



EDF 500-901: Conceptions of Schooling: Contexts and Processes

Summer 2019 (1st 6 weeks)
3 credits Online

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Course Description:

This course is designed to help students develop social, historical, and philosophical perspectives of schooling, including legal, ethical, and multicultural foundations for the professional educator in contemporary American society.

EDF 500, *Conceptions of Schooling: Context and Process* includes an exploration of the following:

- professional aspects of teaching, schools and society,
- the governance and support structure of American Education,
- historical foundations of education from early antecedents of education through recent developments in education,
- philosophical concepts,
- educational views in relation to teaching styles and student learning,
- and school programs and practices for the 21st century.

Prerequisites:

EDFE 125

Relationship to Professional Program:

Conceptions of Schooling is constructed on the belief that education is a public good and essential to the cultivation of a democratic civil society. The system of schooling should be based on principles of equitable access so that every individual has a right to educational opportunities which are just, fair, and democratic. Future classroom teachers must broaden their conceptions of education and schooling so as not to minimize the knowledge, culture, and experiences of some populations while privileging others. Future classroom teachers have a responsibility to develop conceptual and practical tools to advocate for all students and their communities, inclusive of developing an understanding of how teachers' work is influenced by social and structural forces, school and community contexts, and their own life histories and belief systems. *(Adapted from the American Educational Studies Association: Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies, Third Edition, 2012.)*

Course Goals

See Appendix

Professional Standards:

InTasc Standards

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard 3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Standard 9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.*

Standard 10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession.*

Colorado Teacher Quality Standards (CO TQS)

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Element a: *Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.*

Element b: *Teachers demonstrate a commitment to and respect for diversity.*

Element c: *Teachers engage students as individuals with unique interests and strengths.*

Element d: *Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.*

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Element a: *Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.*

Element e: *Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.*

Element f: *Teachers provide students with opportunities to work in teams and develop leadership qualities.*

Quality Standard V: Teachers demonstrate leadership.

Element c: *Teachers advocate for schools and students, partnering with students, families and communities as appropriate.*

Colorado English Language Learner Educator Preparation Standards 2018

5.12 Quality Standard I: Educators are knowledgeable about CLD populations

5.12(1) ELEMENT A: *Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.*

5.12(2) ELEMENT B: *Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.*

CAEP Standards

Candidate Knowledge, Skills, and Professional Dispositions 1.1 *Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.*

The American Educational Studies Association (AESA) Standards:

Standard I: *Social Foundations of Education refers to a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LGBTQ studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. The purpose of Social Foundations of Education study is to bring these disciplinary, interdisciplinary, and transdisciplinary resources to bear in developing interpretive, normative, and critical perspectives on education both inside and outside of schools. (I.1, I.2, I.3, I.4, I.5, I.6)*

Standard II: Professional preparation leading to initial teacher certification and/or licensure shall include studies (at least one course, preferably two or more) in the foundation of education as described in Standard I. The **interpretive perspective** assists students in examining and explaining education within differing contexts, the meaning, intent, and effect of educational institutions. The **normative perspective** assists students in examining and explaining education in light of value orientations. The **critical perspective** assists students in examining and explaining education in light of its origins, major influences, and consequences.

Course Requirements

See Appendix

Method of Evaluation:

See Appendix for details on major assessments.

Evidence	Approximate Percentage
Online Discussions and Collaborations	25%
Chapter Review Quizzes	25%
Papers and Projects	40%
Final Project	10%

Grading Scale:

94 – 100% = A	93 - 90% = A-	89 - 87% = B+
86 – 84% = B	83 – 80% = B-	79 - 77% = C+
76 – 74% = C	73 – 70% = C-	69 – 67% = D+
66 – 64% = D	63 – 60% = D-	59 – 0% = F

Required Materials: Additional resources will be posted on Canvas.

Sadker, D. & Zittleman, K. (2016). *Teachers, Schools and Society: A brief introduction to education*, 4th edition. New York: McGraw-Hill. ISBN 0078110432 or 9780078110436 (referred to as “Sadker” in tentative course schedule below)

Canestrari, A. & Marlowe, B. (2013). *Educational Foundations: An anthology of critical readings*, 3rd edition. Los Angeles: SAGE. ISBN 9781452216768 (referred to as “Anthologies” in tentative course schedule below)

- Reliable and consistent internet access.
This course is delivered in an online format. It is the student’s responsibility to learn and be able to access Canvas. If you do not have adequate internet capabilities at home, or adequate computer access at home, then it is suggested you complete the online assignments in any one of the computer labs on the UNC campus or other reliable venue. This means that you are responsible for completing the online assignments as required.
- There will not be any whole class virtual meetings for this course. Small group virtual meetings with the instructor may be scheduled as needed throughout the semester.

Course Policies:

- All written work must be proofread for grammar and mechanics. Discussion board posts must adhere to the elements of standard language (no abbreviations/informal texting language).
- All students and the professor will respect the opinions of others and engage in respectful, professional discourse. All class participants will model democratic practices of encouraging others to participate; holding ourselves accountable to being open minded; and allowing all perspectives and voices to be heard.

UNC Policy Statements:

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

Academic Integrity Statement

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

APPENDIX
EDF 500 Conceptions of Schooling
Tentative Course Schedule

Week Date	Course Goals / Learning Objectives	Standards		Readings/Assignments
		InTASC	CO TQS	
Week 1 May 13	<p><i>Students will be able to demonstrate their understanding of the importance of teachers, the conditions of the teaching profession, one's own reason for becoming a teacher, and the current state of the education profession.</i></p> <p>TCs will be able to explain their own reasons for becoming a teacher.</p> <p>TCs will be able to critically reflect on text passages and other types of data.</p>	9, 10	V	<p>Why Teach? Read Anthology Preface, Ch 3 Online discussions</p>
May 13	<p><i>Students will be able to demonstrate their understanding of the historical and multicultural foundations of education.</i></p> <p>TCs will be able to explain the basic history of schooling for various ethnic/cultural groups.</p> <p>TCs will be able to research an educational topic of historic significance.</p> <p>TCs will be able to share their research with their peers.</p>	2, 3	II	<p>Multicultural History of Education: Read Sadker Ch 5 Online quiz</p> <p>History of Education Research due May 31</p>
Week 2 May 20	<p><i>Students will be able to demonstrate their understanding of the influence of educational philosophy and theory on one's own developing educational philosophy.</i></p> <p>TCs will be able to compare and contrast the major educational philosophies.</p> <p>TCs will be able to develop and support their own educational philosophy.</p>	3, 9	II, III	<p>My Educational Philosophy: Read Sadker Ch 6 & Ch 9 (p 247-254) Read Anthologies Ch 8 & 11 Online quiz Online discussions</p> <p>Educational Philosophy Paper due May 26</p>
Week 3 May 27	<p><i>Students will be able to demonstrate their understanding of the structural, financial, and legal aspects of education.</i></p> <p>TCs will be able to analyze publicly available school district financial information to determine how schools are financed.</p> <p>TCs will be able to explain the typical roles of various district and school employees.</p> <p>TCs will be able to compare and contrast different types of schools and school organizations.</p> <p>TCs will be able to explain legal rights and requirements related to daily teaching practice.</p>	9, 10	V	<p>Logistics of Schools: Read Sadker Ch 7, 8, & rest of 9 Read Anthology Ch 12 Online quizzes Online discussions School Finance Project</p> <p>My School of Choice Project due June 9</p>

Week Date	Course Goals / Learning Objectives	Standards		Readings/Assignments
		InTASC	CO TQS	
Week 4 June 3	<p><i>Students will be able to demonstrate their understanding of the historical and multicultural foundations of education.</i></p> <p>TCs will be able to explain the basic history of schooling for various ethnic/cultural groups.</p> <p>TCs will be able to research an educational topic of historic significance.</p> <p>TCs will be able to share their research with their peers.</p>	2, 3	II	<p>Multicultural History of Education:</p> <p>Explore classmates' History of Education Research Projects</p> <p>Online discussion</p>
	<p><i>Students will be able to demonstrate their understanding of the relationship between schools and society, inclusive of the diversity that shapes schools and classrooms.</i></p> <p><i>Students will be able to demonstrate their understanding of the personal, social, cultural, democratic, professional and human dimensions of being a teacher.</i></p> <p>TCs will be able to compare and contrast their personal cultural experiences with those of various student cultural groups.</p> <p>TCs will be able to identify the typical additional issues that influence the education of students from various groups including students of poverty and students of varying gender identities.</p>	1, 2, 3, 9	II, III	<p>Diversity:</p> <p>Read Sadker Ch 4</p> <p>Read Anthology Ch 13 & 21</p> <p>Explore online resources</p> <p>Online quiz</p> <p>Online discussion</p>
Week 5 June 10	<p><i>Students will be able to demonstrate their understanding of the relationship between schools and society, inclusive of the diversity that shapes schools and classrooms.</i></p> <p><i>Students will be able to demonstrate their understanding of the personal, social, cultural, democratic, professional and human dimensions of being a teacher.</i></p> <p>TCs will be able to identify the typical additional issues that influence the education of students from various groups including students of color, students within the LGBTQ community, students learning English as an additional language, students identified with exceptionalities, and students of various religious groups.</p> <p>TCs will be able to create a plan for establishing an equitable classroom environment for all learners.</p>	1, 2, 3, 9	II, III	<p>Read Sadker Ch 3 & 2</p> <p>Read Anthology Ch 4, 5, 6, 7</p> <p>Read CLD papers</p> <p>Explore online resources</p> <p>Online quizzes</p> <p>Online discussions</p> <p>Equity Plan Due June 17</p>

Week Date	Course Goals / Learning Objectives	Standards		Readings/Assignments
		InTASC	CO TQS	
Week 6 June 17	<p>Students will be able to demonstrate their understanding of schools for the 21st century and the reforms that shape them.</p> <p>Students will be able to demonstrate their understanding of the importance of teachers, the conditions of the teaching profession, one's own reason for becoming a teacher, and the current state of the education profession.</p> <p>TCs will be able to create a plan for staying current on the state of education and the teaching profession.</p> <p>TCs will be able to develop a course of action to participate in reforming schools.</p>	9, 10	III, V	<p>Current State of Education/ Reform:</p> <p>Read Sadker Ch 10</p> <p>Read Anthology Ch 17, epilogue</p> <p>Explore online resources</p> <p>Online quiz</p> <p>Online discussions</p>
	All course goals and objectives.	1, 2, 3, 9, 10	II, III	Final Project due June 21

Assessment Details: Additional details and rubrics available on Canvas.

Reading Assignments:

Some tips on getting the most out of the Sadker & Zittleman text, *Teachers, Schools, and Society: A Brief Introduction to Education*:

- Read the focus questions and Chapter Preview. You may also want to begin by reading the summary at the end of the chapter.
- Skim the entire chapter and ask yourself what you already know about the topics.
- Tackle the chapters in sections—you don't need to read everything in one sitting.
- Revisit the focus questions—did you read purposefully?

Some tips on getting the most out of the Canestrari & Marlowe text, *Educational Foundations: An Anthology of Critical Readings*:

- Read with an open mind. Then critically consider the ideas presented. What resonates with you? What agitates you?
- Ask yourself if the author convinces you of his or her point. What evidence is most convincing?
- Don't try to memorize the details—this text is to help you reflect on big ideas.
- Enjoy and engage with these short readings!

Online explorations: In addition to reading from the texts, you will be asked to choose from a list of additional online resources (videos, websites, etc.) to assist you in exploring concepts of diversity. A wide range of resources are provided on Canvas for you to choose from for each diversity topic.

Online Quizzes: Online quizzes will accompany all of the reading assignments from the Sadker text. Quizzes are available on Canvas. You are allowed to use your textbooks, notes, and other resources to take each quiz. Each quiz has a time limit and must be completed in one session.

Discussion Posts: The Discussions application in Canvas will provide a platform for discussing concepts and sharing data each week throughout the semester. This will be the main interactive component of this online course. You are expected to:

1. Post your initial thoughts for each discussion topic in order to show your understanding of the topics for the week. Citing the readings is encouraged.

2. Read the posts of your classmates
3. Add feedback/discussion in response to your classmates' posts in order to assist each other in gaining understanding of the topics.

All posts must adhere to the elements of standard language (no abbreviations/informal texting language) and use proper grammar and punctuation. Topics for discussion each week will be posted on Canvas.

History of Education Research Project: Select a topic from Sadker Chapter 5 “The Multicultural History of American Education” to investigate further. Topics must be approved by the instructor to make sure there are no duplicates. You may work in groups of up to 3 students for this project. Research the topic and come up with a creative way to share your research with your classmates. Focus on conveying why your topic is important for soon-to-be practicing teachers. Projects are **due May 31** to allow posting for the week of June 4.

Educational Philosophy Paper: The educational philosophy paper will be 750-1000 words (double spaced, one inch margins, size 12 font) responding to the following prompt: Select two of the most significant educational philosophies for your teaching practice. Explain their key features; compare and contrast them with each other; explore how and why they resonate with you; and articulate how they will inform your teaching in your particular content area. **Due May 26.**

My School of Choice Project: Select one school where you are interested in teaching. Research the school to determine what the school is like including the demographics of the students and surrounding community, the school's accountability rating and student achievement, the school culture, the teaching and support staff, the financial situation, the school organizational structure, any legal issues, etc. Share your research in a creative manner with the focus of answering the questions: what is the school like and why would someone want to teach there? **Due June 9.**

Equity Plan: Initially, identify your own biases towards members of various groups as well as how you plan to deal with these biases in your classroom. Then, develop a plan to create an equitable classroom environment for all learners including specifically students of varying gender identities, students from poverty, students of color, students within the LGBTQ+ community, students learning English as an additional language, students with identified exceptionalities, and students from various religious/cultural groups. At minimum, cite sources from in-class readings to support the practices you propose. You may also include additional resources. Present your plan in a creative manner. **Due June 16.**

Final Project: Many of the topics discussed in this course will be pertinent when you interview for teaching jobs. Therefore, as your final project, you will be asked to prepare concise responses to typical teaching interview questions. **Due June 21.**