



## Arizona State University Criteria Checklist for

### **HISTORICAL AWARENESS [H]**

#### **Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

| <b>ASU--[H] CRITERIA</b>   |                          |  |   |
|--|--------------------------|--|---|
| <b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b> |                          |  |   |
| <b>YES</b>   | <b>NO</b>                |  | <b>Identify Documentation Submitted</b>   |
| <input type="checkbox"/>   | <input type="checkbox"/> | 1. History is a major focus of the course.   | Course Syllabus, Historical Event Research and Small Group Presentation assignment description in syllabus, Purpose and History of Educational Systems module in syllabus, Critical Reading Summary assignments in syllabus                           |
| <input type="checkbox"/>   | <input type="checkbox"/> | 2. The course examines and explains human development as a sequence of events influenced by a variety of factors.                | Course Syllabus, Historical Event Research and Small Group Presentation assignment description in syllabus, Purpose and History of Educational Systems module in syllabus, Course Textbook readings, Critical Reading Summary assignments in syllabus |
| <input type="checkbox"/>   | <input type="checkbox"/> | 3. There is a disciplined systematic examination of human institutions as they change over time.                                 | Course Syllabus, Historical Event Research and Small Group Presentation assignment description in syllabus, Purpose and History of Educational Systems module in syllabus, Course Textbook readings, Critical Reading Summary assignments in syllabus |
| <input type="checkbox"/>   | <input type="checkbox"/> | 4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. | Course Syllabus, Historical Event Research and Small Group Presentation assignment description in syllabus, Purpose   |

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|   |  |  | <p>and History of Educational Systems module in syllabus, Course Textbook readings, What is the Purpose of Education assignment in syllabus, Critical Reading Summary assignments in syllabus, Personal Philosophy and Purpose of Education assignment in syllabus</p> |
| <p><b>THE FOLLOWING ARE NOT ACCEPTABLE:</b></p>   |  |  |  |
| <ul style="list-style-type: none"> <li>• Courses that are merely organized chronologically.</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>• Courses whose subject areas merely occurred in the past.</li> </ul>  |  |  |  |

**Historical Awareness [H]**

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| Course Prefix | Number | Title                    | General Studies Designation |
|---------------|--------|--------------------------|-----------------------------|
| TEL           | 111    | Exploration of Education | H                           |

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet)                 | How course meets spirit (contextualize specific examples in next column)   | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)   |
|--|--|---|
| 1. History is a major focus of the course. | <p>TEL 111 explores the purposes, functions, roles, and organization of education in America within the context of historical events and shifting cultural and societal beliefs. Throughout the Purpose and History of Educational systems module, students read about and discuss various American historical events that have impacted the American education system. These events include historic legal cases and legislative rulings that affected American society in general and/or American education specifically.</p> <p>Students then use this information to research historical events for the Historical Event Research and Small Group Presentation assignment. Students explore three court cases and/or studies related to a specific societal or educational issue and the impact of those cases or studies over time on both American society and the American education system.</p> <p>Additionally, throughout the course students are exposed to a variety of perspectives on how history has affected the American education system, as well as how the American education system has evolved over time, through assigned readings from the course textbook. Each chapter is written by different authors spanning the 20<sup>th</sup> and 21<sup>st</sup> Centuries, providing unique perspectives on education from various periods in time. Students then summarize and analyze the text, and discuss the impact on American education today by completing the</p> | <ol style="list-style-type: none"> <li>1. Historical Event Research and Small Group Presentation assignment description in syllabus (highlighted in yellow)</li> <li>2. Purpose and History of Educational Systems module in syllabus (highlighted in blue)</li> <li>3. Course Textbook readings (highlighted in orange)</li> <li>4. Critical Reading Summary assignments in syllabus (highlighted in green)</li> </ol> |

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|  | <p>Critical Reading Summary assignment and discussion.</p>   |   |
| <p>2. The course examines and explains human development as a sequence of events influenced by a variety of factors.</p> | <p>In this course students examine how a variety of factors have influenced human development over time, and the influence of that development on the American educational system. Additionally, students also reflect on their own personal development over the course of their life and imagine how human development over the next several decades could impact the future of education in this country.</p> <p>Students begin the semester with the What is the Purpose of Education assignment that requires them to analyze the history of education and human development in order to state what they believe the purpose of education is within American society. Students also examine what factors within their own lives have influenced them as a future educator.</p> <p>The final assignment of the semester is the Personal Philosophy and Purpose of Education assignment. For this assignment students are once again asked to reflect on what they believe the purpose of education is within American society, but they are also asked to analyze how their opinion may have changed over the course of the semester given the new knowledge they gained throughout the course. Additionally, they are asked to consider how human development and external factors may influence schools and the field of education over the course of the next 50 years and what they might do to meet those challenges.</p> | <ol style="list-style-type: none"> <li>1. What is the Purpose of Education assignment in syllabus (highlighted in pink)</li> <li>2. Personal Philosophy and Purpose of Education assignment in syllabus (highlighted in purple)</li> </ol>  |
| <p>3. There is a disciplined systematic examination of human institutions as they change over time.</p>                  | <p>Throughout this course students examine the human institution of schooling and education and how it has changed over time. Students also examine changes in various other human institutions, such as government, economic and religious institutions, and how changes in those</p>   | <ol style="list-style-type: none"> <li>1. Historical Event Research and Small Group Presentation assignment description in syllabus (highlighted in yellow)</li> <li>2. Purpose and History of Educational Systems module in syllabus (highlighted in blue)</li> <li>3. Course Textbook readings (highlighted in orange)</li> </ol> |

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|   | <p>institutions have affected American education.</p> <p>For the Historical Event Research and Small Group Presentation assignment, students use the information presented in the Purpose and History of Educational Systems module to examine how American legal, political, and educational institutions have changed over time. Students also discover how these human institutions are connected and how changes in one can affect the others.</p> <p>The course textbook readings and accompanying Critical Reading Summary assignments provide students with a broad perspective of changing human institutions over time as each chapter is written by a different author. These authors span the 20<sup>th</sup> and 21<sup>st</sup> Centuries and provide their ideas relative to certain points of time in American history. Taken as a whole, the course textbook readings challenge students to consider how changes in various human institutions over time have ultimately impacted the human institution of education. By completing the Critical Reading Summary assignments students are able to place these individual experiences of various authors within the larger context of American society and education.</p> | <p>4. Critical Reading Summary assignments in syllabus (highlighted in green)</p>   |
| <p>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</p> | <p>All major assignments and textbook readings for this course examine relationships among events, ideas, and artifacts within broad social, political, and economic contexts. The Purpose and History of Educational Systems module provides background information regarding various social, political, and economic events that ultimately influenced the American education system. Students then use that information to analyze United States court cases or policies that have affected the field of education in the Historical Event Research and Small Group Presentation assignment.</p> <p>Students analyze the relationship among events and ideas from the course and from their own lived</p>   | <ol style="list-style-type: none"> <li>1. Historical Event Research and Small Group Presentation assignment description in syllabus (highlighted in yellow)</li> <li>2. Purpose and History of Educational Systems module in syllabus (highlighted in blue)</li> <li>3. Course Textbook readings (highlighted in orange)</li> <li>4. What is the Purpose of Education assignment in syllabus (highlighted in pink)</li> <li>5. Critical Reading Summary assignments in syllabus (highlighted in green)</li> <li>6. Personal Philosophy and Purpose of Education assignment in syllabus (highlighted in purple)</li> </ol> |

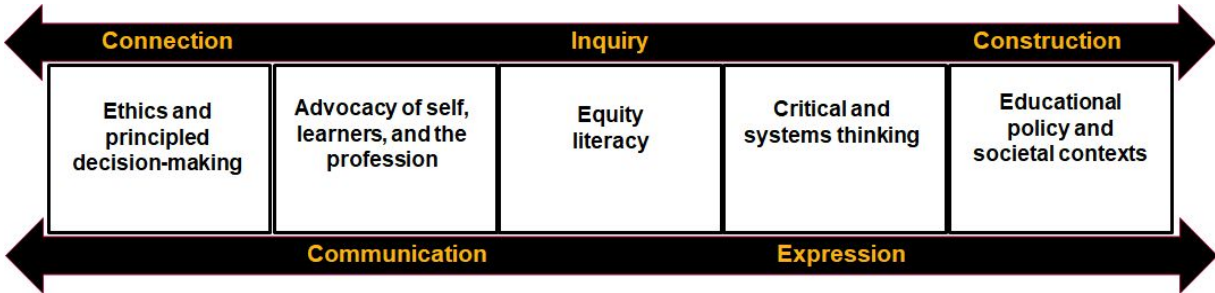
|  |   |  |
|--|---|--|
|  | <p>experiences in the What is the Purpose of Education and Personal Philosophy and Purpose of Education assignments. They relate these ideas and events to the broad social, political, and economic contexts in which they occurred.</p> <p>Additionally, the course textbook readings and accompanying Critical Reading Summary Assignments analyze the viewpoints of various authors living throughout the events of the 20<sup>th</sup> and 21<sup>st</sup> Centuries. These authors write about educational ideas within the context of the social, political, and economic events of their lived experiences.</p> |  |
|--|---|--|

TEL 111 Exploration of Education  
 3 Credits      Term 20XX      Session X      Class #XXXXX

**Instructor Information**

Dates of classes: *Insert your information here*  
 Instructor: *Insert your information here*  
 Email: *Insert your information here*  
 Phone: *Insert your information here*  
 Office Hours: *Insert your information here*  
 Office Location: *Insert your information here*

This course is part of the lower division Professional Educator Series, which includes courses in each semester during freshman and sophomore years. These courses will provide students with the prerequisite content knowledge and professional skills to be prepared for their upper division coursework in their specific majors. Focal areas of the series include:



**COURSE INFORMATION**

**Catalog Description**

*Education as an instrument in the development of the individual and society and its significance as an American Institution.*

**Course Overview**

*This course explores the purpose of education in today’s world and the learners in the education systems. The course is designed to (a) provide an overview of the systems of education (b) examine the role of institutions and agents, historical and current practices, and innovations in multicultural education, and (c) create awareness of, and respect for, the learners in today’s education system. This course is also designed to assist students in developing their working philosophy of education.*

**Enrollment Requirements**

None

**Course Format**

Lecture/Lecture-Discussion/Internship

**General Studies Designation**

None

**Required Course Texts, Materials, and Resources**

Canestrari, A. S., & Marlow, B. A. (2021). *Educational foundations: An anthology of critical readings* (4th ed.). Sage Publications.

Purchase the course text(s) from the ASU Bookstore (<http://bookstore.asu.edu/>) or another retailer of your choosing.

### Additional required supplemental readings and resources provided in Canvas

#### Provided Materials

All ASU students have free access to this web resource, including the ASU CANVAS Learning Management System.

- To monitor the status of campus networks and services, please visit the ASU System Health portal (<https://uto.asu.edu/system-health>).
- MyApps provides free software tools, including free virus scan software, online applications, and information about discounted software for purchase. Visit <https://myapps.asu.edu/home> for more information.
- Digication - Digication is an e-Portfolio tool for students to showcase and share their work online.

### Important Dates

- Labor Day Holiday Observed - University Closed -
- Academic Status Reports- as needed
- Fall Break – Classes Excused -
- Course Withdrawal Deadline
- Veterans Day Observed - University Closed -
- Thanksgiving Observed - University Closed -
- Last Day of Classes -
- Final Exam Schedule -

### Student Learning Outcomes

By the end of this course students will:

| Student Learning Outcomes  | InTASC Standards | ISTE Standards |
|--|------------------|----------------|
| 1. Students will explore dimensions of their personal identity as they relate to the field of education.   | 9(j)             | 3.b.           |
| 2. Students will understand the history and systems of education and examine the purposes, functions, roles, and organization of education in America. | 10(l)            | 3.d.           |
| 3. Students will identify academic research practices.   | 9(n)             | 5.c.           |
| 4. Students will examine trends and critical issues facing students, teachers, schools, and society  | 2(d)             | 3.d.           |
| 5. Students will analyze the implications that culture has on students, teachers, and schools.   | 1(h)             | 5.c.           |
| 6. Students will distinguish between ineffective and effective strategies for developing and leading a positive learning environment.                  | 3(n)             | 3.b.           |

|   |               |      |
|---|---------------|------|
| 7. Students will analyze ways to promote and prepare themselves and students to be culturally proficient. | 2(k)          | 3.b. |
| 8. Students will develop a philosophy of teaching statement.  | 9(m)          | 3.d. |
| 9. Students will practice thinking like a teacher.  | 3(r)<br>10(t) | 3.b. |

InTASC

Standards: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

ISTE Standards: <https://www.iste.org/standards/for-educators>

### Course Assignments Overview Table

Please note that Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

| Assignment Title   | Submission Details | Due Date     | Points            |
|--|--------------------|--------------|-------------------|
| TEL 111: Letter of Introduction  | Individual-CANVAS  | Week 2       | 75                |
| TEL 111: Critical Reading Summary 1  | Individual-CANVAS  | Week 3       | 50                |
| TEL 111: Explorer and Education Credentials  | Individual-CANVAS  | Week 3       | 25                |
| TEL 111: Critical Group Meeting with Instructor  | Group-Face-to-Face | TBD          | 50                |
| TEL 111: What is the Purpose of Education?   | Individual-CANVAS  | Week 4       | 100               |
| TEL 111: Critical Reading Summary 2  | Individual-CANVAS  | Week 6       | 50                |
| TEL 111: Historical Event Research and Small Group Presentation                                  | Group-CANVAS       | Week 8       | 100               |
| TEL 111: Teamwork Rubric   | Individual-PAPER   | Week 8       | 25                |
| TEL 111: Critical Reading Summary 3  | Individual-CANVAS  | Week 9       | 50                |
| TEL 111: Current Trends in Education   | Group-CANVAS       | Week 11      | 150               |
| TEL 111: Critical Reading Summary 4  | Individual-CANVAS  | Week 13      | 50                |
| TEL 111: Personal Philosophy and Purpose of Education: Round Table Discussion and Flipgrid Video | Individual-CANVAS  | Week 15      | 175               |
| Engagement and Professionalism   | Evaluations        | All semester | 100               |
|  |                    |              | <b>Total 1000</b> |

### Tentative Course Schedule

Please note that Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

| Week | Topic  | Learning Materials   | Due Date   |
|------|--|--|--|
| 1    | Introductions/Syllabus Review<br>Learning Communities<br>Professionalism: in class; communication<br>Critical Reading<br>Summary Groups<br>Purpose of Education  | n/a  |  |
| 2    | Why Teach?   | <b>Required Readings:</b><br><b>Chapter 2. Why Teach? Herbert Kohl</b><br><br>Kurshan, B. (2019, June). <i>The work of ecosystem enablers: Spreading innovation in k-12 education</i> . Forbes.<br><a href="https://www.forbes.com/sites/barbarakurshan/2019/06/12/the-work-of-ecosystem-enablers-spreading-innovation-in-k12-education/#df589e68436">https://www.forbes.com/sites/barbarakurshan/2019/06/12/the-work-of-ecosystem-enablers-spreading-innovation-in-k12-education/#df589e68436</a> | Letter of Introduction<br>Due Before Class on <b>XXXX</b>  |
| 3    | My Need to Teach/College Level Writing/APA<br><br>Explorer and Education Credentials:<br><br>Explorer Credential Link:<br><a href="https://canvas.asu.edu/enroll/KT9W4F">https://canvas.asu.edu/enroll/KT9W4F</a><br><br>Education Credential Link:<br><a href="https://canvas.asu.edu/enroll/G8FCGW">https://canvas.asu.edu/enroll/G8FCGW</a> | <b>Chapter 1. My Need to Teach- Deanna Rochefort</b><br><b>Chapter 3. Becoming a MISTER- Matthew Rasmussen</b>   | Explorer and Education Credentials<br>Due Before Class on <b>XXXX</b><br><br>Critical Reading Summary #1<br>Due Before Class on <b>XXXX</b><br>(Choose from chapter 1 or 3)<br><br>* Note that each critical reading group also needs to set up a time for a small group meeting to be |

|   |  |  |   |
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|   |  |  | held with instructor. See details under assignments below.        |
| 4 | <p><b>Purpose and History of Educational Systems; Legislation</b></p> <p>NCLB/ESSA<br/> ADA<br/> IDEA<br/> GI Bill<br/> Civic Rights Act<br/> National Food Security Act</p> | <p><b>Required Readings:</b></p> <p>American Educational History: A Hypertext Timeline. Retrieved from <a href="http://www.eds-resources.com/educationhistorytimeline.html">http://www.eds-resources.com/educationhistorytimeline.html</a></p> <p>The History of Education in America. Retrieved from <a href="https://www.teachci.com/the-history-of-education-in-america/">https://www.teachci.com/the-history-of-education-in-america/</a></p> <p><b>Additional Readings:</b></p> <p>Brown v. Board of Education, 347 U.S. 483 (1954). Retrieved from <a href="http://www.ourdocuments.gov/doc.php?doc=87&amp;page=transcript">http://www.ourdocuments.gov/doc.php?doc=87&amp;page=transcript</a></p> <p>Brownstein, R. (2014, April 25). <i>How Brown v. Board of Education changed—and didn't change—American education</i>. The Atlantic. <a href="https://www.theatlantic.com/education/archive/2014/04/two-milestones-in-education/361222/">https://www.theatlantic.com/education/archive/2014/04/two-milestones-in-education/361222/</a></p> <p><a href="https://www.edweek.org/ew/section/multimedia/no-child-left-behind-overview-definition-summary.html">https://www.edweek.org/ew/section/multimedia/no-child-left-behind-overview-definition-summary.html</a></p> <p><a href="https://www.ed.gov/essa">https://www.ed.gov/essa</a></p> <p><a href="https://www.researchgate.net/publication/329399273_National_Food_Security_Act_2013_Problems_and_Prospects">https://www.researchgate.net/publication/329399273_National_Food_Security_Act_2013_Problems_and_Prospects</a></p> | <p>What is the Purpose of Education? Due Before Class on XXXX</p> |
| 5 | <p>Educational Systems: Structures and Funding</p> <p>Public Schools, Private Schools, Charter Schools, Online Schools, School Boards</p>                                    | <p><b>Required Readings:</b></p> <p>Understanding the American Education System (2018). Retrieved from <a href="https://www.studyusa.com/en/a/58/understanding-the-american-education-system">https://www.studyusa.com/en/a/58/understanding-the-american-education-system</a></p> <p><a href="https://www2.ed.gov/about/overview/budget/budget19/summary/19summary.pdf">https://www2.ed.gov/about/overview/budget/budget19/summary/19summary.pdf</a></p> <p>Overview of Funding in US. Retrieved from <a href="https://www2.ed.gov/about/overview/fed/role.html">https://www2.ed.gov/about/overview/fed/role.html</a></p> <p>What is the current poverty rate in the United States? Retrieved from</p>  |   |

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|   |   | <p><a href="https://poverty.ucdavis.edu/faq/what-current-poverty-rate-unit-ed-states">https://poverty.ucdavis.edu/faq/what-current-poverty-rate-unit-ed-states</a></p> <p>United States Department of Agriculture, Economic Research Service. (2016). Understanding the rise in rural child poverty 2003-2014. Retrieved from <a href="https://www.ers.usda.gov/webdocs/publications/45540/59427_summary_err208.pdf?v=0">https://www.ers.usda.gov/webdocs/publications/45540/59427_summary_err208.pdf?v=0</a></p> <p>What are the major federal safety net programs in the U.S.? Retrieved from <a href="https://poverty.ucdavis.edu/article/war-poverty-and-todays-safety-net-0">https://poverty.ucdavis.edu/article/war-poverty-and-todays-safety-net-0</a></p> <p><b>Additional Readings:</b><br/>Kiersz, A. (2018, December). <i>The 50 most expensive top private high schools in America</i>. <a href="https://www.businessinsider.com/most-expensive-top-private-high-schools-america-2018-12">https://www.businessinsider.com/most-expensive-top-private-high-schools-america-2018-12</a></p> <p>Best Charter Schools in America. Retrieved from <a href="https://www.usnews.com/education/best-high-schools/national-rankings/charter-school-rankings">https://www.usnews.com/education/best-high-schools/national-rankings/charter-school-rankings</a></p> <p>State by State list of Free Online Public Schools in America. Retrieved from <a href="https://www.thoughtco.com/free-online-public-schools-4148138">https://www.thoughtco.com/free-online-public-schools-4148138</a></p> <p>National Association of State Boards of Education. Retrieved from <a href="http://www.nasbe.org/about-us/state-boards-of-education/">http://www.nasbe.org/about-us/state-boards-of-education/</a></p> <p>Responsibilities, Duties, Decision-Making, and Legal Basis for Local School Board Powers. Retrieved from <a href="https://education.stateuniversity.com/pages/2391/School-Boards.html">https://education.stateuniversity.com/pages/2391/School-Boards.html</a></p> <p>Arizona School Boards Association. Retrieved from <a href="https://azsba.org/">https://azsba.org/</a></p> <p>Becoming a School Board Member. Retrieved from <a href="https://azsba.org/becoming-a-board-member/">https://azsba.org/becoming-a-board-member/</a></p> |  |
| 6 | Historical Event Research and Presentations | <p><b>Required Readings:</b><br/>n/a group presentations</p>   | Historical Event Research and Small Group Presentation Due Before Class on <b>XXXX</b> |

|   |  |   |  |
|---|--|---|--|
|   |  |   | Peer and Self Evaluation<br>Due Before<br>Class on XXXX                                      |
| 7 | Who are Today's Students? <i>Continued</i> | <p><b>Required Readings:</b></p> <p>Chapter 4. Making the Most of the Classroom Mosaic: A Constructivist Approach to Embracing Student Diversity- Bruce Marlow, Marilyn Page, and Monisa Gardner-Page</p> <p>Chapter 5. The Complexity of Labels: Considering Refugee Youth in the United States- Kerri Ullucci</p> <p>Chapter 6. Translanguaging to Teach Toward Justice for Multilingual Students- Elsa Wiehe and Elizabeth Robinson</p> <p><b>Additional Readings:</b></p> <p>Conant, E. (2017). I am nine years old: Children across the world tell us how gender affects their lives. <i>National Geographic</i>, 231(1), 30.</p> <p>Green, E. (2016, May 31). <i>America's profound gender anxiety</i>. The Atlantic Monthly. Retrieved from <a href="https://www.theatlantic.com/politics/archive/2016/05/americas-profound-gender-anxiety/484856/">https://www.theatlantic.com/politics/archive/2016/05/americas-profound-gender-anxiety/484856/</a></p> <p>Horry County Schools joins transgender bathroom use appeal; protestors clash. Retrieved from <a href="http://www.myrtlebeachonline.com/news/local/education/article75176637.html">http://www.myrtlebeachonline.com/news/local/education/article75176637.html</a></p> <p>Massachusetts Department of Elementary and Secondary Education. (2015). <i>Principles of ensuring safe and supportive learning environments for lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students</i>. <a href="http://www.doe.mass.edu/sfs/lgbtq/LearningEnvironments.pdf">http://www.doe.mass.edu/sfs/lgbtq/LearningEnvironments.pdf</a></p> | Critical Reading Summary #2<br>Due Before<br>Class on XXXX<br>(Choose from chapter 4,5,or 6) |
| 8 | What Makes a Good Teacher?                 | <b>Required Readings:</b>   |  |

|    |   |  |   |
|----|---|--|---|
|    |   | <p>Chapter 7. On Stir-and-Serve Recipes for Teaching- Susan Ohanian</p> <p>Chapter 8 Pssst...It Ain't About the Tests: It's Still about Great Teaching- Robert DiGiulio</p> <p><b>Additional Readings:</b></p> <p>What is Differentiation? Retrieved from <a href="https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction/">https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction/</a></p> <p>Understanding Differentiation. Retrieved from <a href="http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx">http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx</a></p> <p>Differentiating Instruction: It's Not as Hard as You Think. Retrieved from <a href="https://www.youtube.com/watch?v=h7-D3gi2IL8">https://www.youtube.com/watch?v=h7-D3gi2IL8</a></p> |   |
| 9  | What Makes a Good Teacher? <i>Continued</i> | <p><b>Required Readings:</b></p> <p>Chapter 9. Rethinking Education as the Practice of Freedom: Paulo Freire and the Promise of Critical Pedagogy- Henry Giroux</p> <p><b>Additional Readings:</b></p> <p>Butler, E. (2019, April). <i>Why a culturally responsive curriculum works</i>. Retrieved from <a href="https://www.edweek.org/ew/articles/2019/04/08/why-a-culturally-responsive-curriculum-works.html">https://www.edweek.org/ew/articles/2019/04/08/why-a-culturally-responsive-curriculum-works.html</a></p>  | Critical Reading Summary #3 Due Before Class on XXXX (Choose from Chapter 7, 8, or 9) |
| 10 | How Should we Assess Student Learning?      | <p><b>Required Readings:</b></p> <p>Chapter 13. A Mania for Rubrics- Thomas Newkirk</p> <p>Chapter 14. Grading: The Issue is Not How But Why- Alfie Kohn</p> <p>Chapter 15. The Data Pandemic: Rethinking the Supremacy of Measurement in Education- Ann Winfield, Alan Canestrari, and Bruce Marlowe</p>  |   |

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| 11 | What do Good Schools Look Like?                  | <p><b>Required Readings:</b></p> <p>Chapter 10. Lockdowns, Detectors, Guards, and Teachers With Guns? Alan Canestrari and Amanda Vincenti</p>  | Current Trends in Education Assignment Due Before Class on XXXX                                       |
| 12 | What do Good Schools Look Like? <i>Continued</i> | <p><b>Required Readings:</b></p> <p>Chapter 11. Success in East Harlem: How One Group of Teachers Built a School that Works- Deborah Meier</p> <p>Chapter 12. How, and How Not, to Improve the Schools-Diane Ravitch</p>   |   |
| 13 | How Does One Develop a Critical Voice?           | <p><b>Required Readings:</b></p> <p>Chapter 16. Teachers as Transformative Intellectuals- Henry Giroux</p> <p>Chapter 17. Resistance and Courage: A Conversation With Deborah Meier- Alan Canestrari and Bruce Marlowe</p> <p>Chapter 18. From Silence to Dissent: Fostering a Critical Voice in Teachers- Alan Canestrari and Bruce Marlowe</p>                             | Critical Reading Summary #4 Due Before Class on XXXX<br><br>(Choose from Chapter 11, 12, 16,17,or 18) |
| 14 | The Growth Mindset of Educators                  | <p><b>Required Readings/Viewing:</b></p> <p>Chapter 21. Teachers and Social Justice Warriors: An Imperative for Meeting the Demands of the 21<sup>st</sup> Century- Gloria Graves-Holmes</p> <p>Dweck, C. (2014, October 9). <i>Growth mindset</i>. Retrieved from <a href="https://www.youtube.com/watch?v=hiiEeMN7vbQ">https://www.youtube.com/watch?v=hiiEeMN7vbQ</a></p> |   |
| 15 | What is My Philosophy of Education?              | <p><b>Required Readings/ Viewing:</b></p> <p>Becoming a Teacher: 4 Teaching Philosophy Statement Examples. Retrieved from</p>  | TEL 111: Personal Philosophy and Purpose of Education:  |

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|  | <p><a href="https://www.thoughtco.com/teaching-philosophy-examples-2081517">https://www.thoughtco.com/teaching-philosophy-examples-2081517</a></p> <p>How to Develop Your Philosophy of Education. Retrieved from <a href="https://www.theedadvocate.org/developing-philosophy-education-define-write-educational-philosophy/">https://www.theedadvocate.org/developing-philosophy-education-define-write-educational-philosophy/</a></p> <p>Changing Education Paradigms. Retrieved from <a href="https://www.youtube.com/watch?v=36x39hNZ4uY">https://www.youtube.com/watch?v=36x39hNZ4uY</a></p> | Round Table Discussion and Flipgrid Video Due Before Class on XXXX |
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**Course Assignment Details**

Please note that Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

| Assignment and Description   | Due Date | Course Outcomes Addressed | Score/Points |
|--|----------|---------------------------|--------------|
| <p><b>LETTER OF INTRODUCTION</b></p> <p><b>Task:</b> Read Chapter Two: <i>Why Teach?</i> from your book to prepare for this assignment. Next, write a 1 to 2-page double spaced typed letter introducing yourself to me. Include a brief summary that describes who you are, your interests and hobbies, and who you are as a student. Next, reflect back on the information learned from Chapter Three: <i>Why Teach?</i> and respond to any two questions from prompts 1-5 and one question from prompts 6-9.</p> <p><i>Choose 2 to answer:</i></p> <ol style="list-style-type: none"> <li>1. What reasons do you give yourself for wanting to become an educator?</li> <li>2. Why do you want to spend so much time with young people?</li> <li>3. What do you want from the field of education?</li> <li>4. What do you know that you can share with your students or those you work with in education?</li> <li>5. What age of individual do you feel the greatest affinity toward or most comfortable with?</li> </ol> <p><i>Choose 1 to answer:</i></p> <ol style="list-style-type: none"> <li>6. What are your attitudes toward the educational system in America?</li> <li>7. What are your attitudes toward racial and class differences?</li> <li>8. What are your attitudes toward gender, sexism, and sexual orientation?</li> <li>9. What kind of school/educational environment do you want to work in and why?</li> </ol> <p><b>Purpose:</b> To introduce yourself and offer a reflection of why you want to become an educator.</p> | Week 2   | 1                         | 75           |

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| <p><b>Evaluation Criteria:</b> You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p><b>Submission Details:</b> Submit a letter of introduction to Canvas as a Word Doc (Pages files are not acceptable).</p>   |        |       |    |
| <p><b>EXPLORER AND EDUCATION CREDENTIALS</b></p> <p><b>Task:</b> Earn your Explorer and Education Credentials (see information in Canvas for directions)</p> <p><b>Purpose:</b> To introduce you to Arizona State Library Research resources</p> <p><b>Submission Details:</b> Complete your explorer and Education credentials, then take screenshots showing your earned credentials. Submit as one document to Canvas.</p>   | Week 3 | 3     | 25 |
| <p><b>CRITICAL READING SUMMARY 1 (Chapters 1,3)</b></p> <p><b>Task:</b> The textbook readings will be conducted in critical reading groups based on the reading schedule below. Critical reading groups are comprised of 3 individuals and will be selected or assigned during the second class session. Each member of the group will be responsible for reading <b>all chapters</b> but will summarize just one chapter (group members can decide which chapters each team member will formally summarize). All summaries will be shared with the critical reading group. You will share your individual summary with your group through Google Docs or can bring in hard copies. You must also submit your individual critical reading summary as an assignment in our Canvas classroom.</p> <p>Address the following in your critical summary:</p> <ul style="list-style-type: none"> <li>● Who wrote the chapter? Research the author’s background (beyond what is listed in the book) and summarize their professional background and state <i>why</i> you do, or do not believe they are a credible source</li> <li>● Analyze in your own words, the main argument the author is making in the chapter</li> <li>● Craft two open-ended questions that you can ask to your critical reading group that is based on the content of the chapter.</li> </ul> <p><b>Purpose:</b> To reflect upon and think critically about educational topics through historical, legislative, and a critical thinking lens.</p> <p><b>Evaluation Criteria:</b> You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p><b>Submission Details:</b> Submit individual critical reading summary to Canvas as an APA formatted Word Doc (Pages files are not acceptable). Note that you must also share your individual summary for your group members.</p> | Week 3 | 2,3,4 | 50 |
| <p><b>CRITICAL READING GROUP TEAM MEETING WITH INSTRUCTOR</b></p> <p><b>Task:</b> Each critical reading group needs to set up a time for a small group meeting to be held with Dr. XXXX. The group will need to plan a meeting agenda for a 15-minute meeting. Topics for the meeting are up to each group but could include getting to know</p>  | TBD    | TBD   | 50 |

|  |               |            |            |
|--|---------------|------------|------------|
| <p>each other, career planning, current trends in education discussion, continuation of a class discussion, etc.</p> <p><b>Purpose:</b> To develop and professionally discuss relevant educational topics in a group meeting</p> <p><b>Submission Details:</b> Teams will meet face-to-face with instructor</p>  |               |            |            |
| <p><b>WHAT IS THE PURPOSE OF EDUCATION?</b></p> <p><b>Task:</b> Reflect on thoughts related to the purpose of education after reading the articles and watching the brief video clips listed below.</p> <p>Article Links:</p> <ul style="list-style-type: none"> <li>• Kurshan, B. (2019, June). The work of ecosystem enablers: Spreading innovation in k-12 education. <i>Forbes</i>.<br/><a href="https://www.forbes.com/sites/barbarakurshan/2019/06/12/the-work-of-ecosystem-enablers-spreading-innovation-in-k12-education/#df589e68436">https://www.forbes.com/sites/barbarakurshan/2019/06/12/the-work-of-ecosystem-enablers-spreading-innovation-in-k12-education/#df589e68436</a></li> <li>• Sloan, W. (2012). What is the purpose of education? <i>ASCD</i>, 54(7).<br/><a href="http://www.ascd.org/publications/newsletters/education-update/jul12/vol54/num07/What-Is-the-Purpose-of-Education%C2%A2.aspx">http://www.ascd.org/publications/newsletters/education-update/jul12/vol54/num07/What-Is-the-Purpose-of-Education%C2%A2.aspx</a></li> </ul> <p>Video links:</p> <ul style="list-style-type: none"> <li>• Lotocki, R. (2015, March 30). <i>This is genius</i>. YouTube.<br/><a href="https://www.youtube.com/watch?v=h3Tbhxz5l1k">https://www.youtube.com/watch?v=h3Tbhxz5l1k</a></li> <li>• The School of Life. (2015, May 15). <i>What's Education For?</i> YouTube.<br/><a href="https://www.youtube.com/watch?v=HndV87XpkWg">https://www.youtube.com/watch?v=HndV87XpkWg</a></li> </ul> <p>Synthesize your thoughts from the article and from the video links and respond to each of the following questions. Please organize your paper in APA and in each bullet below provide about 2-3 sentences per question. Please include in-text citations to link the readings/videos with your own thoughts.</p> <ul style="list-style-type: none"> <li>• What do you see as the purpose of education in our society?</li> <li>• What do you think the role of an educator is both inside and outside of an instructional setting (such as a classroom)?</li> <li>• How have your experiences as a student impacted you as a future professional educator?</li> <li>• What are 3 qualities you believe an effective teacher should have that you also have?</li> <li>• How can you develop/further develop/continue to develop the 3 qualities you listed in the previous question?</li> <li>• What is your purpose in wanting to be an educator?</li> <li>• How would you change schools or the field of education so students can meet the challenges of the next 50 years?</li> </ul> <p><b>Purpose:</b> To reflect upon the purpose of education in America; reflect upon your purpose as a future professional educator</p> | <p>Week 4</p> | <p>1,9</p> | <p>100</p> |

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| <p><b>Evaluation Criteria:</b> You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p><b>Submission Details:</b> Submit an APA formatted assignment to Canvas as a Word Doc (Pages files are not acceptable).</p>   |               |            |            |
| <p><b>HISTORICAL EVENT RESEARCH AND SMALL GROUP PRESENTATIONS</b></p> <p><b>Task:</b> You will be placed into groups of 6 or 7 and will be provided a historical topic to research. The group will compile the findings of everyone’s research into one slide deck to be presented in your small groups and submitted to Canvas on XXXX. Each individual will be responsible for the following:</p> <ul style="list-style-type: none"> <li>● Topic overview</li> <li>● Three court cases and/or policies that relate to the topic and span over time, and a description of the following for each case or policy: <ul style="list-style-type: none"> <li>● Background of the case/policy</li> <li>● Ruling, if applicable</li> <li>● Impact at the time of decision</li> <li>● Impact of the decision today</li> <li>● News articles/current event related to the case/policy</li> </ul> </li> <li>● Potential Topics (to be assigned to each group in class): <ul style="list-style-type: none"> <li>● Court cases and/or policies related to Race and education</li> <li>● Court cases and/or policies related to Sexual orientation and gender identity</li> <li>● Court cases and/or policies related to educational funding</li> <li>● Court cases and/or policies related to the National Food Act</li> <li>● Court cases and/or policies related to Every Student Succeeds Act (ESSA)</li> <li>● Court cases and/or policies related to poverty</li> <li>● Court cases and/or policies related to searching students and privacy rights</li> <li>● Court cases and/or policies related to censorship or that restrict historical/contemporary events in school curriculum</li> <li>● Court cases and/or policies related to school structures (e.g. public, private, charter, online)</li> <li>● Court cases and/or policies related to standardized testing</li> <li>● Court cases and/or policies related to teacher unions</li> </ul> </li> </ul> <p><b>Purpose:</b> To research a historical educational topic and identify legislation, policies, and impacts of the topic</p> <p><b>Evaluation Criteria:</b> You will be scored with a rubric with explicit criteria for ideas, organization, voice, conventions, and APA formatting. Students will also be evaluated by their team members through a peer evaluation (form will be provided).</p> <p><b>Submission Details:</b> Submit PowerPoint to Canvas.</p> | <p>Week 6</p> | <p>2,3</p> | <p>100</p> |
| <p><b>Peer and Self Evaluation</b></p>   | <p>Week 6</p> |            | <p>25</p>  |

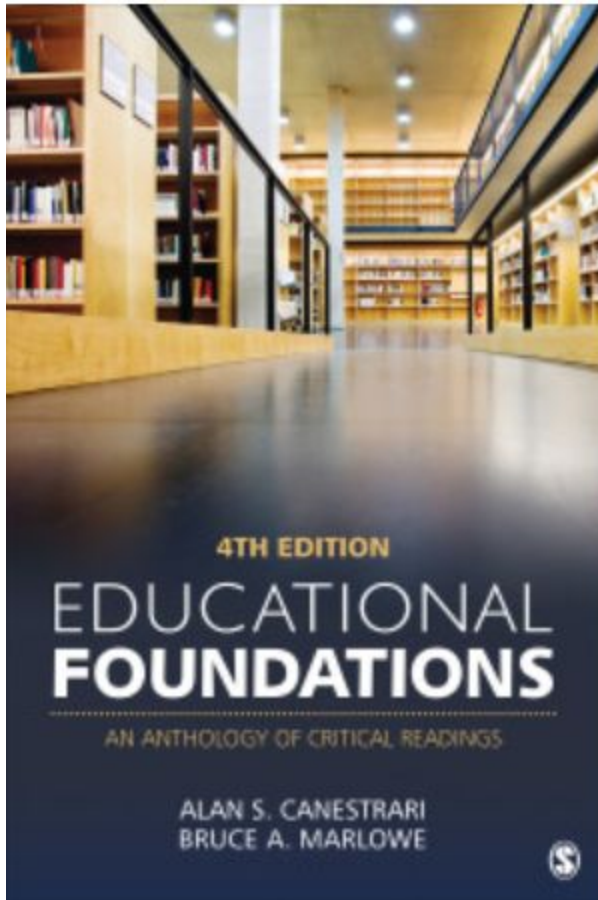
|   |        |       |    |
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| <p><b>Task:</b> You will evaluate each of your team members by completing peer/self-evaluation (form located in Canvas under this assignment) as well as one for yourself. Scores will be evaluated, averaged, then uploaded to each team member on the Team Rubric.</p> <p><b>Purpose:</b> To provide feedback on the teamwork skills of yourself and your team members</p> <p><b>Evaluation Criteria:</b> Teamwork Rubric</p> <p><b>Submission Details:</b> Individual team members will submit peer/self-evaluation. Instructor will evaluate then complete team rubric for each team member.</p>  |        |       |    |
| <p><b>CRITICAL READING SUMMARY 2 (Chapters 4,5,6)</b></p> <p><b>Task:</b> The textbook readings will be conducted in critical reading groups based on the reading schedule below. Critical reading groups are comprised of 3 individuals and will be selected or assigned during the second class session. Each member of the group will be responsible for reading <b>all chapters</b> but will summarize just one chapter (group members can decide which chapters each team member will formally summarize). All summaries will be shared with the critical reading group. You will share your individual summary with your group through Google Docs or can bring in hard copies. You must also submit your individual critical reading summary as an assignment in our Canvas classroom.</p> <p>Address the following in your critical summary:</p> <ul style="list-style-type: none"> <li>• Who wrote the chapter? Research the author’s background (beyond what is listed in the book) and summarize their professional background and state <i>why</i> you do, or do not believe they are a credible source</li> <li>• Analyze in your own words, the main argument the author is making in the chapter</li> <li>• Craft two open-ended questions that you can ask to your critical reading group that is based on the content of the chapter.</li> </ul> <p><b>Purpose:</b> To reflect upon and think critically about educational topics through historical, legislative, and a critical thinking lens.</p> <p><b>Evaluation Criteria:</b> You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p><b>Submission Details:</b> Submit individual critical reading summary to Canvas as an APA formatted Word Doc (Pages files are not acceptable). Note that you must also share your individual summary for your group members.</p> | Week 7 | 2,3,4 | 50 |
| <p><b>CRITICAL READING SUMMARY 3 (Chapters 7,8,9)</b></p> <p><b>Task:</b> The textbook readings will be conducted in critical reading groups based on the reading schedule below. Critical reading groups are comprised of 3 individuals and will be selected or assigned during the second class session. Each member of the group will be responsible for reading <b>all chapters</b> but will summarize just one chapter (group members can decide which chapters each team member will formally summarize). All summaries will be shared with the critical reading group. You will share your individual summary with your group through Google Docs or can bring in hard copies. You must</p>  | Week 9 | 2,3,4 | 50 |

|   |                    |                |            |
|---|--------------------|----------------|------------|
| <p>also submit your individual critical reading summary as an assignment in our Canvas classroom.</p> <p>Address the following in your critical summary:</p> <ul style="list-style-type: none"> <li>● Who wrote the chapter? Research the author’s background (beyond what is listed in the book) and summarize their professional background and state <i>why</i> you do, or do not believe they are a credible source</li> <li>● Analyze in your own words, the main argument the author is making in the chapter</li> <li>● Craft two open-ended questions that you can ask to your critical reading group that is based on the content of the chapter.</li> </ul> <p><b>Purpose:</b> To reflect upon and think critically about educational topics through historical, legislative, and a critical thinking lens.</p> <p><b>Evaluation Criteria:</b> You will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p><b>Submission Details:</b> Submit individual critical reading summary to Canvas as an APA formatted Word Doc (Pages files are not acceptable). Note that you must also share your individual summary for your group members.</p>   |                    |                |            |
| <p><b>CURRENT TRENDS IN EDUCATION</b> (if class size is too large for each partnership to present to class, presentations may be done in smaller group format)</p> <p><b>Task:</b> The following are among the most commonly debated topics on how to increase the quality of education for all students in our nation. This assignment involves partnering with one peer and selecting a current issue in the field of education, each partner selecting one perspective of the current issue, and designing and developing a digital tool (e.g. Powtoon, PowerPoint) to present the findings of your research.</p> <ul style="list-style-type: none"> <li>● Is privatization of schools how American schools will be fixed? <ul style="list-style-type: none"> <li>● Or, is privatization damaging American schools?</li> </ul> </li> <li>● Are teachers the most important factor in student academic achievement? <ul style="list-style-type: none"> <li>● If it is not the teacher, what is the most important factor in student academic achievement?</li> </ul> </li> <li>● Are international rankings of U.S. schools accurate?</li> <li>● Does poverty impact a student’s education?</li> <li>● Do teacher preparation programs show any benefits in teacher quality?</li> <li>● Does higher levels of per pupil spending lead to higher student achievement?</li> <li>● Should teacher performance be evaluated by students’ test scores?</li> <li>● Are teachers’ unions a positive influence on the field of education for teachers and students?</li> <li>● Would students’ test scores go up if teachers had the incentive of merit pay (a.k.a pay for performance)?</li> <li>● Is there a real problem of teachers teaching to the test?</li> <li>● Would paying teachers more improve the quality of education students receive?</li> <li>● Should states require and fund public preschools?</li> <li>● Should homework be eliminated because it does not improve student learning?</li> <li>● Are standardized test scores the best measure of student learning?</li> </ul> | <p>Week<br/>11</p> | <p>3,4,5,6</p> | <p>150</p> |

|  |                    |              |           |
|--|--------------------|--------------|-----------|
| <ul style="list-style-type: none"> <li>● Should parents have an option to ‘opt’ their child out of state-mandated testing?</li> <li>● Is retention (being held back) positive for students?</li> <li>● Are schools safer now than they were during the tragic Columbine school shooting?</li> <li>● Are anti-bullying programs making improvements in schools?</li> <li>● Do high-stakes tests provide benefits for teachers and students?</li> <li>● Are Common Core standards better for student learning than previous state standards?</li> <li>● Are cheating and plagiarism more of an issue today than in previous decades?</li> <li>● Do students in multi-age classrooms have higher academic advancements?</li> <li>● Do gifted students receive appropriate educational services?</li> <li>● Are girls provided equal educational opportunities as boys?</li> <li>● Are LGBTQ students accepted by teachers and their peers?</li> <li>● Should STEM programs be more emphasized?</li> <li>● Should schools be allowed to review/search student’s social media accounts?</li> <li>● Is narrowing of the curriculum (removing electives) necessary to make students more internationally competitive?</li> <li>● Should a higher priority be placed on the Arts?</li> </ul> <p><b>The following components needs to be addressed:</b></p> <ul style="list-style-type: none"> <li>● Topic Overview and General Background (should include at least 2 scholarly citations to validate overview and background)</li> <li>● Background of perspective (should include at least 2 scholarly citations to substantiate the perspective)</li> <li>● Personal Perspective (include a professional and scholarly statement that represents your personal viewpoint as an educator. Include at least 1 scholarly citation to support your stance)</li> </ul> <p><b>Purpose:</b> To explore current trends that are affecting educational environments, present opposing sides on the topic, and develop a critical voice about the topic.</p> <p><b>Evaluation Criteria:</b> Students will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p><b>Submission Details:</b> Submit PowerPoint to Canvas.</p> |                    |              |           |
| <p><b>CRITICAL READING SUMMARY 4 (Chapters 11,12,16,17,18)</b></p> <p><b>Task:</b> The textbook readings will be conducted in critical reading groups based on the reading schedule below. Critical reading groups are comprised of 3 individuals and will be selected or assigned during the second class session. Each member of the group will be responsible for reading <b>all chapters</b> but will summarize just one chapter (group members can decide which chapters each team member will formally summarize). All summaries will be shared with the critical reading group. You will share your individual summary with your group through Google Docs or can bring in hard copies. You must also submit your individual critical reading summary as an assignment in our Canvas classroom.</p> <p>Address the following in your critical summary:</p> <ul style="list-style-type: none"> <li>● Who wrote the chapter? Research the author’s background (beyond what is listed in the book) and summarize their professional background and state <i>why</i> you do, or do not believe they are a credible source</li> </ul>  | <p>Week<br/>13</p> | <p>2,3,4</p> | <p>50</p> |

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|---|--------------------|--------------|------------|
| <ul style="list-style-type: none"> <li>Analyze in your own words, the main argument the author is making in the chapter</li> <li>Craft two open-ended questions that you can ask to your critical reading group that is based on the content of the chapter.</li> </ul> <p><b>Purpose:</b> To reflect upon and think critically about educational topics through historical, legislative, and a critical thinking lens.</p> <p><b>Evaluation Criteria:</b> Students will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p><b>Submission Details:</b> Submit individual critical reading summary to Canvas as an APA formatted Word Doc (Pages files are not acceptable). Note that you must also share your individual summary for your group members.</p>  |                    |              |            |
| <p><b>PERSONAL PHILOSOPHY AND PURPOSE OF EDUCATION: ROUND TABLE DISCUSSION AND FLIP GRID VIDEO</b></p> <p><b>Task:</b> Revisit your Purpose of Education Assignment and reflect upon the following questions. Have your answers changed? Why or why not? Reflect upon the final question as you share in your round table discussion and develop your working personal philosophy of education. Share your answers in a round table discussion.</p> <ul style="list-style-type: none"> <li>What do you see as the purpose of education in our society?</li> <li>What do you think the role of an educator is both inside and outside of an instructional setting (such as a classroom)?</li> <li>How have your experiences as a student impacted you as a future professional educator?</li> <li>What 3 qualities do you believe an effective teacher should have that you also have? How can you develop/further develop/continue to develop the 3 qualities you listed in the previous question?</li> <li>What is your purpose in wanting to be an educator?</li> <li>How would you change schools or the field of education so students can meet the challenges of the next 50 years?</li> </ul> <p>After completing your round table discussions (to be completed in class), create a Flipgrid (no longer than 2 minutes) that describes your philosophy of education and submit it to Canvas.</p> <p><b>Purpose:</b> To think critically and analyze the purpose of education as an instrument in the development of the individual and society and its significance as an American Institution; develop a working philosophy of education</p> <p><b>Evaluation Criteria:</b> Students will be scored with a rubric with explicit criteria for ideas, organization, voice, and conventions.</p> <p><b>Submission Details:</b> Participate in round table discussion in class then submit Flipgrid video to Canvas.</p> | <p>Week<br/>15</p> | <p>7,8,9</p> | <p>175</p> |
| <p><b>Engagement (Participation + Preparation) and Professionalism</b></p>  | <p>All</p>         |              | <p>100</p> |

|              | semest<br>er |  | points         |
|--------------|--------------|--|----------------|
| <b>Total</b> |              |  | 1000<br>points |



# **Educational Foundations**

An Anthology of Critical Readings

By: Alan S. Canestrari; Bruce A. Marlowe

Publisher: SAGE Publications, Inc

Print ISBN: 9781544388168, 1544388160

eText ISBN: 9781071834169, 1071834169

Edition: 4th

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