**Introduction to Education**

**Spring Semester 2012**

**18-EDST-1001, Section 00-, 3hrs.**

**<Date, Time, Location>**

**Instructor:**   **Office:**

**Email:**  **Office hours:**

# Course Description

*Introduction to Education* engages prospective teachers or educators in knowledge construction about, and critical analysis of, the development and structure of schooling and teaching in the United States. It explores teaching as a profession; school governance and finance; issues of practice; historical, socio-cultural, philosophical, political, and legal foundations of education; and current educational reform.

**Course Format:** This course will use a wide variety of writing, speaking, and reading-based practices to explore course themes. Interactive discussions, in-class and online activities, and readings are designed to engage students in articulating their process, values, and experiences of knowing, learning, and teaching. Activities and assignments such as portfolios, discussion board thinking journals, field experiences, project-based learning, whole-class and small-group inquiry, a midterm exam, and cooperative teaching and learning experiences will combine to help the students consider theoretical knowledge in relation to the realities of educational practices in the classroom and beyond. In addition, students will be given the opportunity to focus on specific areas of current educational thinking through the production of written assignments on selected scholarly topics.

**Course Themes:**

* Legal and Organizational issues
* Diversity
* Professionalization of Teaching
* Philosophical and Political Foundations in Education
* Standards-based education and reform
* Democratic issues and social justice
* Curriculum and Instruction
* History of Education

**Student Learning Outcomes**

*Students are expected to**demonstrate familiarity with each of the eight themes as influential components of the teaching profession by…*

* Articulating a critical understanding of some of the organizational and legal structures of schooling in the U.S., with reference to the public versus private purposes of education in democratic society.
* Articulating a critical understanding of diversity as it relates to the structural nature of opportunity, inequality, and the principles of culturally relevant pedagogy.
* Analyzing the many issues involved in the profession of teaching.
* Developing relevant questions and discuss their significance for education and teaching.
* Demonstrating an understanding of National and State standards, such as Common Core, INTASC, NCATE/CAEP, SPA, Praxis exams or the Teacher Performance Assessment.
* Demonstrating an understanding of democratic, social, and other purposes of education, including contemporary issues related to educational inequality through reflection papers and written exams.
* Analyzing theories of curriculum and instruction.
* Identifying key events in American history and analyze their impact on current educational practices.

**Assessment of Student Learning Outcomes**

Student achievement will be evaluated through participation in in-class and out-of-class activities, course assignments, midterm exam, and final portfolio. Students will be asked to:

* Actively participate in class activities, discussions, and cooperative learning groups, which includes taking notes and posting requested information on Blackboard.
* Conduct at least a 10-hour field experience project with k-12 students and teachers through a local k-12 school, early childhood center, or another instructor approved educational setting where k-12 student or teacher needs are addressed. Hours must be documented and signed off on by a cooperating educator on your field experience observation sheet.
* Develop coherent, reflective questions and responses to readings by making connections between their personal experiences or beliefs and educational theory and practice.
* Create and co-teach a collaborative game, play, or simulation activity, and write a “post-game” reflection of that experience, that illustrates their understanding of opportunity gaps, educational inequity, and the educators, educational theories, and practices that have had an impact on them.
* Write a teaching philosophy that integrates knowledge of various philosophical or theoretical principles and current educational issues with personal perspectives in education.
* Articulate, cite, and question examples of each of the 8 themes and their impact on education in thinking journal entries, midterm, and an end-of-semester portfolio.

# Course Texts

## *Required*:

## Milner, H.R. (2010). *Start where you are, but don't stay there: Understanding diversity,*

*opportunity gaps, and teaching in today's classrooms*. Cambridge: Harvard Education.

## *Plus one of the following textbooks*:

Armstrong, D.G., Henson, K.T., & Savage, T.V. (2008). Teaching today: An introduction

to education. (8th ed*.*) New York: Pearson.

Ornstein, A., Devine, D.U., & Gutek, G.L. (2011). *Foundations of education*. (11th ed.).

Belmont, CA: Wadsworth.

Sadker, M.P. & Sadker, D.M. (2009). *Teachers, schools, and society*. (9th ed.).

 New York: McGraw Hill.

Sadker, D. M. & Zittleman, K.R. (2012). *Teachers, schools, and society: A brief*

*introduction to education.* New York: McGraw Hill.

Webb, L. D., Mertha, A., & Jordan, K.F. (2012). *Foundations of american education*

(7th ed.). New York: Pearson ISBN: 978-0137157266

***Or both of the following texts can be used in lieu of one of the textbooks above***

## Spring, J. (2012). *American education*. (15th ed.) New York: McGraw-Hill.

Noddings, N. (2011). *Philosophy of education*. (3rd ed.) Boulder, CO: Westview.

***Recommended:***

## Canestrari, A.S. & Marlowe, B.A. (2010). *Educational foundations: An anthology of*

## *critical readings*. (2nd ed.) Thousand Oaks, CA: Sage.

## Craver, S.M. & Philipsen, M.I. (2011). *Foundations of education: Problems and*

## *possibilities in american education*. New York: Continuum.

# Darling-Hammond, L. (2010). *The flat world and education: How america's commitment*

# *to equity will determine our future*. New York: Teachers College Press.

Freedom Writer Teachers & Gruwell, E. (2009). *Teaching hope*. New York: Broadway

Books.

Hilty, E.B. (2001). *Thinking about schools: A foundations of education reader*. Boulder,

CO: Westview Press.

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. & Cooper, J.M. (2012). *Kaleidoscope: Contemporary and classic readings in*

# *education*. Belmont, CA: Wadsworth.

\* Additional selected literature from James Banks, Alfie Kohn, Gloria Ladson-Billings, Lisa Delpit, Rita Hardiman, Paul Gorski, Erin Gruwell, and others may be assigned and posted via Blackboard.

# Course Assessment

Attendance & Participation -- 10%

Thinking Journal -- 20%

Midterm -- 25%

Game/Play Co-Teaching Activity -- 5%

Field Experience Project (*submitted and graded with Final Portfolio*) -- 20%

Final Portfolio (+ teaching philosophy) -- 20%

# Assessment Details and Procedures

* *Attendance and participation* are expected as professionalism and accountability are important factors in the livelihood of all educators. You are expected to be at all class meetings. However, you have two emergency absences should a major issue arise, so use them only if absolutely necessary. Late work is not accepted without official documentation or unless prior arrangements have been made with the instructor. Also, your overall grade will be lowered by 5 percentage points for each day missed beyond two absences. If class is cancelled or the university is shutdown, check blackboard for your assignments at our regularly scheduled meeting time.
* *Field Experience Project*: This course requires 10 hours of field experience with prek-12 students, teachers, or schools. Please note that students cannot receive a passing grade for this course without proper documentation of the 10-hour field experience project, which includes both double-entry process notes (i.e., consisting of a non-judgmental description section and subjective response section) from each observation, as well as a summative reflection included in the portfolio.
* *Thinking Journal*: 10 entries (or substituted quizzes) questioning readings and lecture/discussion material will be assigned. Each response paper should demonstrate an understanding of the assigned topics and themes as well as an analysis of an aspect of that material that is particularly interesting, troubling, or challenging to you. Draw connections to your own experiences with teaching and schooling when possible. Papers will be graded with a 2-point rubric which will be posted on Blackboard prior to the first thinking journal assignment.
* *Game/Play/Simulation Activity*: This is a co-teaching or co-facilitation project dealing with educational opportunity and its impact on schooling, teaching, and learning. Each group will be responsible for creating a unique game or play activity so long as it has been approved by the instructor. A rubric will be created by students to evaluate the game/play/simulation project.
* *Final Portfolio*: In lieu of a final exam, a final portfolio will be due where you present all of your writing and thinking on course topics and themes in a binder, Keep all course materials throughout the semester for this final project. The portfolio will also include your teaching philosophy, as well as an introduction, reading journal entries/discussions, and a plan for further study and inquiry. Guidelines and rubric for the portfolio will be posted on Blackboard.

# Grade Criteria

A=100-93 A-= 92-90 B+=89-87 B=86-83 B-=82-80 C+=79-77 C=76-73 C=72-70

D+=69-67 D=66-63 D-=62-60 F=59-0

***Scores at the .4 level or below round down to the whole number; scores at the .5 level and above round up to the whole number.***

**Late Assignments and Class Policies**

* *Late policies and reminders*: If an assignment is due on a day that you miss, it must be attached and sent to me via email the same day as the class you missed unless official documentation accompanies your absence or unless you have made prior arrangements with the instructor via email. If you have official documentation or have made prior arrangements with your instructor, then your assignment is due the next time the course meets or it will not be accepted. Finally, make sure that you partner with a “study buddy” or small group to get class notes if you are absent as they will not necessarily be provided on Blackboard and you will be responsible for them in your midterm, papers, and final portfolio.

# *Academic Integrity Policy*: University rules, including the Student Code of Conduct and other policies of the College and Division related to academic integrity, will be enforced. The student code of conduct that you will be held responsible for is located online at <http://www.uc.edu/conduct/Code_of_Conduct.html>. Any violation of these regulations, including acts of plagiarism, cheating, or use of non-cited internet material, will be dealt with on an individual basis according to the severity of the misconduct.

# *Special Needs Policy*: If you have any special needs related to your participation in this course, including identified visual, hearing, or physical impairments, communication disorders, and/or specific learning disabilities that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet course requirements. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

* *Mobile Phone Policy*: Absolutely no cell phone use in class. Please make sure that they are turned off when in the classroom. If you are text-messaging during class, you will be asked to leave and will receive a zero for your attendance and participation grade. If there is a pressing reason why you need to have your cell phone available during a particular class period, then you need to notify the instructor about it BEFORE class begins.
* *APA Guidelines*: You should be using APA format for all typed papers and assignments in this course. APA guidelines and sample papers can be found online at <http://owl.english.purdue.edu/owl/resource/560/01/>, or <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>, or visit the library or bookstore and pick up the complete APA manual and style guide.

# Gen Ed Breadth of Knowledge (BoK)/Teacher Education Requirements

This course has been designated as fulfilling General Education requirements for Historical Perspectives (HP) and Diversity and Culture (DC). It also fulfills coursework requirements for teacher education programs leading to state licensure.

# Connections to Professional Education Standards and Conceptual Framework

This course is directly aligned with the Professional Education Unit conceptual framework stated goal of providing students with a multicultural focus, knowledge of learners and contexts, study of culture and society, and advocacy and respect for diversity. It is connected to standards focusing on knowledge bases in educational foundations established by learned societies and professional associations in teacher education.

# Example Schedule of Class Meetings and Topics

*Please note that readings and writing assignments will be assigned in class and online. Check your email and Blackboard regularly for prompts, materials, or changes to our tentative schedule below.*

**Week 1**

Syllabus and Blackboard Introductions

Class Exploration of the terms: “teaching,” “learning,” schooling,” and “education.”

Unpacking Assumptions and Perspectives on Teaching, Teachers, Students, and Schools

**Week 2**

Status and Development of the Teaching Profession

School Governance

**Week 3**

Historical Foundations of Education

**Week 4**

Legal foundations of Education: Laws, Impact, and Issues

**Week 5**

Philosophies of Education

Theories of Education

**Week 6**

Educational Philosophies, Theories, and Practices through Time

Curriculum & Instruction

**Week 7**

Standards & Assessment

Status and Development of the Profession (continued)

**Week 8**

Educational Foundations Review

*Midterm Exam*

**Week 9**

Midterm analysis

Social & Cultural Contexts

**Week 10**

Social & Cultural Contexts (continued)

Diversity & Social Justice

**Week 11**

Understanding Opportunity Gaps

School Financing

**Week 12**

Reflections, reforms, and regulations of Teacher Education

**Week 13**

Introduction to Co-teaching

Game/Play activity construction by co-teaching teams

**Week 14**

Co-taught Game/Play activity implementation

**Week 15**

Reflections on co-teaching activities

The Future of Education

**Finals Week**

*Portfolios due by Monday at 5:00 p.m.*

**Ohio School Operating Standards**

(E)  School districts shall provide for an assessment system that aligns with their courses of study and includes:

(1) Regular assessment of student performance;

(2) Guidelines for using assessment results and the value-added progress dimension for instruction, evaluation, intervention, guidance and grade-promotion decisions;

              (3) Written policies and procedures regarding the participation of students with disabilities;

(4) Ongoing professional staff development that teaches accepted standards of practice in the selection, administration, interpretation, and use of assessments;

(5) Multiple and appropriate assessments that shall be used to measure student progress;

(6) Assessment practices that, when use to qualify students for graduation, promotion or special programs or services, conform to current professional standards for validity and reliability; and

              (7) Sharing information with parents, students and the community regarding assessment purposes and results.

**INTASC Standards**

<http://www.wresa.org/Pbl/The%20INTASC%20Standards%20overheads.htm>

**Ohio Academic Standards**

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1696>

**Ohio School Operating Standards**

[http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1222&Content=76652](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2feducation.ohio.gov%2fGD%2fTemplates%2fPages%2fODE%2fODEDetail.aspx%3fPage%3d3%26TopicRelationID%3d1222%26Content%3d76652)

**Ohio State Department of Education –**

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>

**State-by-state teacher certification requirements and contact information** [http://www.education-world.com/jobs/state\_certification.shtml](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.education-world.com%2fjobs%2fstate_certification.shtml)

**Web Resources and Supports**

Jefferson’s “Preamble to a Bill for the More General Diffusion of Knowledge” (1778) <http://www.teachingamericanhistory.org/library/index.asp?document=408>

John Dewey’s “*My Pedagogic Creed”*

[*http://dewey.pragmatism.org/creed.htm*](http://dewey.pragmatism.org/creed.htm)

Schooling and Creativity: Changing Educational Paradigms ([http://www.youtube.com/watch?v=zDZFcDGpL4U](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.youtube.com%2fwatch%3fv%3dzDZFcDGpL4U))

Current Education Issues via the Washington Post
[http://www.washingtonpost.com/blogs/answer-sheet](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.washingtonpost.com%2fblogs%2fanswer-sheet)

About Common Core Standards and what they look like for each content area
[http://www.corestandards.org/about-the-standards](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.corestandards.org%2fabout-the-standards)

Teacher Accountability link
[http://bankstreet.edu/occasionalpapers/](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fbankstreet.edu%2foccasionalpapers%2f)

Primetime Special on the Freedom Writers
Parts 1, 2, and 3 (roughly 15 minutes total):
[http://www.youtube.com/watch?v=N1kE6G085kw&feature=related](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.youtube.com%2fwatch%3fv%3dN1kE6G085kw%26feature%3drelated)
[http://www.youtube.com/watch?v=U6jy5LjNNfw&feature=related](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.youtube.com%2fwatch%3fv%3dU6jy5LjNNfw%26feature%3drelated)
[http://www.youtube.com/watch?v=2dtg3iLSC4s&feature=related](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.youtube.com%2fwatch%3fv%3d2dtg3iLSC4s%26feature%3drelated)

The Story of Public Education in America
Investigate where we've been and where we're going in schooling and teaching - [http://www.pbs.org/kcet/publicschool/index.html](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.pbs.org%2fkcet%2fpublicschool%2findex.html)

A Class Divided
[http://www.pbs.org/wgbh/pages/frontline/shows/divided/](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.pbs.org%2fwgbh%2fpages%2ffrontline%2fshows%2fdivided%2f)

Teaching Philosophy Tutorial
[http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww1.umn.edu%2fohr%2fteachlearn%2ftutorials%2fphilosophy%2findex.html)

TED: Sugata Mitra's new experiments in self-teaching
[http://www.youtube.com/watch?v=dk60sYrU2RU](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.youtube.com%2fwatch%3fv%3ddk60sYrU2RU)

Consuming Kids: The Commercialization of Childhood [Full Film]
[http://www.youtube.com/watch?v=0uUU7cjfcdM](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.youtube.com%2fwatch%3fv%3d0uUU7cjfcdM)

President Obama on Race to the Top
[http://www.whitehouse.gov/video/President-Obama-on-Race-to-the-Top](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.whitehouse.gov%2fvideo%2fPresident-Obama-on-Race-to-the-Top)

60 Minutes-Khan Academy: The future of Education?

[http://www.cbsnews.com/video/watch/?id=7401696n&tag=contentMain;contentAux](https://ucmail.uc.edu/owa/redir.aspx?C=6b175a3311704ec2b23c03d933ef1f42&URL=http%3a%2f%2fwww.cbsnews.com%2fvideo%2fwatch%2f%3fid%3d7401696n%26tag%3dcontentMain%3bcontentAux)

**Activity Supports/Examples**

1) Students co-construct historical timeline of major events, movements, thinkers that have influenced education with instructor. The timeline can be referred back to and deepened from one class to the next. It can be photographed and put on Blackboard.

2) Philosophy Forest -

Invite students to draw six trees on the board and identify each with a particular philosophy of education. Each tree should have three branches – metaphysics, epistemology, and axiology. Different fruit on trees are the theories that have come from particular philosophies. Roots are the philosophers/movements/events/context that gave rise and feed each tree. Select a student volunteer to “get lost” in the forest and consider how different philosophies answer/respond to questions of metaphysics, epistemology, and axiology differently (for example, how would an idealist and a realist differ in their response to George Berkeley’s question, “If a tree falls in the forest, and no one hears it, does it make a sound?”). Also, what do they make of the fruit? Is it edible from some trees and not others? Which ones will they put in their “backpack” and serve to others and which ones will they recommend that people avoid?

3) Theoretical Dating Game –

Break students into 6 small groups. Each group is responsible for coming up with a name, age, gender, family history, likes, dislikes, comfortable ways of being and interacting with others, etc. as well as a rationale/justification for why they chose each one for their theory. Once groups present their theory to get him/her a date, they begin to see how and which theories are or are not compatible with each other and where.

4) Nacirema activity-

Making the everyday strange and analyzing our own cultural practices; This comes from Horace Miner’s satiric article “Body Ritual of the Nacirma” in the *American Anthropologist* (1955).

5) Design your own classroom from a particular theoretical stance (small group activity)

6) Diversity Webquest (see below)

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDST 1001-000 Webquest

What was *Plessy v. Ferguson*?

What was *Brown v. Board*?

What else was happening in America during 1954?

Go to following [link](http://ilrc.ode.state.oh.us/schools/School_List.asp?sel=043752,Cincinnati%20City,Hamilton%20County) and click on at least five schools from the list. After clicking on a school, click on the hyperlink which says “View 2010-2011 Local Report Card.” Use the PDF which appears to fill in the chart below.

<http://ilrc.ode.state.oh.us/schools/School_List.asp?sel=043752,Cincinnati%20City,Hamilton%20County>

*Diversity Webquest*

*(page 2)*

Is there a correlation between the race of a school’s population and its state designation? What about the SES of a school’s population?

What is de jure segregation?

What is de facto segregation?

If someone stopped you on the street and asked if Cincinnati Public Schools are segregated, what would you tell her?

Is Brown v. Board being upheld/executed today? Why or why not?

Should classrooms be diverse environments? What is the value in diversity? Think in terms of the student and society.

EDST 1001: Introduction to Education University of Cincinnati

Field Experience Guidelines

and

Ethical Considerations

As part of this course, you are required to complete a practicum experience of at least 10 hours that includes K-12 classroom and/or participant engagement. You will complete a portfolio assignment that relates your insights from class readings and discussions to the notes and observations you make in your practicum hours.

Specifically your field experience portfolio assignment is meant to be an academic exercise in which you make links between theory (i.e. ideas about how to best educate) and what you observe and discover (the practice or implementation of those ideas). Do not simply write about what happened in the classroom, rather identify how the activities in the classroom relate to the topics we read about and discuss in class.

Please make sure that you take great care when interacting and writing about people, especially children, in this field experience opportunity. Below are ethical guidelines you should be aware of and adhere to:

* Consent – You need to gain permission from either a K-12 classroom teacher or the school principal **before** beginning your field experience. For observations at Arlitt Child and Family Research & Education Center, you do not need to gain consent to observe. For observing at the Arlitt Center, you need to sign in at the front desk and sign a form in the observation booth. If you are serving or assisting at another school please check with the main office regarding sign-in and sign-out procedures.
* Confidentiality – **Do not** use a child’s name when making notes, and **do not** mention the name of the educational setting nor anyone who works there in your written work. Use only pseudonyms or code names in any notes, written submissions and online discussions. You can provide descriptions of the learner and the educational setting. Just make sure that no one involved can be identified.
* Competence – Remember that you are a guest of the classroom and school in which you are observing, serving, and assisting. If asked about your role, explain that the main purpose of the project is for your teacher education and assisting your cooperating teacher, and not for conducting evaluations of students or teachers.
* Professionalism – As a guest of the classroom and school in which you will be observing you are expected to **represent yourself and the university in a professional manner**. This means conducting yourself in a manner appropriate for the K-12 educational setting. Included, but not limited to, professional representation are: appropriate dress (no ripped or revealing clothing, no tank tops, belly shirts, or shirts with slang, writing, or pictures on them), undergarments should be covered at all times, arrive on time and stay for the duration of your scheduled observation, use appropriate language, be helpful and respectful to all faculty, staff and students at the school in which you are observing.

The assessment of this field experience project includes your double-entry descriptive and reflective notes (i.e., a non-judgmental “objective” description section and a subjective response section that focus on your questions and connections with context and participants), verified completion of at least 10 hours of field experience, and a portfolio report on the experience. If you have any questions about any of the requirements, ask your professor sooner rather than later. The semester goes by very quickly and concerns regarding the field experience need to be dealt with within the first month of the semester.

**UC EDST 1001 Field Experience Protocol & Checklist**

Before engaging in any field experience, you must make a professional request to and gain permission from a K-12 classroom teacher and school or educational organization **before** showing up for mutually agreed upon field service hours.

EDST 1001 Field Experience Dress Requirements (Prior to Arrival):

*We are guests at any school where field experiences are conducted. Many schools have strict dress codes or uniforms. The way you dress influences and impacts the students and teachers you come in contact with.* ***You are not simply representing yourself but the university when you engage in a field experience.*** ***Dress professionally.***

* No shirts with low-cut necks
* No belly shirts
* No sleeveless shirts (e.g., tank tops)
* No ripped pants or jeans
* No shorts
* No flip-flops or sandals
* No hats in class
* No hoodies or sweat pants
* No shirts or jackets with profanity or graphic images
* Undergarments should be covered at all times
* Facial piercings (if any) should be consistent with teacher/school rules.
* No T-shirts (unless distributed by the school), however collared short sleeve shirts are allowed with school/teacher consent.

EDST 1001 Field Experience Professionalism (Upon Arrival):

* Go to the Main Office, sign in, and wear required identification
* No more than 2 students should be doing field service hours in the same classroom at the same time.
* Arrive prior to the start of class with your **cell phone muted or turned off**.
* Introduce yourself to your host teacher
* Offer to be of service (this does not mean teaching a lesson).
* Redirect students to being on task for assignment if they engage you while sitting in the back of class and the teacher is talking.
* When not assisting students with understanding their academic work or assisting the teacher with planning or preparation for class or the development of class projects, write down double-entry (i.e., objective/subjective) notes on classroom context and dynamics.
* Use appropriate language, be helpful and respectful to all faculty, staff and students at the school in which you are assisting. You are a role model whether you feel like it or not.
* Hand in your Field Experience Exit Slip to your cooperating teacher and have them sign off on your Field Experience Verification Form.

Please Note: If you do not take these basic considerations into effect for the sake of your host teacher and the students, you can be asked to leave and sign up for new field experience hours as well as write an apology letter to the teacher or class, and, if issues persist, you may be removed from field experience participation altogether and/or receive a failing grade in the course.

UC EDST 1001 Field Experience Exit Slip

*Give this slip to your cooperating teaching prior to getting her/his signature for verification of your field service hours,*

EDST 1001 Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDST 1001 Professor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Observed/Assisted:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date & Time of Field Service:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UC EDST 1001 Field Experience Exit Slip

*Give this slip to your cooperating teaching prior to getting her/his signature for verification of your field service hours,*

EDST 1001 Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDST 1001 Professor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Observed/Assisted:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date & Time of Field Service:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Give this slip to your cooperating teaching prior to getting her/his signature for verification of your field service hours,*

EDST 1001 Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDST 1001 Professor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Observed/Assisted:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date & Time of Field Service:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Make additional copies as needed)

Field Service Verification Form

Student:

Practicum Location:

Class(es) Observed:

Cooperating Teacher’s Name:

Teacher Contact Information (phone # / email):

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Hours: \_Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Portfolio Requirements**

*"This is the road I have tried to follow as a teacher: living my convictions; being open to the process of knowing and sensitive to the experience of teaching as an art; being pushed forward by the challenges that prevent me from bureaucratizing my practice; accepting my limitations, yet always conscious of the necessary effort to overcome them and aware that I cannot hide them because to do so would be a failure to respect both my students and myself as a teacher."* ~ Paulo Freire, Pedagogy of Freedom

The portfolio is the place where you put all the reading, writing, and thinking you’ve done in this course together. It gives you the opportunity to show what you’ve learned and mastered during the year as well as provides you with a resource to use for future studies and teaching.

Portfolio Requirements:

1. A Table of Contents
2. An Introduction (*that is at least one page, single spaced*)

It should describe what you’ve accomplished in this course this semester; it should also give the reader a sense of where you’ve been and where you’re going as a future teacher (or educator). As you write your introduction consider addressing these questions:

* *What have you been challenged by the most and why? Explain.*
* *What assignments or activities in class were the most memorable? Explain.*
* *What activities or lessons did you learn the most from? Why? What was it about the activity or lesson that helped you learn?*
* *Which activities and lessons challenged you the least? Why?*
* *What are your greatest strengths and concerns for being a teacher?*
1. Teaching Philosophy (*that is at least one page*)

Explore and deepen your philosophy of teaching and learning. Review your thinking journal, web resources on developing a teaching philosophy, and original definitions of teaching and learning and revise them based on your experiences in this course. Consider including a quote on education that represents your views on teaching and/or learning. Be sure to explain why you chose it.

1. Field Experience Project (*beginning with a multiple-page reflection*)

This should include an overall reflection on your experience and what specifically you learned about students, schooling, learning, teaching and the kind of teacher you would like to be, along with your double-entry observation notes, and your field experience verification and ethical consideration forms. Connect to educational theory and philosophy where appropriate.

1. Thinking Journal Entries (*Include your entries and reflect on them or any changes you’ve made since they were submitted*)
2. Other Creations/Meditations on Learning, Teaching, and Schooling

This should include other writing that is reflective of your thinking and learning in this course such as on your co-taught lesson/activity, another day’s lesson, reading(s), or activities, a midterm review, a letter of thanks and learning to those at your field placement(s), meaningful class notes, a discussion of metaphors or quotes for learning, and/or a Plan for Future Learning based on your needs and interests as a future teacher.

**Portfolio Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Weak (4) | Satisfactory (6) | Exemplary (8) | Score |
| Writing mechanics and organization (8 points) | There are multiple grammatical, organizational, or typing errors to the point that it detracts from understanding. | The writing is clear with minimal errors and fits the tone of the activities being described. There is also adherence to required portfolio sections. | There are almost no writing errors and there is excellent adherence to portfolio sections. The descriptive and reflective elements make it clear to the reader how the writer’s thinking about course topics has evolved during the semester. |  |
| Description of Activities(8 points) | Insufficient information is provided to fully understand the what happened in course activities and/or the full context is not provided. | The reader clearly understands what, when and how the activities occurred. The author includes information about the professional setting, his or her role in activities, and the social and educational, dynamics important to the activities. | The author provides clear information about the activities, including a thorough explanation of memorable activities and their connections to key terms or ideas in the course. |  |
| Reflection and Response(8 points) | The author’s response to course activities is absent, not clear, or not supported with much evidence. | The author provides information about his or her reflections and responses to course activities, however the use of explanation and evidence are inconsistently applied. | The author’s reflections and responses are clearly described and understandable in the analysis. They reflect sustained student thinking about his/her own experiences and how those have shaped the connections they make with key elements of learning, teaching, and schooling.  |  |
| Consideration of Questions and Issues(8 points) | Questions or issues are not raised or do not appear to be clearly linked/related to course concepts. No second point of view for looking at the activities is shown. | Questions and issues show a clear link and evidence of stepping out of the author’s normal stance to try on a new point of view. | The author provides evidence of using multiple points from which they are viewing the activities, and use questions and issues as a starting point for developing new knowledge and understanding. |  |
| Other Creations(8 points) | The author provides little depth or attention to developing stance or plan to guide the challenges they will face as teachers. | The author reveals an emerging stance or plan to guide them in future actions/interactions in classrooms, schools, and in other educational endeavors | The author clearly reveals how s/he has come to think differently about the process of school and its impact on her/him for future teaching. |  |
| \*Note that 2 is only used if something shows no attention to section requirements **Total**  |  |

**Attending to Thinking Journal Entries & Posts**

**Style & Form**:

* **Type and save in MS Word**, even though you will be posting your entry on the discussion board.
* Type your name, the course title, and due date in the upper left of your paper.
* Create a title for your response and center it.
* Cite the text you are responding to in APA format.
* **Single spaced, one page only** (dropping font to 11 and minimizing margins will give you extra wiggle room)
* Always write in multiple paragraphs (¶); A minimum of 3 but no more than 6.
* Write in complete sentences (unless or except if you incorporate poetry).
* Beware of unspecific pronouns (e.g., if it is unclear who “it” or “they” are)
* Do not start sentences with “So” and do not address your readers specifically (as I am doing in this document). In other words, don’t use “you” in your responses.

**Content**:

* Context matters; Who, What, Where, When, and Why influence what your seeing or expecting. Show how you’ve thought about the role of context in any analysis.
* **Synthesize** – avoid summary (i.e., don’t talk about what the material is, show how you’re thinking about it.) Make connections between the reading(s) and yourself and what you already know.
* Pose questions/problems and attempt to answer/solve them where appropriate.
* Make your thinking explicit (i.e., show your readers why you believe what you believe or how you are arriving at a current belief or possible explanation).
* Use logic and reasoning (e.g. “Because this happens, it could suggest\_\_\_\_\_ or suggest \_\_\_\_\_\_)
* Your audience is the many and varied stakeholders in education (e.g., parents, administrators, teachers, students, community partners, etc.) so write accordingly.
* Use evidence to support your assertions, claims, or plausible explanations (e.g., it can be from the textbook, personal experience, logical reasoning, etc.).
* Use specific examples or quotes from the reading or activity to make your points and illustrate the connections you are making.
* Personalize your learning and thinking (so that you write subjectively but with objective considerations). Being an educator is about negotiating the concerns of many different people every day.

|  |  |  |  |
| --- | --- | --- | --- |
| *Scoring Rubric* | 0 | .5 | 1.0 |
| Form | Missing / Not attempted (0-2 bullets attended to) | Some application (3-7 bullets attended to) | Full application(8-9 bullets attended to) |
| Content | Missing / Not attempted (0-2 bullets attended to) | Some application (3-7 bullets attended to) | Full application(8-9 bullets attended to) |

TOTAL:

**Plagiarism:**

1. Submitting another’s published or unpublished work, in whole, in part, or paraphrase, as one’s own without fully and properly crediting the author with footnotes, citations or bibliographical reference.
2. Submitting as one’s own, original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
3. Submitting as one’s own, original work, material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.

***A consequence of plagiarism is a FAILING GRADE in this class.***

**I sign the Student Code of conduct below to acknowledge that I am aware of the consequence(s) of plagiarism.**

**University of Cincinnati Code of Conduct**

Conduct, rights and responsibilities:  Student code of conduct.

 1.      Preamble

a.       The Student Code of Conduct (SCOC) is intended to provide broad guidance in identifying and discouraging behavior that conflicts with the building of a strong and just community that respects and protects the diverse interests and goals of all students, all student organizations, and the University of Cincinnati’s mission “to provide the highest-quality learning environment, world-renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes.”

**Signature ­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**