

EDCO 410

Course Number/Title: *EDCO 410. Education in a Democracy: Broadening Professional Perspectives*

Section Number:

Credit Hours:

Semester:

Times and Days:

Location of Class:

Professor:

Office:

Telephone:

E-mail:

Office Hours:

Course Description (Catalog): Using the content of the internship experience, teacher candidates analyze competing ideas about what learning to teach in a democratic society means. Candidates explore the political, legal, ethical, and philosophical foundations of education to develop an understanding of the rights and responsibilities of the professional educator.

Prerequisites: Admission to Teacher Education; completion of all courses except EDCO 400 and EDCO 403 or EDCO 401 and EDCO 402

The Education Core

The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including, but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provides candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as a teacher in 21st century schools.

Description of Clinical Component of this Core Course

Teacher candidates participate in EDUC 410 during their Internship I or Internship II semester. The course links directly to the internship experience through eight sessions including: Professional Conversations, Trends and Issues in Public Education, Organization of Schools, School Law and Teacher Ethics, Policy and Politics, and First-Year Teacher Expectations. Candidates participate in online modules and on-campus seminars that include panel and small group discussions with experts from the university, school districts, government, and state organizations.

Description of Course in Relation to Education Core

EDUC 410 is part of the capstone year-long internship in the final year of the Teacher Education Program. As candidates apply their knowledge and skills learned throughout the education core and their disciplinary major, EDUC 410 serves to develop professional knowledge and critical analysis skills that will help bridge candidates' path to teaching post-graduation.

Course Goals, Learning Outcomes, and Assessments:

| <i>Unit Standards/Elements</i> | <i>Student Learning Outcome – Course Content (SLO-C) Student Learning Outcome – Field Work (SLO-F)</i> | <i>InTASC Core Teaching Standards</i> | <i>Content Assessment (CA) Field Assessment (FA) (*) = Key Assessment(s)</i> |
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| CG1. Examine the political, legal, and philosophical foundations of contemporary education. | | | |
| US7. Professional Learning and Ethical Practice E3. The teacher candidate articulates the impact of social, legal, and political contexts on American schooling, both in the larger context of a democratic society and within the discipline. | SLO1-C. Identify relevant law and policy that relates to teachers’ professional practice, including teacher candidate’s practice during the Internship. | Standard #9: <u>Professional Learning and Ethical Practice.</u> | CA-Online Session 7 Quiz Authentic Experiences |
| | SLO2-C. Articulate the general purposes of public education in a democratic society. | | CA-Online Session 2 Quiz Authentic Experiences |
| | SLO3-C. Explain basic school financing such as teacher salary and per pupil expenditure and how funding passes from agencies to classrooms. | | CA-Online Session 2 Quiz Authentic Experiences |
| | SLO4-C. Describe classic and contemporary philosophies of education. | | CA-Online Session 2 Quiz Authentic Experiences |
| | SLO5-C. Identify the philosophical and political foundations of decisions made in contexts of the candidate’s internship, including district, school and state. | Standard #9: <u>Professional Learning and Ethical Practice.</u> | CA-Online Session 3 Quiz Authentic Experiences Key Assessment |
| CG2: Explore the rights and responsibilities of professional educators in a democratic society. | | | |
| US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that upholds learners’ and teachers’ rights and responsibilities. | SLO6-C. Articulate the legal rights and responsibilities of teachers including requirements for maintaining certification. | Standard #9: <u>Professional Learning and Ethical Practice.</u> | CA-Online Session 6 Quiz Authentic Experiences |
| | SLO7-C. Articulate the legal rights and responsibilities of learners and their caregivers in public education. | Standard #9: <u>Professional Learning and Ethical Practice.</u> | CA-Online Session 4 Quiz Authentic Experiences |
| | SLO8-C Articulate the teacher’s role in upholding teachers’ and learners’ rights and responsibilities, maintaining appropriate relations in educational settings, and communicating effectively | Standard #9: <u>Professional Learning and Ethical Practice.</u> | CA-Online Session 1 Quiz Authentic Experiences |

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| | within public school structures. | Standard #10: <u>Leadership and Collaboration</u> | |
| CG3. Critically analyze the way ideas about pedagogy, diversity, equity, and access have changed over time. | | | |
| US7. Professional Learning and Ethical Practice E3. The teacher candidate articulates the impact of social, legal, and political contexts on American schooling, both in the larger context of a democratic society and within the discipline. | SLO9 -C. Analyze social and historical roots 21 st century schooling, including safety, diversity, equity, and access. | Standard #9: <u>Professional Learning and Ethical Practice</u> Standard #10: <u>Leadership and Collaboration</u> | CA-Online Session 2 Quiz Authentic Experiences |

| CG4. Recognize the ethical, moral, and legal dilemmas in education that impact learner access to equitable education. | | | |
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| US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that upholds learners' and teachers' rights and responsibilities. | SLO10-C. Differentiate among ethical, moral, and legal dilemmas in education. | Standard #9: <u>Professional Learning and Ethical Practice.</u> | CA-Online Session 4 Quiz Authentic Experiences |
| | SLO11-C. Analyze a moral or ethical dilemma present in the internship. | Standard #9: <u>Professional Learning and Ethical Practice.</u> | CA-Online Session 4 Quiz Authentic Experiences Key Assessment |
| | SLO12-C. Analyze situations in which teachers behave professionally and create crucial conversations with parents, peers, administrators, or other persons. | Standard #9: <u>Professional Learning and Ethical Practice.</u> Standard #10: <u>Leadership and Collaboration</u> | CA-Online Session 1 Quiz Authentic Experiences Key Assessment |
| CG5. Recognize learners as global citizens with diverse backgrounds and needs. | | | |
| US7 Professional Learning and Ethical Practice E1. The teacher candidate engages in professional learning opportunities and draws upon current education research and policy to reflect upon and improve practice. | SLO13-C. Through professional dialogue, research and policy review, analyze ways in which school, district, state, and federal policy and politics affect the growth of learners as citizens and global citizens with diverse backgrounds and needs. | Standard #10: <u>Leadership and Collaboration</u> | CA-Online Session 5 Quiz Authentic Experiences Key Assessment |

Textbook requirements: NA

Reading List: All materials are provided on Blackboard by class session.

Exam: EDUC 410 utilizes a course key assessment which is submitted on Blackboard the last week of class, see Schedule of Sessions. The assessment is available to the students from the first week of class under "Information" on Blackboard and opens for posting two weeks before the assessment is due.

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| Instructor expectations for: |
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Academic Work:

- All students will be prepared for every class. This preparation includes all assignments, reflections, and quizzes prior to class as well as being prepared to share the work prepared for class.

- Assignments are submitted on Blackboard and time out prior to class; therefore, assignments must be submitted by the deadline. Multiple missed assignments may result a disposition form. However, deadlines may be extended for students with adequate cause and prior notification: examples of adequate cause include illness (requires a doctor's or university medical services excuse) and death in the family.
- All homework and graded assignments must be completed to receive a grade in the class; assignments submitted too late for the Blackboard deadline must be submitted in hard copy via email. Even if the work is submitted too late to earn points, it must be completed satisfactorily.
- Failure to take an assigned quiz or exam may result in a zero for that test. Permission for an alternative exam date may be granted for a death in the family or illness of the teacher candidate requiring medical care. You are responsible for making alternative arrangements prior to the day of the exam.
- The student is responsible for requesting makeup work for class sessions missed.

Attendance:

As noted in the Winthrop University catalog, instructors expect students to attend class, to be responsible for the academic consequences of absence, and to fulfill all course requirements regardless of absences. Instructors will take attendance at all class sessions. Because attendance and participation enhance the value of this course and because EDUC 410 is a two-hour, six-week course that meets once a week, one (1) absence or more without make up work may result in a loss of one letter grade. In accordance with Winthrop University's attendance policy, absences exceeding 25% (**2 absences**) or more of class sessions may result in an automatic grade of N, F, or U, whichever is appropriate. ***The student is responsible, personally and professionally, for notifying the instructor of an impending absence and for requesting instructions to make up the missed class session.***

Preferably, students who must miss a designated class session will make arrangements to attend another EDUC 410 class covering the same topics with the permission of the instructor of his/her section and the permission of the receiving instructor. This process may be used to accommodate parent-teacher conferences, attendance at district board meetings, school coaching or arts events, etc., which are not considered excused absences and should be identified in advance.

Due to the fact that EDUC 410 is a flipped, online course with short, virtual class meetings, students are expected to check their technology early and to be waiting online for the class to begin. Inoperable or unavailable technology is not an excused absence. Students should have back-up technology available.

Two tardies and/or early departures will be counted as one absence. Removal from class for a disposition infraction (see below) will count as an absence.

Code of Conduct:

As noted in the student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the Student Conduct Code. As teacher candidates, students are expected to behave in a professional manner in all situations. In any online situation, an atmosphere of trust and respect must exist in order for all persons to feel comfortable expressing diverse opinions or asking questions. To create the desired atmosphere, we consider our classrooms to be places in which you will be treated with respect as a human being, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, and ability. Additionally diversity of thoughts are appreciated and encouraged provided you can agree to disagree. It is the professors' expectations that ALL students will consider this classroom a safe environment.

As a sign of respect for all members of our learning community, please be sure that all cell phone and beepers are in the off position during class. If you have an extenuating circumstance that requires you keep your cell on, please discuss your reason with the instructor.

Academic Honesty:

All work is expected to be your original work and should indicate your deepened knowledge of the course topics through readings, discussions, experiences, reflections.

- Cheating, plagiarism, or any other form of academic dishonesty will result in failure for the targeted assignment and may result in your receiving an 'F' in this course. For examples of infractions of academic discipline, please consult the *Undergraduate Bulletin*. Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work, using the same work for two or more courses, and presenting someone else's work as your own.

Dispositions:

Dispositions are defined by the Council for the Accreditation of Educator Preparation (CAEP) as "the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." Your professional development of a teacher candidate includes your dispositions as well as your ability to plan and deliver a lesson. Our responsibility as faculty is to insure that our teacher candidates conduct themselves professionally in all areas. If you or any teacher candidate demonstrates inappropriate behaviors or questionable dispositions, we are obligated to document and discuss our concerns with the individual. The Richard W. Riley College of Education has determined the dispositions necessary to be a teacher candidate and to become an Educational Leader. Teacher candidates in the College are expected to exhibit these dispositions at all times, but especially during interactions with other teacher candidates, university faculty & staff, and students, faculty & staff in the public schools. For more information please see <http://coe.winthrop.edu/sas/DispositionsForm.pdf>

Students with Disabilities/Need of Accommodations for Access:

- Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Disability Services.

Syllabus or Schedule Change Policy:

- This syllabus and schedule reflect expectations for the course; however, the instructor may find it necessary to make changes in either the syllabus or schedule after the course begins. In such cases, students will be notified accordingly. Therefore, the instructor reserves the right to change and/or modify the syllabus, schedule, and course requirements as may be required by unforeseen circumstances.

Requirements of EDCO 410

In a flipped classroom environment, exceptional preparation before class is essential and expected. Authentic experiences are to be completed individually and then brought back for analysis and reporting in small groups or individual format during scheduled class time. Quizzes will be completed prior to class.

| Assignment | Weight |
|---|--------|
| Weekly Reflections/Authentic Experiences | 40% |
| Quizzes | 20% |
| Course Key Assessment* *A grade of <u>C</u> or better must be earned on the course key assessment— Democracy in Action—in <i>EDCO 410 Education in a Democracy: Broadening Professional Perspectives</i> in order to earn a <u>C</u> in the course. | 30% |
| <u>Preparation/Class participation/Professionalism</u> : Students will <ul style="list-style-type: none">• Complete authentic experiences and volunteer to share with the class• Maintain a professional disposition and present a professional online presence.• Attend class regularly and on time. | 10% |

Grading Scale:

| Grading Scale | | Grading Scale | |
|---------------|-----------|---------------|-----------|
| 94-100% | A | 74-76% | C |
| 90-93% | A- | 70-73% | C- |
| 87-89% | B+ | 67-69% | D+ |
| 84-86% | B | 64-66% | D |
| 80-83% | B- | 60-63% | D- |
| 77-79% | C+ | 59 -0% | F |

Class Schedule/Proposed Module Topics:

| WEEK of | Session Number | Topics |
|--|----------------|---|
| First Week of October | NA | Technology Check In for Online Classes—Instructor will email a time to you. Check your WU email, frequently. |
| October 10 | 1 | Crucial Conversations, Professional Behaviors |
| October 15 | 2 | Organization of Schools: Trends and Dilemmas in Public Education |
| October 24 | 3 | School Law and Teacher Ethics |
| November 7 | 4 | Advocacy and Political Involvement <i>District Board of Education Assignment Due</i> |
| November 14 | 5 | Employment Policy <i>Course Key Assessment Opens</i> |
| November 28 | 6 | Induction and First-Year Expectations |
| December 5 <i>Sunday, 11:30 p.m.</i> | 7 | Course Key Assessment Due on Blackboard |