

EDUC 522: Foundations of Secondary Education

Wednesday, 7:20-10:00 P.M., Robinson A246

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I. Course Description

Education 522 offers an analysis of the philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasis is on applications to all disciplines taught in secondary schools and to all learning styles. Current educational trends/issues are examined in relation to the sociology of secondary school settings.

II. Relationship to Program Goals and Professional Organizations

EDUC 522 emphasizes the following standards developed by Interstate New Teacher Assessment and Support Consortium (INTASC):

2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

III. Student Outcomes

Upon completing this course, students will:

- understand the varied, competing, and changing purposes of American public education,
- have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues,
- understand the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability, and

- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.

IV. Readings and Resources

Required

- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
- Ravitch, D. (2000). *Left back: A century of battles over school reform*. New York: Simon and Schuster.
- Instructional Theories Knowledge Base (ITKB):
http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_theories.htm
- 2008 Digest of Educational Statistics, Chapter 2:
<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009020>

Recommended

- Elmore, R. F. (2008). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Press.
- Hirsch, E. D. (1996). *The schools we need: And why we don't have them*. New York: Random House.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "Tougher Standards"*. New York: Houghton Mifflin.
- Reese, W. J. (1995). *The origins of the American high school*. New Haven, CT: Yale University Press.
- Reese, W. J. (2005). *America's public schools: From the common school to "No Child Left Behind"*. Baltimore, MD: Johns Hopkins University Press.
- Rethinking Schools. (2003). *Rethinking school reform: Views from the classroom*. Milwaukee, WI: Rethinking Schools.
- Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.
- Join your subject area's professional organization (e.g., NSTA, NCTM, NCSS, NCTE, ACTFL)

V. Course Assignments

All assignments must be written in Times New Roman 12 point or equivalent font, double-spaced, and follow APA (5th edition) formatting guidelines. Unless otherwise noted, assignments can be electronically submitted and are due by class time on the date indicated. Assignments turned in late without prior approval will receive a full letter grade reduction.

- A. Philosophy of Teaching (15%)
In 3-5 pages, describe your personal beliefs about teaching. The following questions will help guide you: (1) What learning theory do you most strongly identify with and why? (2) What are your objectives as a teacher? (3) What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support? (4) What should teachers do to accommodate diverse learners? (5) What methods will you use to work toward your objectives? (6) How do you intend to measure your effectiveness at reaching your objectives?
- B. Field Experience Report (15%)
The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. During your 15-hour field experience, you are required to keep detailed field notes of relevant data collected and a log sheet indicating dates, times, subject area, grade levels, and teachers' or principals' signatures. At the end of your field experience, you will prepare a Field Experience Report (approximately 5 pages) in which you discuss how curricula, instructional methods, and school culture either helped or hindered student success in the setting(s) you observed.
- C. Curriculum Presentation (20%)
In subject area groups, identify and present to the class current curricular issues in your field (i.e., what is taught or how it is taught). The approximately 30-minute presentation should include a description of the issue and relevant research findings. Each group will prepare a one-page bibliography (minimum of 5 sources) to be posted on BlackBoard.
- D. Resumé/Interview Questions (10%)
Create/update your teacher resume and write 5 questions you would ask during a job interview that would help you determine if you and the school to which you are applying are a good match.
- E. Extended Reading Reflection (10%)
Choose one book from the "Recommended" list in this syllabus, write a 3-5 page reflection paper, and give a brief (~10 minute) synopsis to the class.
- F. The Perfect Future School (20%)
In 2040, you are a member of the "National Committee of Perfect Schools." The purpose of this group is to identify the characteristics of public secondary schools that successfully educate all students. For this assignment (5-10 pages), you will write the committee's "executive summary." Be sure to include your definition of "successfully educate all students" and address all aspects of the school community, including administrators, teachers, students, and parents.

G. Class Participation (10%)

The success of this course depends upon all students being prepared for class and contributing to discussions and activities. Additionally, there will be a few mini-assignments throughout the course.

VI. College of Education and Human Development Statement of Expectations

Students are expected to exhibit professional behavior and dispositions (<http://gse.gmu.edu/facultystaffres/profdisp.htm>), follow the guidelines of the University Honor Code (<http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>), and abide by the university policy for Responsible Use of Computing (<http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>). Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC). See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

VII. Class Schedule

<u>Day</u>	<u>Topic/Activity</u>	<u>Readings/Assignments Due</u>
Sep 1	<ul style="list-style-type: none">• Introduction to course• BlackBoard (BB)• Learning Styles• Teaching Styles	<ul style="list-style-type: none">• Exchange contact information with subject area group members
Sep 8	<ul style="list-style-type: none">• Learning Theories: Behaviorism, Cognitivism, and Constructivism• Learning Objectives	<ul style="list-style-type: none">• ITKB
Sep 15	<ul style="list-style-type: none">• History of Secondary Schools: Pre WWI	<ul style="list-style-type: none">• Resume/Interview Questions due• Ravitch, chapters 1-3
Sep 22	<ul style="list-style-type: none">• History of Secondary Schools: WWI to The Cold War	<ul style="list-style-type: none">• Ravitch, chapters 4-8
Sep 29	<ul style="list-style-type: none">• History of Secondary Schools: The Cold War to present	<ul style="list-style-type: none">• Ravitch, chapters 9-11 & conclusion
Oct 6	<ul style="list-style-type: none">• What do America's schools look like?	<ul style="list-style-type: none">• Philosophy of Teaching paper due• 2008 Digest of Education Statistics, Chapter 2
Oct 13	<ul style="list-style-type: none">• Reform: Where We are Now	<ul style="list-style-type: none">• Darling-Hammond, chapters 1-2
Oct 20	<ul style="list-style-type: none">• Reform: Testing	<ul style="list-style-type: none">• Darling-Hammond, chapter 3

- Oct 27 • Reform: Money Matters • Darling-Hammond, chapters 4-5
- Nov 3 • Reform: Global Perspectives • Darling-Hammond, chapters 6-7
- Nov 10 • Reform: Moving Forward • Darling-Hammond, chapters 8-9
• Prepare for curriculum presentations
- Nov 17 • **Curriculum Presentations**
- Nov 24 THANKSGIVING – NO CLASS
- Dec 1 • Guest Speaker: Dan Meier • **Field Experience Report due**
• **Graduate Student Presentations**
- Dec 8 • What does the future hold? • **Perfect Future School paper due**
• Course summary and evaluation

VIII. Rubrics

A. Philosophy of Teaching

	Target	Acceptable	Unacceptable
Relevant Aspects	Includes all of the relevant aspects of a philosophy of teaching	Includes most of the relevant aspects of a philosophy of teaching	Includes only a few or none of the relevant aspects of a philosophy of teaching
Evidence of Reflection	Evidence of deep personal thought and genuine expression; ideas are original and well developed, reflecting intense analysis of theories	Some evidence of deep personal thought; ideas appear to be a genuine expression of the author's thinking and reflect some critical thought	Lacks evidence of personal thought; ideas borrow heavily from readings and discussion with some or little evidence that they have been internalized by the author
Distinct Voice	Expresses a strong, coherent set of values that permeate the author's views of teaching; all ideas work together to support the stated values	Expresses a coherent set of values that permeate the author's views of teaching; many ideas support the stated values, but others are in contradiction or may not seem to flow from values	Stated values are not strong enough to support ideas; values are implied in ideas and examples, but there is no evidence that these values form the ideas
Examples	Specific, concrete	Specific examples to	Few examples that are

	examples to explain and illustrate the author's philosophy; relevant examples are provided to support all of the main ideas	explain and illustrate the author's philosophy; relevant examples support some of the main ideas	given do not well support the philosophy; or examples are not given and the paper relies on generalities
Organization and Mechanics	Clear and concise, well-organized and easy for reader to follow; no grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors

B. Curriculum Presentation

	Target	Acceptable	Unacceptable
Time		~30 minutes	significantly </> 30 minutes
Curricular issue(s)	Detailed overview of the major current curricular issue(s) in the field	General overview of the major current curricular issue(s) in the field	Cursory overview of the major current curricular issue(s) in the field
Research findings	Relevant research from both sides presented; findings clear to understand	Relevant research presented; findings clear to understand	No/irrelevant research presented; research findings difficult to understand
Handout	1 page handout with complete bibliography	1 page handout with incomplete bibliography	no handout
Presentation style	Well-organized; smooth transitions; all members participate	Generally well-organized; transitions somewhat rough; all members participate	Poorly organized; transitions very rough; not all group members participate

C. Field Experience Report

	Target	Acceptable	Unacceptable
Length of field experience		15 hours	<15 hours
Log sheet		All required information included	Some required information missing
Discussion of curricula	Detailed overview of the topics/standards covered and resources	General overview of the topics/standards covered and resources	Cursory overview of the topics/standards covered and resources

	utilized by the teacher	utilized by the teacher	utilized by the teacher
Discussion of instructional methods	Detailed overview of the instructional methods utilized by the teacher and all related to an instructional theory	General overview of the instructional methods utilized by the teacher and most related to an instructional theory	Cursory overview of the instructional methods utilized by the teacher and few or none related to an instructional theory
Discussion of school culture	Detailed overview of school demographics and atmosphere	General overview of school demographics and atmosphere	Cursory overview of school demographics and atmosphere
Discussion of student success	Detailed overview of improvement in students' knowledge, behavior, and attitude	General overview of improvement in students' knowledge, behavior, and attitude	Cursory overview of improvement in students' knowledge, behavior, and attitude
Organization and mechanics	Clear and concise, well-organized and easy for reader to follow; no grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors

D. Perfect Future School Report

	Target	Acceptable	Unacceptable
“Successfully educate all students”		Completely and clearly defined	Not defined; or definition is incoherent
Aspects of school community		All addressed	Not all addressed
Idea development	Ideals are well developed and thoroughly address the purpose of the assignment	Ideals are moderately developed and address the purpose of the assignment	Ideals are incompletely developed, incoherent, or do not address the purpose of the assignment
Synthesis of course content	Highly creative and complete synthesis of course content into a coherent vision of a “perfect” school	Somewhat creative and complete synthesis of course content into a coherent vision of a “perfect” school	Marginally creative and incomplete synthesis of course content into a coherent vision of a “perfect” school
Examples	Specific, concrete examples to explain and illustrate; relevant examples are provided	Specific examples to explain and illustrate; relevant examples support some of the	Examples that are given do not support the author’s ideas; or examples are not

	to support all of the main ideas	main ideas	given
Organization and Mechanics	Clear and concise, well-organized and easy for reader to follow; no grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors