



**Tennessee State University**

**College of Education**

**Department of Teaching & Learning**

**Foundations of Education**

**EDCI 5000**

**Instructor**: XXXXXXXXXX

**Phone**: XXXXXXXXXX

**E-mail**: XXXXXXXXXX

**Office Location:** XXXXXXXXXX

**Class Days/Times**: XXXXXXXXXX

**Office Hours**: XXXXXXXXXX

## **Pre-requisites**

Admission to the Graduate School

## **Required Text(s)**

McNergney & McNergney. (2008). *Education: the practice and profession of teaching*. Pearson [isbn 978-0-205-60817-1].

**Catalog Description**

An introduction to professional education for graduate students seeking initial license. A critical analysis is made of the sociological, psychological, and philosophical foundations of education. A survey of approaches of professional ethics will be included in the treatment of philosophy.

##### Course Proficiencies\*

##### \*Course proficiencies are based on the seven (7) Key Performance Areas which identified by the Professional Education Unit. The complete listing of Key Performance Areas is available at [www.tnstate.edu/coeweb](http://www.tnstate.edu/coeweb%20) -> student resources -> key performance areas.

### Knowledge and Skills

Plan

INDICATOR 1.A: Establishes appropriate instructional goals and objectives

1a1. Selects goals and objectives aligned with the Tennessee academic content standards and state assessments.

INDICATOR 1.B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

1b6. Includes instructional experiences relevant to students, real life, and student career pathways.

**Model**

INDICATOR 5.A: Collaborates with colleagues and appropriate others.

5a1. Is able to articulate clearly the purpose, scope, and outcome of each collaboration.

5a2. Works with colleagues to assure student integration of learning across the curriculum.

INDICATOR 5.C: Performs professional responsibilities efficiently and effectively.

5c1. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise.

Specialize

INDICATOR 7.B: Performs academic and test-taking responsibilities effectively.

7b1. Completes coursework in a timely manner and demonstrates academic success in general studies courses, courses in the content major, and in professional education courses.

### Dispositions

7b3. Exhibits professional dispositions in performance of academic and test-taking responsibilities

**Field Experience Information**

Students will conduct a geographic survey of public and private agencies that work in concert with the school system to educate the whole child. Students will create a resource guide that can be used by school stakeholders to provide information about services and supplements to children and their families. See Community Scan assignment in subsequent pages.

**Expectations and General Information:**

1. **Academic Integrity** - You are responsible for what you achieve in this class; therefore neither cheating nor plagiarism will be tolerated. Any material taken from other sources must be documented. In no case should one represent another’s work as one’s own. This includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. To avoid questions of plagiarism, students involved in collaborative research should exercise extreme caution. If in doubt, students should check with their major professor. In addition to the other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.
2. **Classroom Conduct** –The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. The use of cell phones and text messaging are not allowed in the classroom.
3. **Classroom Attendance** - Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance. It is the responsibility of the student to inform the instructor of any anticipated absences and contact the instructor to find out what work was missed during a period of absence. Unexcused absences and or tardiness may contribute to your grade in this course being lowered.

Attendance and participation in class are vital to developing the understanding expressed in the course outcomes. There are also legal ramifications regarding attendance for students who are receiving financial aid. Any student who is absent will have a reduction of final grade credit according to the following scale:

Since this course meets 3 weekends rather than the 15 weekly meetings of a traditional-style course, students must attend each class meeting. Missing a weekend is equivalent to missing 5 weekly meetings and will result in a failing grade for this course.

One component of the professional dispositions of educators is promptness. We expect our students to be on time for their classes. Students who arrive late for class will be recorded as tardy. The first two occurrences will be counted as an absence *in terms of course meeting points.* Each subsequent occurrence will count as an additional absence, e.g. 3 tardies = 2 absences, 4 = 3, etc...

1. **Official Course Enrollment** - Students who are not on the official class roll may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names show up on the official class roster. Please make sure that you are in the correct section.
2. **Disabled Student Services** – Any student who has a condition that might interfere with his/her performance in class may contact the office of Disabled Student Services. This office is located in room #117 Floyd Payne Student Center. The phone number is 963-7400. They will provide you with a document stating what type of classroom accommodations, if any, are to be made by the instructor. The student is to give a copy of this document to the instructor no later than the end of the second week of class. Failure to do so will result in the instructor making no special accommodations of any kind.
3. **Changes to Course Syllabus** – The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students orally in class and via class email.
4. *Aligned Admissions Activities*\* required during enrollment in EDCI 2010 and EDCI 5000 (and MUSC 3711 and EDCI 4190 Vol State):
   1. Unless exempt by ACT/SAT/GRE/MAT score, students will *take* the **Praxis I test** (prior to Week 12) during the semester of enrollment in these courses. Post-baccalaureate students will take GRE/MAT during enrollment in EDCI 5000 if they do not have a current score on one of those exams.
   2. **Application for Admission to Teacher Education** will be submitted on paper before the deadline established by the Teacher Education Office.
   3. Apply for **criminal background investigation** with an agency approved by the TSU Teacher Education Office. Be sure to have the report sent to TSU.
5. ***Course Activities***\*\* required during enrollment in EDCI 2010 and EDCI 5000 (and MUSC 3711/EDCI 4190 Vol State). Both of these documents should be used as part of the Teacher Education application:
   1. Write Philosophy of Education and submit it to Dr. McAtee
   2. Write an Autobiography and submit it to Dr. McAtee

\**Aligned admissions activities* are required of all students during the semester of enrollment in these courses, but are not course requirements. They will be conducted by the Assistant Dean for Teacher Education and/or Field Placement Coordinator.

\*\**Course activities* are required of all enrolled students and will carry points toward completion of *course requirements*. These activities are related to the application process for the TSU Teacher Education Program.

**Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| Date | Textbook Readings and Discussion Topics | Assignments Due |
| Sept 7 | Introduction to course, text, and teacher education.  Ch 1 A teacher’s role | MAKE SURE YOU CAN LOG INTO CAMPUS COMPUTERS AND ACCESS eLEARN!  963-7777 TSU Tech Help  <https://elearn.tnstate.edu> |
| Sept 8 | Ch 2 Challenges teachers and schools face  Ch 3 The richness of classroom cultures  Ch 4 Education in America: The Early Years  Ch 5 Education in America: Then and Now  Ch 6 Why Teachers Behave As They Do | Philosophy of Education Draft Due in eLearn by 11:59pm  PBL 1 Due in eLearn by 11:59pm (some class time will be given for collaborative work on PBL) |
| Sept 28 | Ch 7 Where Teachers Work: Schools | Midterm Exam starts at 5pm  Review 1 Due in eLearn by 5:00pm  Community Scan Outline Due at start of class 5pm – BRING HARD COPY!  Autobiography Due in eLearn by 11:59pm  PBL 2 Due in eLearn by 11:59pm (some class time will be given for collaborative work on PBL) |
| Sept 29 | Ch 8 Leading, Governing, and Funding Schools  Ch 9 The Influence of Law  Ch 10 Curriculum and Instruction  Ch 11 Education Success: Standards & Assessment | Review 2 Due in eLearn by 8:30 am  Philosophy of Education Final Version Due in eLearn by 11:59pm  PBL 3 Due in eLearn by 11:59 (some class time will be given for collaborative work on PBL) |
| Oct 19 | Ch 12 & 13 gloss of chapters  Presentations | Review 3 Due in eLearn by 5:00pm  Community Scan Presentation Due at start of class 5pm  PBL 4 Due in eLearn by 11:59pm |
| Oct 20 | Presentations continued | Community Scan Presentations continued if necessary  Final Exam |

**Course Assignments**

|  |  |  |
| --- | --- | --- |
|  |  | points |
| Attendance | 2 points per weekly class meeting = 4 points per Fri and 6 points per Sat | 30 |
| \*\*\*Autobiography | 20 points for final version | 20 |
| \*\*\*Philosophy of Education (see pg 5) | 5 points for draft and 25 points for final version | 30 |
| Mid-term | Covers Chapters 1-6, combination of open- and forced-response | 50 |
| Article Reviews | 3 article reviews at 15 points each | 45 |
| \*\*\*Community Scan  (see pg 8) | 5 points for outline and 30 points for presentation | 35 |
| Problem-Based Learning | 10 points for each part (4 parts total) | 40 |
| Final Exam | Covers Chapters 7-13 | 50 |
|  | Total possible for semester 🡪 | 300 |

### Grading System

|  |  |  |
| --- | --- | --- |
| A = 270-300 points | B = 240-269 points | C = 210-239 points |
| D = 180-209 points | F = 179 and below |  |

|  |
| --- |
| Additional Grading Information |

All written material must follow the guidelines as presented in the *Publication Manual of the American Psychological Association, Sixth Edition.*  Deviation from APA style is declared unacceptable and may be returned to the student. In addition to other grade criteria, style, grammar, mechanics, and spelling will be considered.

\*\*\*Key assignments must be passed in order to pass the course.

**Assignments submitted after the due date/time are graded with a 10-point grade reduction per each day (24 hours) late. All assignments are submitted as electronic files in eLearn unless otherwise noted.**

# Philosophy of Education Statement

# EDCI 5000 – Teacher Education

[hide properties](http://college.livetext.com/doc/1733721)  
[edit properties](http://college.livetext.com/misk5/emydocs/props/1733721?docview=1)

Document Type:

Course

## 

## Your philosophy of education is to be a “first person” narrative statement in which you address the following *five questions* in the order presented below. Be sure your writing is free of typographical, grammatical, and spelling errors.

### Five Guiding Questions

The philosophy statement will be completed this semester during EDCI 5000 and it should be used in your application for admission to the Teacher Education program\*.

Fully address each of the following issues:  
  
a. **How will I *plan* for student success**? (What knowledge, skills, and dispositions are important for student success in your discipline? How do you plan to assure that all students succeed? What are key challenges in the teaching/learning process?)

b. **How will I *maximize* student learning**? (What teaching strategies will you use? How do these methods contribute to your goals for student success? What philosophical or theoretical perspective underlies your choice of strategies?)

c. **How will I *evaluate* student learning?** (How do you know your goals for students are being met? How do your assessments contribute to student success? How do your assessments contribute to a humane orderly classroom environment?)

d. **How will I *manage* the learning environment?** (How do your own and your students' identities (e.g., ethnicity, gender, class, etc.), background, experience, and levels of privilege affect the learning environment? How do you account for diverse learning styles? How do you integrate diverse perspectives into your teaching? How does effective management of time and materials contribute to student success?)

e. **What role will *reflec­­­­tion* play in my teaching?** (Reflect on the TSU Teacher Education unit theme: “Competent and caring facilitators of learning: Committed to diversity and the success of all” In assessing your teaching practice, what evidence do you find demonstrating that the elements of this theme are present? What are your strengths as a teacher? What aspects of your teaching are you working on now?

\*For the purpose of the Teacher Education application, be sure to include a reference to a specific educational philosophy/philosopher (cheat sheet on next two pages and/or consult chapter 6 in your textbook).

**Outline of Educational Learning Theories and Theorists**

|  |  |  |
| --- | --- | --- |
| **Theorist** | **Theory** | **Description** |
| Ausubel | Subsumption Theory | Mechanism by which new material presented in academic settings (lectures) can be integrated into existing mental structures. For subsumption to occur, the presentation of new knowledge should be preceded by "advance organizers." |
| Bandura | Observational Learning Theory | Behavior can be learned through observation of others. |
| Bruner | Constructivist Theory | Individuals actively construct knowledge by comparing new ideas or concepts with their current knowledge (schema or mental models). |
| Comenius | Pansophism  *(universal knowledge)* | The idea that learning, emotional, and spiritual growth are interwoven. Proposed teaching through stimulation of the senses, not merely through memorization. Considered the "Father of Modern Education." |
| Dewey | Learning by Doing | Learning occurs through experience. |
| Erikson | Socioemotional Development | Erikson's "Eight Stages of Man" describes a series of crises individuals pass through at different ages. The stages begin with "trust versus mistrust" in infancy and continue through a series of paired outcomes for each age through older adulthood. |
| Festinger | Cognitive Dissonance | Inconsistencies between behaviors and beliefs motivate people to change. One basis for constructivism. |
| Freud | Levels of Consciousness | The mind operates at different levels: conscious versus unconscious. He further subdivided the mind into the id (primitive motivations), ego (logical portion of the mind which acts to satisfy the id - when possible), and the super-ego (the conscience). |
| Gagne | Conditions of Learning | For different kids of learning (motor skills, verbal skills) different conditions are needed, so different strategies should be used. |
| Gardner | Multiple Intelligences | Each individual possesses seven distinct and measurable forms of intelligence: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, intrapersonal, and interpersonal. |
| Kohlberg | Stages of Moral Development | Pre-Conventional - based on self-centered interests  Conventional - based on conformity to local expectations  Post-Conventional - based on higher principles |
| Locke | Tabula Rasa | The idea that individuals are "blank slates" on which teachers could "write" knowledge. A forerunner of behaviorism. |
| Maslow | Hierarchy of Needs | Humans naturally strive to satisfy needs. The five levels of needs, from lowest to highest, are:  physiological, safety, love, esteem, self-actualization.  Lower level needs must be satisfied before the individual can move on to satisfy higher level needs. |
| Miller | Information Processing Theory | Short term memory can only hold 5-9 "chunks" of information at a time. A chunk can be any meaningful idea like a word, an identifiable image, or a digit. |
| Pavlov | Classical Conditioning  *(Behaviorism)* | The association of new responses with existing stimulus-response pairs. Classic example is pairing the ringing of a bell with presentation of food to dogs. After repeated pairing, the dogs will salivate upon hearing the bell (even if food is not presented). Original stimulus (S) response (R) pair is food -- salivate. New S-R pair is bell -- salivate. |
| Piaget | Genetic Epistemology | Developmental stages of child development:  0-2 years: "sensorimotor" - motor development  3-7 years: "preoperation" - intuitive  8-11 years: "concrete operational" - logical, but non-abstract  12-15 years: "formal operations" - abstract thinking |
| Rogers | Experiential Learning | Two types of knowledge: academic and experiential. Unlike academic knowledge, experiential knowledge is acquired to meet the needs of the learner, usually to complete an important, real-life task. Example: Learning to drive a car. |
| Skinner | Operant Conditioning  *(Behaviorism)* | Learning is the result of changes in behavior. As stimulus-response cycles are reinforced, individuals are "conditioned" to respond. Distinguished from Connectionism because individuals can initiate responses, not merely respond to stimuli. |
| Thorndike | Connectionism  *(Behaviorism)* | Learners form associations or connections between a stimulus and a response. Through trial and error, rewarded responses would be strengthened. |
| Vygotsky | Social Development Theory and ZPD | Social interaction is critical for cognitive development. Related to this is the idea of a "Zone of Proximal Development (ZPD)." Some skills, an individual can perform independently. Other skills can be performed if the individual has assistance. Skills that can be performed with assistance are said to be within an individual's ZPD. The ZPD is the theoretical basis for scaffolding. |
| Watson | Behaviorism | Proposed that most human learning and behavior was controlled by experience (not genetically pre-determined). Believed the only behaviors that should be studied are the "observable" ones. |
| Wertheimer | Gestalt Theory | Some ideas can only be understood as part of a "bigger picture" Important in problem-solving. |

**Reviews**

You will read three sources and write a review (between 1 and 2 pages in length) of each. Your reviews must include the following:

*Name*

*Course Number*

*Critique Number*

*Citation in proper APA-style*

*Summary of the reading (just the facts of what you read, not your opinion – this should be about ¾ of the entire paper)*

*Reflection (what do you think about what you read? – this should be about ¼ of the entire paper)*

Spelling, mechanics, grammar, and adherence to APA style will be considered in the calculation of your score.

The instructor will select 2 of the 3 sources as common reading for the class. The student chooses the third article as described below.

*Review 1 – Common Core and PARCC – go to* [*www.tncore.org*](http://www.tncore.org)*. There will be links to additional information about the Common Core Standards and PARCC as they pertain to TN*

*Review 2 – Co-Teaching – see documents posted in eLearn*

*Review 3 – Choose an article from a practitioner’s publication such as NCTM’s publication for high school math teachers, Mathematics Teacher or AMLE’s publication for middle school teachers, Middle Ground. If you have trouble finding a practitioner’s publication in your area, contact Barbara Van Hooser in the TSU Main Campus Library or ask your instructor for ideas.*

**Community Scan**

Part of being a teacher is being a member of a community. That community can be defined as the school itself – the students, administration, and faculty. However, any real community goes beyond that to include the families, neighbors, businesses, and supporters of the school. A step beyond that is the story of how the community came to be – its history. Your task is to tell the story of an academic community, preferably, one in which you wish to teach.

Prepare a presentation for your classmates that showcases your community. It should include visuals to go along with your oral presentation. I do not require any specific media of presentation, but many students use PowerPoint, while others create videos, and others make extensive use of posters and handouts. The presentation should be 10 minutes long, ± 2 minutes. We will talk in class about specifics. As you start thinking about it, you’ll have lots of questions. The over-arching goal is to showcase the character and story of the academic community you’ve chosen.

Here is a draft of the rubric used to grade the live presentation.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Oral/visual presentation – 30 points possible | | not present 0 | poor  0 or 1 | passing  1 or 2 | excellent  3 | Comments |
| **communicates an understanding of the character of the community.** | | | | | |  |
|  | content is accurate and well developed. | not present | inaccurate information | accurate content, covers topic | accurate content w/ insight that provides well developed understanding |  |
|  | community defined | not present | vague or inaccurate information | accurate but weak or incomplete description | community is clearly defined |  |
|  | community placed in geographic context | not present | inaccurate or incomplete information | verbal description | clear visual & verbal placement of community |  |
|  | history of the community | not present | inaccurate or incomplete information | disjointed or incomplete historial context | historical sense of the community that ties it to the present |  |
|  | description of the of the school/s | not present | inaccurate or incomplete information | weak or incomplete description | verbal & visual presentation |  |
|  | elements of the presentation contributed coherently to the whole. | not present | inaccurate or incomplete presentation | accurate but disjointed or incoherent | well designed and executed presentation |  |
| **Rhetoric – presentation is logically sound with adequate supporting materials. X2** | | not present | poorly designed, inadequate rhetorical style | moderately effective design and presentation | logically sound with strong supporting materials. |  |
| **Mechanics – uses appropriate writing style, grammar, spelling, and punctuation. X2** | | numerous mistakes | more than one mechanical mistake | one mechanical mistake | good mechanics w/ no mistakes |  |