

EDEE 3320
FOUNDATIONS OF EDUCATION: THE SCHOOL CURRICULUM



UNIVERSITY OF NORTH TEXAS®
COLLEGE OF EDUCATION

FALL 2017 – Section .031 (6958)

Blended – Blackboard Learn/MH 113

Lauren Eutsler, Ph.D.

OFFICE HOURS: TR 9:30-11am; 12:30-2pm and by appointment

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REQUIRED TEXTBOOK

Webb, L. D., & Metha, A. (2017). *Foundations of American Education* (8th Ed.). Pearson. ISBN: 9780134026411 (must purchase eText access)

Access the eText [here](#) (sign in, search “Metha,” then launch eText)

CATALOG COURSE DESCRIPTION

3 hours. Principles and foundations of curriculum for grades EC–8 in public schools. Includes the study of professional ethics/responsibilities, educational philosophies, the history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment. Prerequisite(s): Admission to the teacher education program (includes participation in a field-based program), a child/adolescent/lifespan development course, and an educational-application computer course.

PURPOSE AND RATIONALE

The goal of this course is to engage learners in understanding and analyzing the contextualized nature of our American public school system. This course delves into the historical, cultural, political, and social contexts that influence our present-day curricular, financial, and organizational structures. As an extension, the learner will examine his/her own historical, cultural, political, and social experiences, including personal biases, in the development of his/her philosophy of education. In other words, the learner will begin to "unpack" who s/he is as a learner so that s/he can begin to examine the experiences and expectations s/he brings to teaching. In addition, learners will deepen their understanding of professional ethical expectations and responsibilities, especially as it pertains to issues of diversity. An effort is made to address issues at personal, local, state, and national levels of education.

COURSE WEBSITES

This course utilizes Blackboard Learn. To access this course, log in at <https://learn.unt.edu>.

This course requires completion of a summative portfolio and a key assignment that will be uploaded and assessed in the UNT Tk20 Assessment System, requiring the one-time purchase of Tk20. Student subscriptions are effective for seven years from the date of purchase. Please go to the following link

for directions on how to purchase Tk20: <http://www.coe.unt.edu/tk20>. Failure to purchase Tk20 and upload the key assignment and/or the portfolio to Tk20 will result in a failing grade for the course.

COURSE GOALS/OBJECTIVES

1. explain the expectations of the profession, including code of ethics, professional standards of practice, and relevant law and policy (e.g., laws regarding educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting in situations related to possible child abuse)
2. explain the impact that historical, cultural, legal and social factors have had on the education experience of various diverse populations, including, but not limited to, gender, racial, immigrant, and special needs groups
3. explain the relationship between curriculum, instruction, standardized testing, and school accountability
4. explain the structure of the education system in Texas, including relationships between campus, local, and state components
5. explain funding sources for school districts at the local, state, and federal levels
6. identify his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families
7. develop a philosophy of education statement, in part by examining his/her own educational experiences and personal biases, in addition to the various societal expectations for the purpose of education in the United States

Tk20

A summative portfolio that meets the Checkpoint 1 requirement of the program. The portfolio will be organized around the 2013 standards of the Interstate New Teacher Assessment and Support Consortium (InTASC). You may download the standards from <http://www.ccsso.org/InTASC>. Your portfolio will include artifacts from this and other courses.

Standards Addressed

Texas Pedagogical and Professional Responsibilities (PPR) Standards II and IV
InTASC Standards 2, 3, 9, 10

Portfolio Checkpoint 1 addresses all sections of the UNT Conceptual Framework, the Interstate Teacher Assessment, Consortium Standards (2013) at the awareness level, and all 10 InTASC standards. It also addresses the following standards:

Association of Childhood Education International (2007): 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2;
Teachers of English to Speakers of Other Languages (2009): 2b, 3a, 4c, 5b, and 5c, and
Association of Middle Level Association (2001): 1.1k-1.3k, 1.5k, 1.6k, 1.2d, 1.6d, 2.3k, 2.1d, 2.4d, 3.1k, 3.3k, 3.4k, 3.9k, 3.1d, 3.2d, 3.4d, 3.5d, 4.1k, 4.1d, 5.1k, 5.2k, 5.8k, 5.1d, 5.2d, 5.3d, 5.5d, 6.2k, 6.8k, 6.9k, 6.7d, 6.8d, 7.1k, 7.2k, 7.3k, 7.8k-7.10k, 7.1d, 7.2d, 7.4d, and 7.5d.

Texas Pedagogical and Professional Responsibilities (PPR) Standards and associated objectives are addressed by this course at the knowledge level and some at the skill development level. Especially relevant is Standard IV: *The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.*

TEKS 1) English language arts and reading related to comprehension of informational/expository text (10) and informational/procedural text (12), reading/media literacy (13), writing personal (16) and expository text (17), research/gathering sources (23), research/synthesizing information (24), research/presenting information (25), and listening and speaking/teamwork (28); 20 Mathematics related to evaluation of predictions and conclusions based on statistical data (13); and social studies related to understanding the organization of government (11) as it pertains to schools, understanding the similarities and differences within and among cultures as a basis for multiculturalism (15), application of critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology (21), and communicating in written, oral, and visual forms (22).

COURSE REQUIRED ASSIGNMENTS	PERCENTAGE
TEACHER INTERVIEW Select a certified teacher who has taught at least one full school year in a public or private school. Create a list of approximately 10 questions to ask during the 20-30-minute face-to-face interview (online permitted). Refer to the assignment overview and rubric for specific guidelines.	10
READING RESPONSE Read the chapter(s) that corresponds with the weekly reading. Accessing the eText, complete the assigned Check Your Understanding's (CYU) and Video Examples. Referencing your reading and/or your tasks, post a brief response of 200 words or less in a weekly BB discussion; respond to 2-3 other peers' discussions.	15
PHILOSOPHY OF EDUCATION (Tk20) Using your textbook as a guide about teaching and learning philosophies (chapter 4), along with the philosophy table (on BB), write about which philosophy you primarily align yourself with regarding learning and instruction. Refer to the assignment overview for specific guidelines.	15
HISTORY OF PUBLIC EDUCATION IN TX Using a digital tool (other than PPT; consider iMovie, Screencastomatic, Animoto, Splice, etc.), create a video/slideshow less than 3 minutes that demonstrates the history of public education in Texas. You may work individually or with a partner.	10
LAW AND EDUCATION You will sign-up to research Texas law for one of the following categories: Bilingual and ESL Programs, Health and Physical Activity, Nutrition, Religion, Special Education Programs, Teachers' Contract, Title I, Title IX. Your research presentation should include: Definition, Background Information, Analysis of pros and cons, In the News, Reference list. Refer to the assignment rubric for specific guidelines.	5
TAPR: TEXAS ACADEMIC PERFORMANCE REPORTS You will complete a TAPR on an elementary or middle school of interest to you.	5
PORTFOLIO OF InTASC: INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (Tk20) Throughout the semester, you will compile and complete a series of artifacts and assignments that address each InTASC standard. <ul style="list-style-type: none"> I. Section 1 Knowledge of Learners, Equity, and Diversity (INTASC Standards 1, 2, 3) II. Section 2 Content and Curricular Knowledge (INTASC Standards 4, 5) III. Section 3 Pedagogical Knowledge (INTASC Standards 6, 7, 8) IV. Section 4 Professional Learning and Communication (INTASC Standards 9, 10) 	40

COURSE SCHEDULE

Face-to-face meetings 5:30-8:20pm (Hands-on workshops)

*Assignment introduced

Date	Topic	Reading	Assignments Due
Week 1 8/31/17	Status of the Profession *Teacher Interview *Reading Response	Chapter 1	Read syllabus – ask/answer Q&A's in BB Schedule Teacher Interview Purchase Tk20 Reading Response 1: CYU 1.2, CYU 1.4, Video Insight 1.1
Week 2 9/7/17	Development of the Profession *Portfolio (guest speaker)	Chapter 2	InTASC 3 Reading Response 2: CYU 2.2, Video ex PLCs
Week 3 9/14	The Major Philosophies *Philosophy of Education	Chapter 3	Teacher Interview Reading Response 3: Video Insight 3.1, Video ex John Dewey, Controversial Issue p.52
Week 4 9/21	The Impact of Educational Theories on Educational Practice	Chapter 4	InTASC 9 Reading Response 4: CYU 4.3, CYU 4.6
Week 5 9/28	American Education: European Heritage and Colonial Experience; American Education: From Revolution to the Twentieth Century *History of Public Education in TX	Chapter 5 Chapter 6	Philosophy of Education InTASC 7 Reading Response 5: CYU 5.1, CYU 5.4, Video ex Education in America Reading Response 6: Video Ex Horace Mann
Week 6 10/5	Modern American Education: From the Progressive Movement to the Present	Chapter 7	InTASC 4 Reading Response 7: CYU 7.4, CYU 7.6
Week 7 10/12	The Social and Cultural Contexts of Schooling: Their Influence and Consequence	Chapter 8	InTASC 5 History of Public Education in TX Reading Response 8: CYU 8.1, CYU 8.3
Week 8 10/19	Responding to Diversity	Chapter 9	InTASC 1 Reading Response 9: CYU 9.1, Video Insight 9.1
Week 9 10/26	Students at Risk and At-Risk Behaviors	Chapter 10	InTASC 2 Reading Response 10: CYU 10.1, Video ex LGBT Youth Animation
Week 10 11/2	Legal Framework for the Public Schools	Chapter 11	InTASC 10 Reading Response 11: CYU 11.2, Video ex Milton Friedman
Week 11 11/9	Teachers, Students and the Law *Law and Education	Chapter 12	InTASC 8 Reading Response 12: CYU 12.1, Video ex Teacher fired
Week 12 11/16	Governance and Financing of Elementary and Secondary Schools *TAPR	Chapter 13	Reading Response 13: CYU 13.1, 13.5
Week 13 11/23	Curriculum and Instruction	Chapter 14	TAPR Reading Response 14: CYU 14.1, CYU 14.5, Video ex Model Inquiry Unit
Week 14 11/30	Standards and Assessment	Chapter 15	InTASC 6 Law and Education Reading Response 15: CYU 15.2, CYU 15.3, Video ex Standards and Assessment
Week 15 12/7	Review		Portfolio (submit to BB and Tk20 by 12/7)



The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Teacher Education & Administration

Departmental Policy Statements

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu, (940) 565-4323.

ATTENDANCE

You are expected to be in-class and attendance will be taken daily. Students are required to notify the instructor of any absence for any reason prior to the class meeting. Unless you have prior university approval, in-class assignments cannot be made up.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

GRADING AND GRADE REPORTING

Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

OBSERVANCE OF RELIGIOUS HOLIDAYS

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

PROFESSIONAL ORGANIZATIONS

[International Literacy Association](#)

[National Council of Teachers of English](#)

[ReadWriteThink](#)

[Literacy in Learning Exchange](#)

[Literacy Research Association](#)

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to [review](#) the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

SPOT

The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback. I value your constructive feedback and strive to use thoughtful considerations to continually improve my teaching.

STUDENT EVALUATION OF INSTRUCTION

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

STUDENT WORK SAMPLES

To monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

SUBMITTING WORK

All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade (one grade letter drop for each day it is late).

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit success.unt.edu/.

TK20

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go [HERE](#) for directions on how to purchase. Announcements regarding TK20 will also be posted on the TK20 website. **Error! Hyperlink reference not valid.**

TECHNOLOGY

Students should silence digital devices while in class unless they are being used for learning activities associated with the course.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TE_xES TEST PREPARATION

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TE_xES Advising Office (TAO) administers the College of Education TE_xES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TE_xES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TE_xES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TE_xES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

UNT CAREER CONNECT

All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio:

<http://careerconnect.unt.edu/default>.

WRITING POLICY

Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit

<https://lrc.unt.edu/labs/unt-writing-lab-home>.