



EDSC F415 FXA: Foundations of Modern Educational Practice

CRN: 51464- Summer 2021
6/28/01-8/06/01

3 Credits

MWF: 9:00am-12:00pm

Instructor: Mr. Gregory Kahoe, M.Ed. Term Assistant Professor

Email: gckahoe@alaska.edu

Office Hours: By appointment

Texts: Canestrari, A.S. & Marlowe, B.A (Eds.). (2013). *Educational Foundations, An Anthology of Critical Readings*. Sage Publications. Thousand Oaks, CA. ISBN: 978-1-4522-1676-8. 9781452216768

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*. SAGE Publications. Thousand Oaks, CA. ISBN: 978-1-4833-0801-2

Parkay, F.W. (2013). *Becoming a Teacher. (11th ed.)*. Pearson Education Inc. Upper Saddle River, NJ. ISBN: 978-0-13-499055-2.

Willingham, D. (2009). *Why Don't Students Like School?* Jossey-Boss. San Francisco, CA. ISBN: 978-0-470-59196-3

Additional Readings:

Barnhardt, C. (2001). A history of schooling for Alaska native people. *Journal of American Indian Education*, 40 (1). Modified August 17, 2006. Retrieved May 02, 2010 from Alaska Native Knowledge Network. <http://ankn.org>

Bracey, G. (2009). *The Bracy Report on the Condition of Public Education*. Education and the Public Interest Center; Education Policy Research Unit. Retrieved February 12, 2010 from <http://epicpolicy.org/publication/Bracey-Report>

Delacruz, E. (2004). Teachers' Working Conditions and the Unmet Promise of Technology: Studies in Art Education, *Technology Issue (Autumn, 2004)*. Vol. 46, No. 1. Published

by the National Art Education Association.

McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F., and Barmer, A. (2019). *The Condition of Education 2019* (NCES 2019-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Labaree, D. F. (1997). Public Goods, Private Goods: The American Struggle over Educational Goals. *American Educational Research Journal*, Vol. 34, No. 1, pp. 39-81. American Educational Research Association.

Liebman, J.S. & Charles F. Sabel, (2003). A Public Laboratory Dewey Barely Imagined: The Emerging Model of School Governance and Legal Reform, *28 N.Y.U. Rev. L. & Soc. Change* 183.

Lipka, J., Mauren P. Hogan, Joan P. Webster, Evelyn Yanez, Barbara Adams, Stacey Clark & Doreen Lacy. (2005). Math in a Cultural Context: Two Case Studies of a Successful Culturally Based Math Project. *Anthropology & Education Quarterly*, Vol. 36. No. 4, 35th Anniversary Issue *AEQ*, 1970-2005: *Reflection on Educational Anthropology: Past, Present, Future* (Dec., 2005).

Marzano, R.J. (2006). *Classroom Assessment and Grading That Work*. Association for Supervision and Curriculum Development. Alexandria, VA.

Phi Delta Kappan Link: <http://www.kaplanonline.org/>

Sizer, T. S. (2004). *The Red Pencil: Convictions from Experience in Education*. Yale University Press. Boston, MA.

Thattai, D. (2001). A History of Education in the United States. www.academia.edu

Course Description: Foundations of Modern Educational Practice will inform students of the historical, political, sociological and curricular foundations of secondary education in the United States with particular attention given to Alaska. The course will also provide future teachers the opportunity to understand the role of the secondary teacher, and explore issues confronting public and private education at national, state and local levels.

Prerequisites: Successful completion of ENGL 111X with a C or better. Sophomore standing.

Student Learning Objectives: Upon completion of the course, students will be able to do the following:

- define the teacher's role and responsibilities within the teaching profession,
- design and plan lessons that support attention to meaning, effortful thinking

- and and other cognitive domains,
- distinguish between examples and non-examples in support of teaching new content,
- develop one's personal ideas about the purpose of schooling,
- identify the structure and function of local and state systems and the role of the federal government in education,
- describe the organization of the schools in typical settings in Alaska, and
- explore current issues in education through research and presentations.

Standards addressed in this course:

Interstate New Teacher Assessment and Support Consortium Standards (INTASC) for Beginning Teachers:

The Learner and Learning

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.

Content

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Commitment and Responsibility

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: Partnerships

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.

Instructional Methods

Instruction will utilize in-class and at-home readings, Powerpoint-supported lecture, guest presenters, internet searches and activities, instructional videos, small group discussion, Google collaborations, and peer-reviewed research. All classes will be synchronous and hosted by the professor using Zoom or another UAF-recommended meeting platform.

Technology Requirements

Students will be required to use laptops and/or tablets to access internet for research purposes; to use Google docs, slides, sheets or Microsoft-type applications; and cameras and microphones as needed for video recording, playback and class participation through Zoom. Sufficient bandwidth must be available in your location to fully support your continuous participation. Blackboard will be used for posting assignments, announcements, and required readings. Student work will be submitted through Blackboard as well.

Assessment/Evaluation

In-class participation: Attendance, professional disposition	Variable
Daily Quizzes	5 pts/quiz
In-Class presentations	5-10 pts/assign
Daily HW assignments (incl. posters, videos, letters, demos, plans)	5-10 pts/assign
Personal Philosophy of Education paper	50 pts
Educational Issue Research paper	50 pts

Educational Issue Screencast and responses	50 pts
Rubric and Reflection	25 pts
Take-Home Final Exam and Feedback	25 pts

Student grade will be determined by calculating the percentage of points earned.
90-100% = A, 80-89% = B, 70-79%=C, 60-69% = D, 0-59% = no credit. Percentages will be calculated from total of point scores.

Academic Support

Academic support services are available to assist with research and writing. The policy for academic support can be accessed at <http://www.uaf.edu/ssp/>. On-campus services include UAF Writing Center and Computer Writing Lab: 474-5314; Rasmuson Library: 474-7481 and the UAF U-Park Computer Lab: 474-5761

Disability Services for On-campus Students

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker Building, 474-7043, fydso@uaf.edu) to provide reasonable accommodation to students with disabilities.

COVID19

Students should keep up-to-date on the university's policies, practices, and mandates related to COVID-19 by regularly checking this website:

<https://sites.google.com/alaska.edu/coronavirus/uaf/uaf-students?authuser=0>

Further, students are expected to adhere to the university's policies, practices, and mandates and are subject to disciplinary actions if they do not comply.

Nondiscrimination

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

Mandatory Reporting

If a faculty, staff or SOE student working in a school has reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, the individual (student, staff, faculty) has the responsibility to make the report to the Alaska Office of

Children's Services (OCS) hotline and is empowered to do so. Should the individual desire the support and assistance of the program lead/department head and/or SOE director in making the report, these individuals are available to assist with fulfilling the requirements of mandatory reporting (see <http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/report.aspx>)

Mandatory reporting of suspected child abuse or neglect must be reported immediately, which means as soon as reasonably possible, and no later than within 24 hours.

The SOE program lead/department head and SOE director will be available to the mandatory reporter before, during, and following the report, for support and assistance as required. Mandatory reporters should report the incident to their respective program lead or department head, who will in turn report the incident to the SOE director.

Title IX: University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment, misconduct or assault, you are encouraged to report that behavior. If you disclose sexual harassment or sexual violence to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for disclosure include: 1) You may confidentially disclose and access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/titleIXcompliance/nondiscrimination

Course Policies/Late Policy/Attendance

Students are expected to be logged in no later than 1:00 p.m. on class days, prepared and willing to participate in class discussions. Late arrival and unexcused absences will detract from professional disposition points. During class, do not allow yourself distractions—be present and ready to respond when asked. Laptop/cell phone use is limited to note-taking or research. Checking email, playing computer games, or texting during class will detract from your engagement, as well as participation points. You should be familiar with basic computer applications including uploading and saving documents, and online platforms. The expectation is that you keep the camera on and mic ready. Assignments are to be completed and uploaded by due date. Late penalties apply to work turned in after the due date. Excessively late work will not be graded and will be assigned a score of 0.

Many of the assignments will not be able to be made up (such as class participation, presentations, group activities). If a participant must be absent, arrangements can be made with the instructor prior to the absence, but participation will suffer. In case of illness, communication with the instructor is essential and assignments may be sent electronically on the established due date, or on a date determined by the instructor.

All papers and projects are individual. Response groups, incorporated during class time, allow peers to contribute their perspectives to individual papers in development. Participation is essential. Respectful yet authentic feedback is expected during response groups.

Written assignments will be submitted electronically through Blackboard. Use 1.5 spacing, 12-point standard default font (i.e. Times New Roman or similar) on submissions. Bold font may be used for headings only. APA 7th ed. is used for references and citations.

Academic Dishonesty

In accordance with the UAF Student Code of Conduct, cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action by the university. A submitted, plagiarized paper will result in no credit for that paper, jeopardizing the participant's grade in the class. No re-do options are available on a plagiarized paper. When in doubt, summarize rather than re-phrase.

Course Outline:

I. Teaching Profession: Today's Teachers and Today's Schools

- A. Becoming a teacher
- B. Today's Schools-Role of School in today's society

II. Historical Foundations and Perspectives

- A. Public Education from then to now
- B. Historical perspectives

III. Governance and Finance of US Schools

- A. Local, State, Federal Influence
- B. Finance and Funding

IV. Ethics and Legal Issues

V. Philosophies of Education

- A. Historical Underpinnings
- B. Teacher-centered to Student centered

VI. Effective Teaching

- A. Introduction to Learning Science
- B. Attention to Meaning and Effortful Thinking

VII. Learners' Needs

- A. Adolescent Development
- B. Ability and Disability

VIII. Classroom Culture

- A. Culture, Ethnicity and Race
- B. Classroom Management

C. Curriculum

IX. Curriculum and Assessment

A. Lesson Planning

B. Assessment

X. History of Education in Alaska

XI. Technology and Teaching

A. ISTE Standards and Digital Literacy

B. Using Video to Analyze Teaching

XII. Current Issues and controversies in education

Class Meetings and Expectations

*EF refers to the anthology required text: *Educational Foundations* by Canestrari and Marlow.

*BAT refers to the textbook: *Becoming a Teacher* by Parkay.

*CRTB refers to the textbook: *Culturally Responsive Teaching and the Brain* by Hammond.

*WDSLS refers to the textbook: *Why Students Don't Like School* by Willingham.

Date	Topic	Homework
6/28/21	Introductions. Expectations -Why teach? -Pros and Cons to profession -How will I become a teacher?	Read: Selections 1,2,3 in <i>EF</i> ; pp 3-26 in <i>BAT</i> ; and pp. 1-6 in <i>CRTB</i> Prepare: A Teacher I Remember Essay 15 pts
6/30/21	Today's Schools -Social Problems -Purpose of School	Read: Ch 3 <i>BAT</i> , Ch 12, 13 in <i>EF</i> , and Ch 1-2 in <i>WDSLS</i>
7/02/21	Historical Foundations of US Education	Read: Read Ch 5 <i>BAT</i> And Labaree (1997) Prepare: Labaree Venn Diagram 10 pts
7/07/21	Philosophy of Education -Historical Underpinnings -Teacher-centered to Student centered	Read: Ch 4 <i>BAT</i> Selections from Gutek, Chartock (2004) Prepare: Draft 1: Personal Philosophy of Education 5pts
7/09/21	Governance and Finance of US and Alaska Schools -Local, State, Federal Influence -Finance and Funding	Read: Ch 6 <i>BAT</i> , and selection 17 in <i>EF</i> Prepare: Mock School board presentation Screencast 10 pts

7/12/21	Ethics and Legal Issues The PCF	Read: Selections 19,20 in <i>EF</i> , Ch 7 in <i>BAT</i> and Ch 1-2 in <i>CRTB</i> . Prepare: Mini Lesson on topic of interest: Screencast <i>10 pts</i> and Final Draft of Philosophy of Education (<i>50 pts</i>)
7/14/21	Effective Teaching and Lesson planning -Attention to meaning and connecting the dots -Practice teaching/rehearsals STOT -Differentiation CPPE	Read: Ch 3-4 in <i>CRTB</i> and Ch 3 in <i>WDSLS</i> Prepare: Simple Lesson Plan and assessment <i>10 pts</i>
7/16/21	Culture, Ethnicity,poverty and race - - <i>State of Education in the US</i> Exercise	Read: Selections 5,6,7 in <i>EF</i> ; Ch 8 <i>BAT</i> and Ch 5-7 in <i>CRTB</i> Prepare: Powerpoint or Googlesheet slides (in class) <i>5pts</i>
7/19/21	Learners' Needs -Adolescent Development -Building Learning Partnerships -Ability and Disability	Read: Ch 9 <i>BAT</i> and Ch 7 <i>WDSLS</i> Inclass: Group discussion Prepare: Video Review on GoReact (<i>10 pts</i>)
7/21/21	Classroom Culture -Classroom Management -Growth mindset (TedTalk)	Read: Ch 10 <i>BAT</i> , Dweck reading reading 2 and Ch 7 <i>CRTB</i> Prepare: Growth Mindset Classroom poster <i>10 pts</i>
7/23/21	History of Education in Alaska	Read: Barnhardt (2001) Inclass: Group present Prepare: Poster of AK Ed history <i>10 pts</i>
7/26/21	Curriculum and Assessment -Lesson Planning (Template) -Assessment -Feedback -Rubric discussion: pros/cons Kohn , etc	Read: Background and Selections 14, 15 in <i>EF</i> and Ch 11 in <i>BAT</i> ; Selections from Marzano (2015) and Reeves (2011) Prepare: AK-specific lesson plan and 4x4 Analytic Rubric (25 pts)
7/28/21	How to write a research paper -Credible sources	Read: Selections assigned Prepare: Sample

	-APA	sentences/paragraph (10 pts) and Annotated References (10 pts)
7/30/21	Technology and Teaching -Padlet, What's App, Flipgrid -ISTE	Read: Ch 13 in <i>BAT</i> and Technology selections as assigned. Listen: Podcast-Edcast Prepare: Screencast of a Technology application (8th grade target)
8/02/21	Getting Prepared for Student Teaching (Questions) -STOT and PCF Self-evaluation -Video evaluations	Read: Darling-Hammond (2016) and Selection 22 in <i>EF</i> Prepare: Educational Issue Screencast <i>50 pts</i> Due 12/03 STOT/PCF assessment and reflection <i>10 pts</i>
8/02/21	Current Issues in Education	Prepare: Research paper on Education Issue (<i>50 pts</i>)
8/06/21	Final Exam	Final Exam 25 points