship (Strand 1) <ul style="list-style-type: none"> • Reflect on professional work • Learns how to access & synthesize scholarship for own personal and professional growth 	<ul style="list-style-type: none"> • Prepare a weekly reflective statement in the activity log (eval: Instructor review) • Prepares a 2-3 page summary of a research-based article and presents a summary of the article in class using multi-media presentation (e.g.: PowerPoint). Utilizes the JCU library research engine to access refereed publications.
Personal and Professional Development (Strand 2) <ul style="list-style-type: none"> • Assists fellow professionals. 	<ul style="list-style-type: none"> • Provides support to classroom teachers and children in an assigned urban elementary school class on a weekly basis (eval: logs reviewed by instructor)
Specialization (Strand 3) <ul style="list-style-type: none"> • Acquires knowledge of the educational environment by working in a community of practitioners actively engaged in teaching. • Organizes information in an efficient manner. 	<ul style="list-style-type: none"> • Participates in a five hour per week field experience in an elementary school assisting and observing teachers and children. • Researches empirically-based information directly related to course topics and creates/organizes a using multi-media presentation (e.g.: PowerPoint) of the information for dissemination to the class.
Leadership (Strand 4) <ul style="list-style-type: none"> • Learns techniques for working with students & educators • Learns characteristics of effective leaders 	<ul style="list-style-type: none"> • Demonstrates professional qualities that foster positive collaborative interactions, respect, and trust. (evaluation: dispositions evaluation) • Logs demonstrating accountability, work ethic, and ability to interact favorably with students and educators.

**This course addresses the following learned society standards set forth by the National Association of School Psychologists:
[K=Knowledge, S=Skills, D=Dispositions]**

NASP Standards	Program Objectives	Performance-Based Documentation/Assessments
2.1: Data-Based Decision Making & Accountability	<p>A.(K) Demonstrates knowledge of varied models and methods of assessment</p> <p>B.(D) Demonstrates knowledge of varied models and methods of assessment</p> <p>C.(S) Demonstrates the ability to evaluate components of students' environments that impact academic and personal functioning</p>	<p>A&C. Conduct assessments of the instructional environment using selected academic correlates.</p> <p>B. Weekly logs detailing the 5 hr. per week field experience aligned with course objectives</p>
2.5 Student Diversity in Development & Learning	<p>A. (K) Demonstrates an understanding of social, cultural, ethnic, socio-economic, and gender-related factors in learning.</p>	<p>A. Prepares a reflective 3-5 page paper based on field experiences and assigned readings that consider factors influencing children's learning.</p>
2.6 School and Systems Organization, Policy Development, and Climate.	<p>A.K) Demonstrates an understanding of classroom and school operations and climate variables influencing teachers and children.</p> <p>B.(D) Demonstrates ability to interact respectfully and positively with cooperating teacher(s) and children.</p> <p>C.(S) Demonstrates ability to follow directives of cooperating teacher to support the instructional needs of children.</p> <p>D. (K) Demonstrates an understanding of the roles of administrators and support personnel.</p>	<p>A. Responses to final examination questions & in-class participation.</p> <p>University supervisor's on-site evaluation</p> <p>B. Cooperating teacher's final evaluation of students.</p> <p>C. Cooperating teacher's final evaluation of student</p> <p>D. Preparation of a 2-3 page paper reporting the results of structured interviews with two(2) of the following: school principal, school counselor, speech & language therapist, literacy specialist, or behavior specialist.D.</p>
2.9 Research & Program Evaluation	<p>A. (S) Demonstrates the ability to research a course-related topic using the professional literature and provides an evaluation of the quality of the research and usefulness of information.</p>	<p>A. Prepares a 2-3 page summary of a research-based article and presents a summary of the article in class using a multi-media presentation (e.g.: PowerPoint). Utilizes the JCU library research engine to access refereed publications.</p>
2.11 Information Technology	<p>A.(S) Demonstrate ability to research electronic data-bases and websites to locate information related to course topics.</p>	<p>A. Prepares 2-3 page paper and uses multi-media (e.g.:PowerPoint) for the presentation summarizing refereed article.</p>

	<p>B.(S) Demonstrates ability to communicate effectively using electronic resources (email, Blackboard)for submission of assignments.</p> <p>C. (S) Demonstrates ability to access and utilize course information located on the Blackboard site.</p>	<p>B. Submits assignments to the instructor’s email and responsibly submits email messages to instructor or classmates for course information.</p> <p>C. Accesses information from the course Blackboard if requested by the instructor.</p>
--	---	--

Additional Course Objectives (cont):

Knowledge: The student will understand:

1. barriers to effective instruction and learning
2. empirically-based factors related to successful learner outcomes
3. curricular and organizational policies
4. teacher preparation standards
5. state minimum standards
6. special education policies, funding, related concepts
7. classroom assessment practices
8. aspects of emotionally-healthy classrooms
9. the history of the graded school
10. school-based disciplinary practices
11. contemporary educational issues

Skills: The student will:

1. critically discuss contemporary educational issues
2. articulate differences and commonalities among urban,rural,private and public schools
3. explain school governance
4. critically explore and begin to formulate a personal educational philosophy

Dispositions: The student will:

1. appreciate the daily challenges confronting educators
2. understand the diverse needs of students
3. respect the role of parents and educators
4. recognize the importance of accountability measures in education
5. appreciate the home as an instructional and socializing environment in partnership with the school
6. understand the challenges faced by educators

Course Outline:

- I. Educational Milieu
 - A. Building policies
 - B. Teaching schedules, tenure, academic freedom, contracts
 - C. Contemporary issues confronting teachers
 - D. Lesson planning
 - E. Professional responsibilities
 - F. School organization
 - G. Board policies
- II. Favorable Learning Environments
 - A. Correlates of academic achievement
 - B. Assessing the instructional environment

- C. Home-school partnerships
 - D. School climate/student life
 - E. Special Education: inclusionary practices
 - F. Caring classrooms
- III. Curriculum
- A. State minimum standards
 - B. Innovative programs
 - C. AOD programs
 - D. Courses of study
 - E. Textbooks
- IV. Contemporary Topics
- A. High stakes testing
 - B. Violence in the Schools
- IV. Educational Practices: Discipline and Instruction
- A. Student disciplinary practices and policies
 - B. School resources
 - C. Individual Assistance Teams
 - D. Authentic Instruction
 - E. Student evaluation

Models of Instruction: Active interaction with the course content will be encouraged through the use of group discussion and field-based experiences. This course may also utilize interactive lecture presentations, web-based learning opportunities, and media materials.

Course Requirements:

1. Students are required to participate in a **five hour per week field-based experience** arranged by the instructor involving classroom observation, shadowing, group instructional interaction with elementary-age children, and individual tutoring. Logs are to be maintained and signed by the supervising teacher according to the class assigned format and submitted each class meeting. Class meetings occur on-campus and online (see course schedule). The focus of the class meetings will be on the outlined content. Processing of field-based experiences will occur during class as time permits and during the supervision visit.

Students are required to participate in one (1) supervision meeting with the course instructor. These meetings are intended to augment instruction and provide a progress evaluation. Students and the university supervisor will review progress on assignments, complete a progress monitoring form, and discuss field-based observations and experiences as related to course content. The supervising teacher can be invited to attend these supervision visits, but it is not a requirement due to their time constraints with class responsibilities. *Student flexibility in scheduling these visits will be needed.*

Students must establish contact with the supervising teacher via phone or in person prior to the first scheduled day to arrange a mutually convenient day and discuss class requirements. They also need to provide their supervising teacher with a copy of the practicum requirements for this course the first day in the field or sooner.

DATE DUE: Submit logs and observation form in the same file by Sun. of each week to the instructor's email address. See assignment submission requirements. Also submit signed logs during each scheduled class.

2. Interview two individuals, either a school principal, school counselor, speech and language therapist, behavior specialist, or literacy specialist, to gain an understanding of their professional responsibilities. For each of the two professional roles, submit a maximum two or three double-spaced page description associated with each role, according to the specific assignment guidelines (attached). Provide a one paragraph personal reaction at the conclusion of your report. Be sure to also record the following information:

(single space at top of report)

- Your name
- Date of interview
- Person interviewed, position
- School and location

3. Choose a current refereed journal article (within the past 5 years) related to one of the class topics. Present the article in class in a multi-media (e.g.: PowerPoint) presentation. Using your knowledge of educational research methodology, provide an evaluation of the study (e.g., rigor, research strengths and weaknesses) and an indication of the usefulness of the information. Provide the class with a 1-2 page handout of your presentation (not the PPT slides), making sure to include the full reference to the article (APA formatted).
4. Provide written summaries of articles presented in class as determined by instructor and stated in syllabus.
5. Participate in additional field-based experiences (beyond weekly field-based placement) as arranged by the instructor
6. Final.

- **Please coordinate your school visitations/interviews so as to avoid multiple contacts with the same location/individual. These may be done as a group, with each person participating in the interview process; however papers must be individually written and submitted.**

Evaluation: Grades are determined according to the following criteria and will be posted in the Student Tools area of Blackboard.

A. Assignments to be submitted:	Percentage
Interview two of the following: school principal, school counselor, speech and language therapist, behavior specialist, or literacy specialist.	15
Field experience: Complete logs & weekly observation form according to class assigned format demonstrating punctual attendance; verification of attendance by site supervisor; Document weekly instructional interactions with individual student (highlight in log entries). Submit logs to Bb classroom no later than Sunday of each week; signed hardcopy logs submitted each class meeting; positive evaluation of skills and dispositions by classroom teacher (e.g., work ethic, regular prompt attendance, professionalism, respectful interactions with staff, demonstration of adherence to ethical codes of conduct).	25
Positive class participation and professional characteristics; In-class demonstration of readings, prompt class	20

attendance, & timely submission of assignments. Points will be deducted for missed classes.

Refereed article presentation	15
Article reviews/Reflections	10
Final	15

Final: Position Paper. Select a current educational topic that can be presented from two opposing views. You may work independently, or select a partner, and present both views of the topic. Use current (within the past 5 years) and past (up to the last 10 years) research to support your position on the topic. **Your topic must be approved by the instructor.** A minimum of three scholarly, refereed articles must be cited per position. Use the research summary as a guide. Each individual must write a 2-3 page paper on the topic and your position/perspective; and if working independently, your paper should be 4-5 pages in length and present the two opposing views in an organized manner. Use multi-media (e.g.: PowerPoint) to present your topic and findings to the class. *As an example: There is current discussion related to changing the definition of Autism Spectrum Disorder. Present two perspectives on the impact of this possible change.* (APA formatted).

Representative Works Consulted:

- Bluestein, J. (1988). 21st century discipline: Teaching students responsibility and self-control. Jefferson City, MO: Scholastic Inc.
- Bowers, C.A. (1991). Culturally responsive teaching and supervision: A handbook for staff development. New York: Teachers College Press.
- Brandon, D. (1993). State-run lotteries: Their effects on school funding. Arlington, VA: Educational Research Service.
- Byers, G.H. (1994). Collaborative discipline for at-risk students: A complete step-by-step activities program for grades 7-12. West Nyack, NY: Center for Applied Research in Education.
- Carducci, D.J. (1984). The caring classroom: A guide for teachers troubled by the difficult student and classroom disruption. Palo Alto, CA: Bull Publishing Co.
- Christenson, S.L. & Conoley, J. (1992). Home-school collaboration: Enhancing children's academic and social competence. Silver Spring, MD: National Association of School Psychologists.
- Danielson, C. (1991). Developing the building plan: Elementary grades. Princeton, NJ: Outcomes Associates.
- Darling-Hammond, L. (1995). Authentic assessment in action: Studies in schools and students at work. New York: Teachers College Press.
- Fisher, C.W. & Berliner, D.C. (Eds.). (1985). Perspectives on instructional time. New York: Longman.
- Fraser, B.J. (1980). Research on classroom learning environments in the 1970's and 1980's. *Studies in Educational Evaluation*, 6, 221-223.
- Frymier, J.R. (1996). Accountability in education: Still an evolving concept. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Graden, J.L., Zins, J.E., & Curtis, M.J. (Eds.). (1988). Alternative educational delivery systems: Enhancing instructional options for all students. Washington, DC: National Association of School Psychologists.
- Great Falls, MT Public Schools. (1993). Responding to individual differences in education (RIDE): Elementary version (2nd ed.). Longmont, CO: Sopris West.
- Hoy, W.K. (1991). Open schools, healthy schools: Measuring organizational climate. Newbury Park, CA: Sage Publications.

Kasten, W.C.(1993). The multi-age classroom: A family of learners. Katonah, NY: Richard C. Owen Publishers.

Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 66, 70-74.

Lazarus, M. (1981). Goodbye to excellence: A critical look at minimum competency. Boulder, CO: Westview Press.

Loughlin, C. (1982). The learning environment: An instructional strategy. New York: Teachers College Press.

Maeroff, G.I. (1993). Team building for school change: Equipping teachers for new roles. New York: Teachers College Press.

Ohio Department of Education. (1983). Code of conduct. Columbus, OH: Code of Conduct Development Team, OH.

Ohio Public Expenditure Council. (1995). How can Ohio better equalize school funding?: A roundtable discussion. Columbus, OH: author.

Popham, W.J.(1995). Classroom assessment: What teachers need to know. Boston: Allyn & Bacon.

Ubben, G.C. (1987). The principal: Creative leadership for effective schools. Boston: Allyn & Bacon.

Writing Style: Written work must be prepared according to APA guidelines.

Department of Record: Questions about this course and its instruction should be addressed to the Department of Education and Allied Studies.

**Note: The instructor reserves the right to make modifications to the course schedule to best accommodate student learning needs and to adapt to unexpected weather precluding safe travel to the university. All class dates should remain open, meaning students should not schedule other events/activities during a "No F-T-F Class" date. These dates may need to meet on-campus. Students will receive any changes to the course schedule or syllabus in class, on the Bb course announcements page, and/or via email.*

Grading Criteria

Percentages	Letter Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
76 – 79	C+
70 – 75	C
Below 70	F

In accordance with federal law, if you have a documented disability (Learning, Psychological, Sensory, Physical, or Medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact the Director, Allison West at (216) 397-4263 or go to Room 7A located on the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SSD will be recognized in the classroom. Please contact SSD if you have further questions.

ED503 LOG OF FIELD-BASED EXPERIENCES

Submitted weekly (by Sun.) to the instructor's email and deliver signed hard copies during scheduled class meetings.

WEEK # _____

<u>Date</u>	<u>Time Period</u> <u>(e.g. 8:00-1:00)</u>	<u>Activities</u>	<u>Personal Observations (relate to course content to extent possible, linking your experiences to what you have learned via class discussions & readings)</u>

Student's Signature/Date

Supervising Teacher's
Signature/Date

WEEKLY OBSERVATION FORM (SUBMIT IN SAME FILE WITH LOG)

Monitoring and assisting students with projects or independent seatwork? (note frequency and describe interaction)	
Instructional arrangements observed?	
Amount of time allotted for each subject area?	
Subjects taught?	
New concepts introduced and methods used?	
Type of discipline problems?	
Methods used to deal with discipline problems?	
Effective teaching strategies?	
Extent of active participation	
Preferred activities?	
Organization of class?	
Other observations	
Classroom management challenges?	

Educational Personnel Interviews

Interview Guide

During the course of your interviews, you will want to ask the following questions:

1. What are your responsibilities as ___? (With this question, you want to determine specifically what they do.)
2. What are the most rewarding aspects of your work?
3. What are the most challenging aspects of your work?
4. What would enable you to be more effective at your job?
5. What factors contribute to role strain in your profession?
6. What contributes to your success as a ___?
7. How do you work with the school psychologist?


You may wish to ask additional questions, or the interviewee may provide additional information from your prompts.

Submit a narrative, minimum three page, double-spaced report of your semi-structured interview results. Also attach your interview questions and responses - typed or printed neatly.


ASSIGNMENT SUBMISSIONS AND POLICY


1. All assignments must be submitted to the instructor on or before the required due date. **Be sure to keep personal copies.**
2. Assignments are not to be submitted as hardcopies. They are to be submitted to the instructor as email attachments.
3. **Requests for due date extensions are STRONGLY discouraged and must be accompanied by a compelling reason in writing.** Inability to obtain the field opportunity will not be accepted as a reason for late assignments. Students know assignment requirements well in advance of due date and are responsible for planning their work accordingly and informing the teacher at the onset and throughout the semester. While it is unlikely, students may need to reschedule their field day to obtain the experience needed for assignment completion.
4. All late assignments, including requests for incomplete grades, may be subjected to a grade reduction at the discretion of the instructor.
5. At the conclusion of the semester, the final grade will be based on submitted assignments. It is not the instructor's responsibility to search for student assignments. Delinquent assignments CANNOT be reconciled at the conclusion of the course.

**ED 503 ORIENTATION TO EDUCATION
CLASS SCHEDULE
Spring 2012**


DATE	TOPICS	 RDGS. IN PREPARATION FOR THIS WEEK	ASSIGNMENT DUE THIS WEEK
1/23 CLASS	<p>Course requirements:</p> <p>Review course assignments Expectations for course Field placement details</p> <p>NASP Ethical Guidelines</p> <p>Appropriate professional conduct in the schools/during field placements</p> <p>Ethical behavior: examples Educational Research-evaluating a research report</p>		
1/30 CLASS	<p>Library: Jei Zhang</p> <p>Accessing and using Blackboard</p> <p>Using JCU library search engine to locate scholarly, refereed articles.</p> <p>Locate at least one article on an educational topic of interest to you.</p> <p>Scholarship (Strand 1) Specialization (Strand 3)</p>		<p>Locate at least one scholarly article to prepare for assignment. Be prepared to discuss in following class.</p> <p>Email a copy of the article to Dr. Ciccantelli at lynn.ciccantelli@nordoniaschools.org by noon on 2/5.</p>
2/6 CLASS	<p>BEGIN FIELD EXPERIENCE THIS WEEK. Educational Foundations</p>		

	<p>Educational Foundations: Video - (Part 1) “School:The Story of American Public Education.” (1770-1980) 4-part video series documentary (55 minutes)</p> <p>CLASS DISCUSSION</p> <p>Educational Foundations (Part 2) As American as Public School Series- “School: the Story of American Education.” (1900-1950)</p> <p>CLASS DISCUSSION</p> <ul style="list-style-type: none"> ▪ Processing of field experience ▪ Sign-up for class presentation (Journal article) ▪ Discuss final exam presentations <p>Scholarship (Strand 1)</p>	<p>TEXT: Chapters 1-3</p>	<p>Identify the topic and partner, if any, for the presentation. Submit assignments (article and/or topic) to instructor for approval.</p>
<p>2/13 Online class</p>	<p>Learner vs. Learning Environment</p>	<p>View 25 min. video. Go to http://dmc.ohiolink.edu. Scroll down to “Multisubject Videos.” Click on “Educational Films and Documentaries”. You may need to sign in where it says, “Members of OhioLINK institutions can log in here to include member-only databases in their search.</p> <p>In the “Search For” box, type “Getting Ready” and “go.” Scroll down and click on view full record for item” directly above the Getting Ready video. When the next screen appears, click on “View Video.” The title of the video is</p>	<p>Develop a one to two page reflection on the topic and video. Submit to instructor via email Word document attachment by noon on 2/14. Prepare to discuss video during next class.</p>

	Scholarship (Strand 1) Specialization (Strand 3)	<i>Shakissha and Friends</i> . You will need Real Player to view the video, which can be obtained online at no cost. Wait a few minutes for the video to load.	
2/20	 <p>President's Day: No class</p>		
2/27 CLASS	<p>Learner vs. Learning Environment</p> <p>CLASS DISCUSSION: <i>Shakissha and Friends</i></p> <p>Educational philosophies (PPT)</p> <p>Developing a personal educational philosophy: Complete and discuss handout: <i>Philosophic Inventory</i> (Parkay & Stanford, 2004).</p> <ul style="list-style-type: none"> ▪ Processing of field experience ▪ 2 STUDENT PRESENTATIONS (JOURNAL ARTICLE) <p>Scholarship (Strand 1) Specialization (Strand 3)</p>	<p>TEXT: Chapters 4, 5</p>	<p>Bring video reflections paper to share with class.</p> <p>(In-class) Complete and discuss handout : <i>Philosophic Inventory</i> (Parkay & Stanford, 2004).</p>

<p>3/5 NO CLASS</p>	<p>JCU Spring Break</p> 		<p>Read Chapters 4, 5, 6 & 10 for 3/12 class</p>
<p>3/12 CLASS</p>	<p>Social Foundations</p> <p>Educational Foundations (Part 3) Series - "School: The Story of American Public Education" (1950-1980)</p> <p>Environmental Analysis: Academic Outcomes (PPT)</p> <ul style="list-style-type: none"> ▪ Processing of field experience ▪ 3 STUDENT PRESENTATIONS (JOURNAL ARTICLE) <p>Scholarship (Strand 1) Specialization (Strand 3)</p>	<p>TEXT: Chapters 6, 10</p> <p><i>Instructional Environmental Checklists (3 handouts)</i></p>	<p>Write personal educational philosophy statement and be prepared to share in small group.</p>
<p>3/19 Online class & Individual mtgs.</p>	<p>FIELD EXPERIENCE: SIGHT MEETINGS</p> <p>Individual supervision meetings with course instructor to discuss field experience and review logs (Students sign up in class).</p> <p>Personal & Professional Development (Strand 2) Specialization (Strand 3) Leadership (Strand 4)</p>	<p>ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1.) Interviews (school principal, school counselor, speech and language therapist, school psychologist, reading specialist, behavior specialist. 2.) Submit 3 environmental analyses (use handouts provided) 	<ol style="list-style-type: none"> 1.) Submit via email attachment Word document by 3/20 at noon. 2.) Submit as hardcopy to professor on 3/26.
<p>3/26 CLASS</p>	<p>School and Systems Organization, Policy Development and Climate</p>	<p>TEXT: Chapters 7-9, 13, 14</p>	<p>Write a one page reflection paper related to the topic and speaker presentation. Submit</p>

	<p>Educational structure/policies/leadership:</p> <ul style="list-style-type: none"> • Federal (Elementary and Secondary Education Act, No Child Left Behind) • State government (ODE, state legislation) • Local (Bd. of Education policy manuals) <p>Funding Public Education</p> <p>Academic Content Standards/Curriculum</p> <ul style="list-style-type: none"> • State Minimum Standards of proficiency/high-stakes testing, frequency of assessment, classroom assessment practices <p>Teacher Evaluation & Autonomy</p> <p>Scholarship (Strand 1) Specialization (Strand 3)</p>	<p>GUEST SPEAKER</p>	<p>to instructor via email Word document prior to the next class meeting.</p>
<p>4/2 CLASS</p>	<p>Educational Foundations (Part 4) Series- “School: The Bottom Line in Education” (1980-present)</p> <p>CLASS DISCUSSION</p> <p>DATA-BASED DECISION MAKING & ACCOUNTABILITY Inclusive practices: philosophy & current practices</p> <ul style="list-style-type: none"> • Problem solving and special education services • RTI: Special Education or a Regular Education Initiative? • Section 504 of the Americans with Disabilities Act • Classroom management <ul style="list-style-type: none"> • Best practices 	<p>TEXT: CHAPTERS 16</p> <p>Read & discuss: Noddings, N. (1995). Teaching Themes of Care. <i>Phi Delta Kappan</i>, 675-679.</p> <p>Locate and read a NASP position statement .</p>	<p>Complete video study guide</p> <p>Article: Noddings, N. (1995). Teaching Themes of Care. <i>Phi Delta Kappan</i>, 675-679.</p> <p>Locate and read a NASP position statement and be prepared to share with class.</p>

	<ul style="list-style-type: none"> • Tier I – The School Psychologist's connection to promoting caring, inclusive, & emotionally supportive instructional environments. <p>SMALL GROUP DISCUSSION: The school psychologist's role & use of this information. Why do school psychologists need to know about curriculum and content standards?</p> <p>Processing of field experience 3 STUDENT PRESENTATIONS</p> <p>Scholarship (Strand 1) Specialization (Strand 3)</p>		
<p>4/9 NO CLASS</p>	<p>EASTER BREAK </p>		
<p>4/16 CLASS</p>	<p>Student Diversity in Development & Learning</p> <p>International and American Perspectives</p> <ul style="list-style-type: none"> • Providing Equal Educational Opportunity <p>Special Issues in education</p> <ul style="list-style-type: none"> • School safety • Crisis intervention teams: School Psychologists' Involvement <p>Discipline</p> <ul style="list-style-type: none"> • Code of conduct • Student handbook • Manifestation determination • How do/can school psychologists influence disciplinary practices on a systemic level? 	<p>TEXT: CHAPTERS 11, 12, 15</p> <p>GUEST SPEAKER</p>	<p>Write a one page reflection paper related to the topic and speaker presentation. Submit to instructor via email Word document prior to the next class meeting.</p>

	Scholarship (Strand 1) Specialization (Strand 3)		
4/23 ONLINE ASSIGN MENT	ISSUES IN EDUCATION: DATA-BASED DECISION MAKING & ACCOUNTABILITY Specialization (Strand 3)	Article: Burns, M. & Coolong-Chaffin, M. (2006). Response to intervention: The role of and effect on school psychology. <i>NASP School Psychology Forum: Research in Practice</i> , 1 (1), 13-15. Article: Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking response to intervention at middle and high school. <i>School Psychology Review</i> , 39 (1), 22-28.	Select one of the two articles provided to you electronically. Develop a one-two page reflection on the topic and video. Submit to instructor via email Word document attachment by noon on 4/24. Prepare to discuss during next class.
4/30 CLASS	Wrap-up Processing of field experience 4 PRESENTATIONS ON JOURNAL ARTICLES Leadership (Strand 4)		
5/7 FINAL	EXAM/PRESENTATIONS: Educational topic: Pros and cons of an issue/topic, Wrap-up, Processing field experiences Leadership (Strand 4)		

* **Field Experiences:** You are required to complete 5 consecutive hrs.per week for a total of 60 clock hrs. These are to be documented in your weekly logs, submitted to the class instructor with your supervising teacher’s signature. Please determine when the district will not be in session (e.g., holidays, in-service days), as you will need to reschedule these days if they conflict with your scheduled field day. It may be necessary to schedule 2 field days once during the semester, or schedule a field day during a JCU break period.If you are unable to go to the district on your scheduled field day, you must:

- Immediately call the office and your supervisor early that morning to notify the school of your absence and the reason for the absence. Do not only send an email.
- Indicate to the supervisor when you will contact him/her that week to reschedule your make-up field day. **Field days must be “made up” during the course of the semester to receive a passing grade in the course.**

Teacher Information Sheet



Thank you for considering or providing this orientation experience for our student. The School Psychology Program at John Carroll University is a 78 semester hour, full-time graduate program for individuals with an undergraduate psychology degree. As part of this lengthy graduate program, students with an undergraduate background are required to take ED503 Orientation to the Educational Environment. In addition to classes held at the university, students participate in this field experience five (5) hours per week to gain a better understanding of schools and effective instructional environments. The five hours need to occur during one day and not divided across two or more days per week.

WEEKLY EXPERIENCES NEEDED

Opportunities to:

- observe you teach and interact with students
- observe effective “best practices” classroom management strategies
- discuss with you evaluation techniques used
- assist with the evaluation process (e.g., grading papers)
- discuss lesson planning
- examine your lesson plans
- examine instructional materials used in class
- assist with classroom monitoring
- assist children during independent seatwork or during direct instructional periods
- provide intervention assistance to one or two children with more severe academic needs
- examine benchmarking data and discuss how it is used to inform instruction.

The school psychology graduate student should not be used to run errands, do copy work, or make instructional materials, including bulletin boards. He or she also cannot be responsible for providing large group instruction or be asked to manage the class independently, even in cases of emergency. However, helping children in your classroom should prove to be mutually advantageous.

Please contact the university instructor if the student:

- 1) fails to notify you of an absence in the morning of the day scheduled or sooner. The student has been informed to notify the school and you via phone and email.
- 2) fails to schedule a makeup day within the next two weeks of the absence.
- 3) has more than two absences.
- 4) arrives late more than once.
- 5) leaves early without sufficient explanation more than once.
- 6) fails to remain actively engaged in the classroom with your guidance.
- 7) displays any behavior of concern to you in his/her interactions with staff, parents, and children.

If you have any questions, please contact the course instructor, Dr. Lynn Ciccattelli or the School Psychology Program Coordinator, Dr. Jeanne Jenkins (jjenkins@jcu.edu).

Student's number and email address:

Your cooperation in providing this educational experience is greatly appreciated.

Please sign to indicate you have received this information and consent to provide opportunities to gain the experiences identified above.

Classroom Teacher (grade _____)