# Course Description

This course provides a space where educators examine the multiple and complex issues impacting education in the United States. The purposes of education along with the philosophical, historical, social, political, and economic features of education are investigated.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning­
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Articulate societal influences on the historical, political, social, and economic aspects of American education. *(PLO1, 3, 4, 5)*
* **CLO2:** Possess knowledge and articulate the importance of equality in educational opportunity and a recognition of cultural, social economic, and language differences. *(PLO1, 2, 3, 5)*
* **CLO3:** Analyze local, state, and national sources of influence in the power and control of the American educational systems. *(PLO1, 3, 4)*

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Spring, J. H. (2018). *American education* (18th ed.). New York, NY: Routledge.

ISBN: 978 113 808 7255

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Icebreaker Activity | 20 |  |
| Discussion: Historical, Political, and Social Goals of Public Education | 25 |  |
| Discussion and Worksheet: Build a Course Case | 75 |  |
| **Week 2** |  |  |
| Discussion: The Economics of Public Education | 25 |  |
| Week 2 Journal Entry | 20 |  |
| Discussion and Timeline: Human Capital Theory Timeline | 75 |  |
| **Week 3** |  |  |
| Discussion: Educational Opportunity | 25 |  |
| Week 3 Journal Entry | 20 |  |
| Paper: Educational History in America | 75 |  |
| **Week 4** |  |  |
| Discussion: Educational Diversity | 25 |  |
| Week 4 Journal Entry | 20 |  |
| Presentation: Learning Team ELL Lesson Plan | 125 |  |
| **Week 5** |  |  |
| Discussion: Educational Options and Globalization | 25 |  |
| Discussion and Worksheet: Community Organizations Worksheet | 30 |  |
| Research Paper: Charter Schools | 100 |  |
| **Week 6** |  |  |
| Discussion: National and State Control | 25 |  |
| Discussion Presentation: Political Party Graphic Organizer | 30 |  |
| Discussion and Paper: Control of Education | 75 |  |
| **Week 7** |  |  |
| Discussion: The Teaching Profession | 25 |  |
| Discussion: Education in the News Worksheet | 30 |  |
| Presentation: Continuing Education | 130 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Course Introduction** |
| *Utilize these resources in preparation for this course and weekly assignments.* |
| **Welcome!**  This course provides a space where educators examine the multiple and complex issues impacting education in the United States through historical, political, and social lenses. Economic factors, issues of globalization, and the profession of teaching are also investigated.  **Download** the Course Syllabus from the *Start Here* page and save a copy on your computer. You will reference this document throughout the course.  **Major Assignment Preparation:** The following major assignments are due in this course. Please read the full instructions in their respective weeks.   * **Week 1:** Discussion and Worksheet: Build a Court Case * **Week 2:** Discussion and Timeline: Human Capital Theory Timeline * **Week 3:** Paper: Educational History in America * **Week 4:** Presentation: Learning Team ELL Action Plan * **Week 5:** Research Paper: Charter Schools * **Week 6:** Discussion and Paper: Control of Education * **Week 7:** Presentation: Continuing Education |
| **Weekly Resources**  **Resources**  You are required to review **all** of the articles, videos, reports, and other resources in this section. Websites listed should be visited and briefly perused unless specific instructions are given.  **Legal Look**  Each week, you will be introduced to legislation (and related articles) that has affected education in the past or might affect education in the future. You may discuss these in your weekly discussion forums and make connections to the course topics at your discretion.  **Additional Resources**  These additional resources further focus on the weekly topic(s) and are made available to you for further inquiry and deeper learning at your leisure. You may utilize these resources in your assignments and discussion forums if you choose. |
| **Learning Team Assignment Requirement**  This course contains an action plan assignment that requires you to work in teams for 3 weeks starting in Week 2 with the final deliverable due at the end of Week 4. You are also required to individually create weekly journal entries in Weeks 2–4. You will work in small groups of 3–5 members dependent on the class size.  Team lists will be provided in Week 2, and communication with your team members should start immediately. Weekly team activities fall into three categories:   1. Weekly team work and discussions 2. Weekly journal entry based on team activities 3. Learning Team ELL Action Plan   *Note:* Your team communication and preparation arepart of your individual and team grade. Individual grades will vary based on input and completion of tasks. |
| **Academic Discourse and Class Discussion**  Most of us are familiar with posting on an Internet site or blog, communicating via e-mail or text, and exchanging thoughts/events/pictures through social media, but online class discussions are a different type of forum. The forums in this class are set up to allow students and instructors to explore the ideas presented each week and offer new insights into the topics. This means that there has to be an academic, collegial, and rigorous level of discourse happening in all communications.  Throughout this course, we will examine topics, view opinion pieces, and share thoughts and ideas about subjects that some students may have strong opinions about. Show respect for viewpoints and experiences that may be different from your own. We will have differing opinions with each other and/or with the materials presented. But, it is anticipated that we will challenge each other's and our own ideas, we will build on our varying positions, and we will create opportunities for critical thinking each week.  Each student should strive to do the following:   1. Express their opinion in a professional manner. 2. Support that opinion through evidence/research. 3. Make connections to the course topics/materials. 4. Ask questions to spur on further dialogue.   For more information about *academic discourse*, visit the following article: [“Edutopia: Academic Discourse and PBL”](https://www.edutopia.org/blog/sammamish-6-academic-discourse-PBL-danielle-lynch). |
| **Weekly Participation and Discussion Forums**  This course includes discussion forums in each week. Please review the following instructions carefully:  **Graded Discussion Forums:** There are graded discussion forums included in each week of the course. They are included to replicate typical class discussions and are also included for discussing and submitting specific assignments. The following guidelines apply unless specified otherwise within the forum:   * Respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. The subject topic forums are graded and deadlines are strictly followed. No submissions will be accepted after the deadline. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement. * Post only the plain text of your responses (as opposed to attaching a Word or text document) and include the question ahead of your responses. This makes it easier for other students to read and respond to your work. For example:   **Q.** Introduce a current news article (within the past year) and make connections to the weekly topics. Include an active link to your resource for peer review.  **A.** The article [“Here's what teachers accomplished with their protests this year”](https://www.msn.com/en-us/news/us/heres-what-teachers-accomplished-with-their-protests-this-year/ar-AAxYjka) published online May 29, 2018 by CNN summarizes many of the topics reviewed in our Week 7 resources…  **Ungraded General Discussion Forums**: This course includes an ungraded General Questions & Discussion forum located at the top of the Discussion Forums page. This is your place to ask questions, share experiences, share additional information or resources, etc. You are encouraged to use this forum, but are not graded on posting therein. |

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| **Week One: Historical, Political, and Social Goals of Public Education** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Articulate historical and political goals of public education in the United States. | | CLO1 | |
| * 1. Describe the influence that pivotal U.S. Supreme Court case decisions have had in the history of public education. | | CLO3 | |
| * 1. Describe issues surrounding moral and character education in public schools. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback located on Blackboard. | | N/A | N/A |
| **Readings**  **Read** the following resources:   * Ch. 1 & 2 of *American Education* * “[2018 EdNext Poll on School Reform](https://www.educationnext.org/2018-ednext-poll-interactive/)”: Be sure to utilize the interactive features. * “[The Big Picture: The Three Goals of Public Education](http://www.buildingbetterschools.com/the-three-goals-of-public-education/)” * “[Students’ Broken Moral Compasses](https://www.theatlantic.com/education/archive/2016/07/students-broken-moral-compasses/492866/)”   **Post** any questions or comments to the General Questions & Discussion forum. | | 1.1, 1.2, 1.3 | Lecture Activity = **.5 hour** |
| **Legal Look**  **Read** the following articles:   * “[First Amendment and Religion](http://www.uscourts.gov/educational-resources/educational-activities/first-amendment-and-religion)” * [“50 Years After Abington v. Schempp, a Dissenter Looks Back on School Prayer”](https://www.theatlantic.com/national/archive/2013/06/50-years-after-i-abington-v-schempp-i-a-dissenter-looks-back-on-school-prayer/276921/)   **Post** any questions or comments to the General Questions & Discussion forum. | | 1.2 | Lecture Activity = **.5 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | VARIES | Live Discussion: lecture and discussion = **1 hour** |
| **Additional Resources**  **Explore** the following websites:   * [American Educational History: A Hypertext Timeline](http://www.eds-resources.com/educationhistorytimeline.html) * [The First Amendment in Schools: A Resource Guide](https://ncac.org/resource/first-amendment-in-schools)   **Read** the following articles:   * “[10 Important Supreme Court Cases About Education](https://constitutioncenter.org/blog/10-important-supreme-court-cases-about-education/)” * “[Teaching Values: Let's End Our Misguided Approach](https://www.edweek.org/tm/articles/2013/02/25/fp_casey_grossman.html)”   **Post** any questions or comments to the General Questions & Discussion forum. | | 1.1, 1.2, 1.3 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Icebreaker Activity**  **Review** samples of presentations related to this icebreaker activity.  **Introduce** yourself to your classmates by performing one of the following:   * Create a wall on [Padlet](http://padlet.com/). * Complete the “All About Me” Microsoft PowerPoint template.   **Add** images that represent your educational background, your interests and hobbies, what interests you most about teaching, and your professional goals. Include a short description with each photo.  **Post** a link of your Padlet wall or PowerPoint presentation to the Icebreaker Activity discussion forum by Thursday.  **Respond** to **all** classmates with feedback by Sunday.  *Note*: There is no length requirement. | | N/A | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Historical, Political, and Social Goals of Public Education**  **Respond** to **one** of the following prompts in the Historical, Political, and Social Goals of Public Education discussion forum by Thursday:     * Select one of the *topics* discussed this week and expand the conversation through further academic research. Include an active link to your resource for review. * Introduce a *current* news article (within the past year) and make connections to the weekly topics. Include an active link to your resource for peer review. * Identify a portion of the *text* you feel strongly about (you agree with or do not agree with) and introduce an article, study, video, etc. that supports your position. Include an active link to your resource for peer review.   **Copy** the question you select and paste it to the beginning of your post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | WEEK1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion and Worksheet: Build a Course Case**  **Review** the following court cases:   * [Abington School District v. Schempp](http://www.oyez.org/cases/1960-1969/1962/1962_142) * [School District of Abington Township, Pennsylvania v. Schempp, 1963](http://www.phschool.com/atschool/ss_web_codes/supreme_court_cases/abington.html) * [First Amendment and Religion](http://www.uscourts.gov/educational-resources/educational-activities/first-amendment-and-religion) * [Facts and Case Summary – Engel v. Vitale](http://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-engel-v-vitale)   **Find** an additional court case that influenced school practice.  **Complete** and **post** the Build a Court Case worksheet in the Build a Court Case discussion forum by Thursday.    **Review** each of your classmates’ worksheets.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2, 1.3 | Discussion: one post and replies to three other posts = **2 hours** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

* **Icebreaker:** Post an announcement in the Announcements forum asking students to send their contact information to the instructor.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: The Economics of Public Education | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify influences outside of the school system that challenge the social and economic goals of education to provide equality of opportunity. | | CLO1, CLO2, CLO3 | |
| * 1. Explain the differences between the three school models of educational practice present in U.S. public schools. | | CLO1 | |
| * 1. Identify the challenges that prevent a school system from providing equal educational opportunities for its students. | | CLO1, CLO2, CLO3 | |
| * 1. Explain how human capital theory is used to justify the goals of public education in the United States. | | CLO1, CLO2 | |
| * 1. Describe the importance of social and cultural capital in the educational opportunities provided to students. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 3 & 4 of *American Education* * “[Whose Problem Is Poverty?](http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/Whose-Problem-Is-Poverty¢.aspx)”   **Explore** [The Education Trust](https://edtrust.org/) website. View the data maps provided to evaluate the information about your state:   * “[The State of Funding Equity Data Tool – Level of Poverty](https://edtrust.org/map/?mapname=bypoverty)” * “[The State of Funding Equity Data Tool – Enrollment of Students of Color](https://edtrust.org/map/?mapname=byminorty)”   **Read** the related [report regarding funding gaps](https://edtrust.org/resource/funding-gaps-2018/).  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.2, 2.3, 2.4, 2.5 | Lecture Activity = **.5 hour** |
| **Legal Look**  **Read** the “[Summary of Milliken vs Bradley 1974](https://www-tc.pbs.org/beyondbrown/brownpdfs/milliken74.pdf)” article.  **Review** the [Beyond Brown](http://www.pbs.org/beyondbrown/index.html) website from PBS.org.  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.3, 2.5 | Lecture Activity = **.5 hour** |
| **Video**  **Watch** the video “[Toxic Culture of Education](https://www.youtube.com/watch?v=BnC6IABJXOI)” [17:01] from YouTube.  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.3, 2.5 | Lecture Activity = **1 hour** |
| **Learning Team: Preparation on ELL Lesson Plan**  This course includes an ELL Lesson Plan team assignment **due Week 4.** Each week, you will collaborate with your instructor-assigned team via the Learning Teams forum. This is your team’s area to discuss the assignment, share ideas, and divide up the work. Individually, you’ll also have an opportunity to provide feedback on your team’s progress via the weekly journal assignments. Your instructor will review communications within the team forum and your individual journal entries each week.  **Review** the course Announcements page for your team assignment.  **Review** the ELL Lesson Plan Instructions.  **Begin** collaborating within your team forum. It is recommended that you collectively complete the following this week:   * Discussthe resources and the requirements of this assignment. * Post any questions about the materials or assignment and work to resolve any confusion or issues. * Identifyindividual responsibilities to cover the focus areas of vocabulary, spelling, and pronunciation; reading comprehension; and speaking practice. * Provide ideas for individual research, ELL activity or activities (at least one per team member), and supplementary materials such as worksheets, props, videos, and web links (at least one per team member). | | VARIES | Group Activity = **2 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Website Exploration**  **Explore** the [National Center for Education Statistics](https://nces.ed.gov/) website. | | 2.1, 2.3, 2.4, 2.5 |  |
| **Videos**  **View** the following videos:   * “[Racial Issues in Urban Schools](https://www.youtube.com/watch?v=DNs3HDMp9hA)” [18:07] * “[How One Woman Reinvented School To Combat Poverty](https://www.youtube.com/watch?v=mKCnNZzhaMQ)” [6:24] * “[School Funding: Stepping Back From the Brink](https://www.youtube.com/watch?v=5snhbU5uSUc)” [14:54] | | 2.1, 2.2, 2.3, 2.4, 2.5 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Economics of Public Education**  **Respond** to **one** of the following prompts in The Economics of Public Education discussion forum by Thursday:     * Select one of the *topics* discussed this week and expand the conversation through further academic research. Include an active link to your resource for review. * Introduce a *current* news article (within the past year) and make connections to the weekly topics. Include an active link to your resource for peer review. * Identify a portion of the *text* you feel strongly about (you agree with or do not agree with) and introduce an article, study, video, etc. that supports your position. Include an active link to your resource for peer review.   **Copy** the question you select and paste it at the beginning of your post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | WEEK2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 2 Journal Entry**  This journal entry is a two-part reflection and progress report. Part 1 involves updates on the team activity regarding the ELL action plan. Part 2 is an opportunity for reflection on how the team collaborates.  **Part 1:** Team Activity (150 to 200 words)   * Review the requirements of the Learning Team ELL Action Plan and confirm that you have read the document. * Review individual responsibilities and group processes. * Provide an update on the status of your individual research and share ideas about your ELL activities. * Post any questions about the materials or assignment.   **Part 2:** Weekly Journal Reflection (150 to 200 words)   * Provide a progress update on your learning team. Include the following:   + How is it going with your learning team this week?   + Have there been any highs or lows you would like to share?   + Are there any concerns or questions?   *Note*: Your journal post is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday. | | VARIES | Journal Entry = **1 hour** |
| **Discussion and Timeline:** [**Human Capital Theory Timeline**](https://blackboard.gmercyu.edu/webapps/blackboard/content/launchLink.jsp?course_id=_247717_1&content_id=_732596_1&mode=view)  **Create** a timeline based on Ch. 3 & 4 of *American Education* that demonstrates specific people and events of human capital theory as part of the educational goals of the public-school systems in the United States.  *Note:* Information about all required items can be found in the course textbook, and further research should be conducted as needed.  **Consider** the following as you develop your timeline:   * How human capital theory is used to justify the goals of public education during the specific time period * Horace Mann’s reasoning for asking all citizens—even those without children—to pay for students’ education   **Include** the following individuals, studies, agendas, legal accomplishments, and platforms on your timeline:   |  |  |  |  | | --- | --- | --- | --- | | Horace Mann | Theodore Schult | Manuel Castills | War on Poverty | | Peter Drucker | A Nation at Risk | NCLB | David Berliner | | Head Start | Bill Clinton | Robert Reich | George Bush | | Bruce Biddle | Hugh Lauder | Andrew Hacker | Annette Lareau | | Phillip Brown | James Heckman | Perry Preschool Study | Every Student Succeeds Act (ESSA) | | Soft and Hard Skills | Democratic Party Platform | Republican Party Platform |  | | Emma Garcia | Gary Becker | Daniel Bell |  |   **Format** your timeline using one of the template samples provided or utilize one of the many timeline-maker tools available on the Internet (some are listed below).   * Microsoft [PowerPoint Template](https://blackboard.gmercyu.edu/bbcswebdav/pid-732596-dt-content-rid-2266297_1/xid-2266297_1) * [Timeline](http://www.readwritethink.org/files/resources/interactives/timeline_2/) Website: You may consider using [ReadWriteThink.org](http://www.readwritethink.org/files/resources/interactives/timeline_2/), [Tiki-toki.com](https://www.tiki-toki.com/), or [Sutori.com](https://www.sutori.com/). Each link provides a free account option, be sure to read the requirements for the chosen link.   **Post** your timeline to the Human Capital Theory Timeline discussion forum by 11:59 p.m. EST on Thursday.  **Review** each of your classmates’ timelines.  **Post** constructive criticism, comments, or questions (at least 150 words) to three of your classmates' timelines by **Friday**.  **Reflect** on your initial timeline submission and the peer feedback you received.  **Revise** your initial timeline as needed.  **Post** your final timeline to the Human Capital Theory Timeline discussion forum no later than 11:59 p.m. EST on Sunday.  *Note*: The latest timeline submission will be reviewed by instructor for grading. | | 2.1, 2.2, 2.3, 2.4, 2.5 | Problem Solving and responses: **2 hours** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**Human Capital Theory Timeline**: In order to encourage peer interaction, feedback, and student self-reflection, students are encouraged to consider peer feedback and make improvements to their initial timeline post (due Thursday). Students may make more than one submission before the final Sunday submission deadline. Make sure to consider the most recent submission for grading.

**Learning Team: Preparation on ELL Action Plan:** The number of students in your course will determine how many learning teams are appropriate. It is recommended that each learning team include three to five students. Assign students into small groups using the Groups feature in Blackboard and post a message in the Announcements forum communicating group assignments.

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| Week Three: Educational Opportunity | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Articulate the rights afforded by the Fourteenth Amendment related to state-provided and state-regulated education. | | CLO1, CLO3 | |
| * 1. Explain the advances resulting from the struggle for equal educational opportunity. | | CLO1, CLO2 | |
| * 1. Describe the importance of political activity in the progression of public education in the United States. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 of *American Education*.  **Review** the following resources:   * “[Global Education Monitoring Report](https://www.education-inequalities.org/countries/united-states#?dimension=all&group=all&year=latest)”: Explore the tables by clicking on the various topics, dates, and statistics. * Podcast with Article: “[How Family Background Influences Student Achievement](http://educationnext.org/how-family-background-influences-student-achievement/)” [11:52] * “[Opinion: The Good News About Educational Inequality](https://www.nytimes.com/2016/08/28/opinion/sunday/the-good-news-about-educational-inequality.html)”   **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.2, 3.3 | Lecture Activity = **.5 hour** |
| **Legal Look**  **Read** the [Public Law 94-142: Individuals with Disabilities Education Act](https://administrative.laws.com/public-law-94-142).  **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1 | Lecture Activity = **.5 hour** |
| **Video**  **View** the following videos:   * [“Education gap: The root of inequality”](https://www.youtube.com/watch?v=9lsDJnlJqoY) [5:54] * ["Separate and Unequal"](https://www.pbs.org/wgbh/frontline/film/separate-and-unequal/) [27:14]   **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.2 | Lecture Activity = **1 hour** |
| **Learning Team: Peer Review on Lesson Action Plan**  This week, it is strongly recommended that you complete the following items with your team:   * Post a rough draft of your individual research, ELL activities, and supplementary materials such as worksheets, props, videos, or web links for a peer review. * Review the posts of your team members and provide additional feedback for improvement. * Post any questions and work to resolve any confusions or issues. | | VARIES | Group Activity = **2 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Resources**  **Review** the following resources:   * Explore [*Teach Us All*](http://www.teachusallfilm.org/) (Film available on Netflix) * “[The Inequality in Public Schools](https://www.theatlantic.com/education/archive/2015/06/inequality-public-schools/395876/)” * “[The Costs of Inequality: Education Is the Key to It All](https://www.usnews.com/news/articles/2016-02-16/the-costs-of-inequality-education-is-the-key-to-it-all)” | | 3.1, 3.2, 3.3 |  |
| **Videos**  **View** the following videos:   * [“The Pros and Cons of Alternative Schools”](https://www.youtube.com/watch?v=MQA_A8fzpGA) [28:00] * [“*Teach Us All* documentary explores education inequality”](https://www.bing.com/videos/search?q=educaton+inequality&&view=detail&mid=F3601F13C62F23BBBABFF3601F13C62F23BBBABF&&FORM=VRDGAR) [4:29] | | 3.1, 3.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Educational Opportunity**  **Respond** to **one** of the following prompts in the Educational Opportunity discussion forum by Thursday:     * Select one of the *topics* discussed this week and expand the conversation through further academic research. Include an active link to your resource for review. * Introduce a *current* news article (within the past year) and make connections to the weekly topics. Include an active link to your resource for peer review. * Identify a portion of the *text* you feel strongly about (you agree with or do not agree with) and introduce an article, study, video, etc. that supports your position. Include an active link to your resource for peer review.   **Copy** the question you select and paste it at the beginning of your post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | WEEK3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 3 Journal Entry**  This journal entry is a two-part reflection and progress report. Part 1 involves updates on the team activity regarding the ELL action plan. Part 2 is an opportunity for reflection on how the team collaborates.  **Part 1:** Team Activity (150 to 200 words)   * Review the requirements of the Learning Team ELL Action Plan. * Review individual responsibilities and group processes. * Provide an update on the status of your individual research and share ideas about your ELL activities. * Post any questions about the materials or assignment.   **Part 2:** Weekly Journal Reflection (150 to 200 words)   * Provide a progress update on your learning team. Include the following:   + How is it going with your learning team this week?   + Have there been any highs or lows you would like to share?   + Are there any concerns or questions?   *Note*: Your journal post is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday. | | VARIES | Journal Entry = **1 hour** |
| **Paper: Educational History in America**  **Explore** [American Educational History: A Hypertext Timeline](http://www.eds-resources.com/educationhistorytimeline.html).  **Choose** three events from the 1900s through the present that you feel had the greatest effect on increasing educational opportunities in America. Conduct additional research, as necessary.  **Write** a 75- to 125-word paragraph for **each** event you chose explaining its importance.  **Include** at least three resources (including a reference for the timeline website).  **Structure** your paper to include the following:   * A cover page * An abstract * Conclusion paragraph * References section   **Format** your paper according to APA guidelines.  **Submit** your assignment no later than 11:59 p.m. [EST] on Sunday. | | 3.1, 3.2, 3.3 | Research Paper = **1 hour** |
| **Total** |  |  | **7 hours** |

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| Week Four: Educational Diversity | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Articulate how global migration contributes to the cultural and language challenges in U.S. schools. | | CLO1, CLO2 | |
| * 1. Differentiate between multicultural, bicultural, and ethnocentric education. | | CLO1, CLO2 | |
| * 1. Develop English Language Learners (ELL) activities. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 6 & 7 of *American Education* * “[Bilingual Education: A Critique](http://www.hoover.org/research/bilingual-education-critique)” * Article with Data Maps: ["Deferred Action for Childhood Arrivals (DACA) Data Tools"](https://www.migrationpolicy.org/programs/data-hub/deferred-action-childhood-arrivals-daca-profiles) (Click the interactive map for specific state data.) * ["The Education of Immigrant Children"](https://www.gse.harvard.edu/news/uk/14/12/education-immigrant-children) * ["It is up to states to ensure English learner and immigrant students receive a quality education"](https://edsource.org/2017/it-is-up-to-states-to-ensure-english-learner-and-immigrant-students-receive-a-quality-education/578756) * “Growing Superdiversity Among Young U.S. Dual Language Learners and Its Implications”   **Review** the [Teaching Tolerance website](https://www.tolerance.org/).  **Post** any questions or comments to the General Questions & Discussion forum. | | 4.1, 4.2, 4.3 | Lecture Activity = **.5 hour** |
| **Legal Look**  **Read** the article “[Plyler v. Doe – Public Education for Immigrant Students](https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students).”  **Post** any questions or comments to the General Questions & Discussion forum. | | 4.1, 4.2, 4.3 | Lecture Activity = **.5 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Resources**  **Review** the following resources:   * ["Landmark Court Rulings Regarding English Language Learners"](http://www.colorincolorado.org/article/landmark-court-rulings-regarding-english-language-learners) * [“Teaching Tolerance”](http://www.educationworld.com/a_lesson/lesson/lesson294.shtml) * [U.S. Citizenship and Immigration Services website](https://www.uscis.gov/citizenship/educators) * [The National Association for Multicultural Education website](https://www.nameorg.org/) * “Tolerance, Diversity, and Respect for Conscience: The Neglected Issue” | | 4.1, 4.2, 4.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Educational Diversity**  **Respond** to **one** of the following prompts in the Educational Diversity discussion forum by Thursday:     * Select one of the *topics* discussed this week and expand the conversation through further academic research. Include an active link to your resource for review. * Introduce a *current* news article (within the past year) and make connections to the weekly topics. Include an active link to your resource for peer review. * Identify a portion of the *text* you feel strongly about (you agree with or do not agree with) and introduce an article, study, video, etc. that supports your position. Include an active link to your resource for peer review.   **Copy** the question you select and paste it at the beginning of your post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | WEEK4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 4 Journal Entry**  This journal entry is a two-part reflection and progress report. Part 1 involves updates on the team activity regarding the ELL action plan. Part 2 is an opportunity for reflection on how the team collaborates.  **Part 1:** Team Activity (150 to 200 words)   * Review the requirements of the Learning Team ELL Action Plan. * Review individual responsibilities and group processes. * Provide an update on the status of your individual research and share ideas about your ELL activities. * Post any questions about the materials or assignment.   **Part 2:** Weekly Journal Reflection (150 to 200 words)   * **Provide** a progress update on your learning team. Include the following:   + How is it going with your learning team this week?   + Have there been any highs or lows you would like to share?   + Are there any concerns or questions?   *Note*: Your journal post is only visible to your instructor.  **Submit** this journal entry by 11:59 p.m. (EST) on Sunday. | | VARIES | Journal Entry = **1 hour** |
| **Presentation: Learning Team ELL Lesson Plan**  Your team has been working on this assignment and you should be ready to submit the Action Plan by the end of this week.  **Review** all elements of the ELL Lesson Plan Instructions for appropriate components and prompts. Ensure your plan is cohesive, progressing, and unified.  **Select** one team member to submityour team’s lesson plan by 11:59 p.m. (EST) on Sunday.  *Note:* Your team communication and individual contributions are part of your grade. Individual grades will vary. | | VARIES | Group Activity = **2 hours** |
| **Total** |  |  | **5 hours** |

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| Week Five: Educational Options and Globalization | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the various entities established to exercise control in deciding and administering educational policies. | | CLO3 | |
| * 1. Explain how school curriculum development and testing, as stipulated in the federal legislation of No Child Left Behind (NCLB) and Common Core (CC), are implemented by state and local school boards. | | CLO1, CLO2, CLO3 | |
| * 1. Identify the impact of globalization and diversity to education. | | CLO1, CLO2 | |
| * 1. Evaluate the shadow education industry and assessment-driven school systems. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 8 & 11 of *American Education* * Article with Interactive Map: “[Mapping the Impact of Immigration on Public Schools](https://cis.org/Report/Mapping-Impact-Immigration-Public-Schools)” * “[Alternative Schooling](http://education.stateuniversity.com/pages/1746/Alternative-Schooling.html)” * [“Shadow education: Private tutoring is more commercial than schooling”](https://tribune.com.pk/story/403717/shadow-education-private-tutoring-is-more-commercial-than-schooling/) * “[Global Migration Is a Security and Moral Challenge](http://time.com/4488088/global-migration-challenge/)”   **Explore** the [Philadelphia Homeschool website](https://phillyhomeschool.wordpress.com/).  **Post** any questions or comments to the General Questions & Discussion forum. | | 5.1, 5.2, 5.3, 5.4 | Lecture Activity = **.5 hour** |
| **Legal Look**  **Review** the following:   * [Every Student Succeeds Act (ESSA)](https://www.all4ed.org/essa/) * [Future Ready PA Index](http://www.education.pa.gov/Pages/FROverviewoftheDashboard.aspx)   **Post** any questions or comments to the General Questions & Discussion forum. | | 5.1, 5.2, 5.4 | Lecture Activity = **.5 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Resources**  **Review** the following resources:   * Article with Podcast: [“Why Is Charter Growth Slowing?”](http://educationnext.org/why-is-charter-school-growth-slowing-lessons-from-bay-area/) * [“Global and International Education in Social Studies”](https://www.socialstudies.org/positions/global_and_international_education) | | 5.1, 5.3, 5.4 |  |
| **Video**  **View** the following videos:   * “[Charter Schools: Expanding Opportunity or Reinforcing Divides?](https://www.youtube.com/watch?v=UXvkLsM5Tfc)” [1:40:51] * “[How will I educate my children](https://www.youtube.com/watch?v=mummj4SwpU0)” [16:03] * [“Satish Kumar on Alternative Education”](https://www.youtube.com/watch?v=RU5OvA5jsos) [16:00] * [“3 Reasons School Choice is Growing”](https://www.youtube.com/watch?v=PKbVGcu76Rc) [6:55] | | 5.1, 5.2, 5.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Educational Options and Globalization**  **Respond** to **one** of the following prompts in the Educational Options and Globalization discussion forum by Thursday:     * Select one of the *topics* discussed this week and expand the conversation through further academic research. Include an active link to your resource for review. * Introduce a *current* news article (within the past year) and make connections to the weekly topics. Include an active link to your resource for peer review. * Identify a portion of the *text* you feel strongly about (you agree with or do not agree with) and introduce an article, study, video, etc. that supports your position. Include an active link to your resource for peer review.   **Copy** the question you select and paste it at the beginning of your post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | WEEK5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion and Worksheet: Community Organizations Worksheet**  **Identify** three local community organizations that have a stake in the outcomes of public schools and education in your area.  **Use** the Community Organizations Worksheet to write a 75- to 125-word review of **each** organization.  **Complete** the following items within the worksheet:     * Name of the organization * Website link * A summary description * Explanation of its stake in public schooling * Your opinion   **Post** your worksheet to the Community Organizations Worksheet discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ worksheets by Sunday. | | 5.1, 5.2, 5.4 | Discussion: one post and replies to three other posts = **2 hours** |
| **Research Paper: Charter Schools**  **Review** the following resources:   * [“Data and the Debate Over Diversity in Charters”](https://www.edweek.org/ew/articles/2016/06/03/data-and-the-debate-over-diversity-in.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+edweek%2Fspecificpopulations+%28Education+Week+Topic%3A+Specific+Populations%29) (You will need to sign up for a free, 2-week subscription to view the article.) * “[Diversity in Charter Schools: Another Look at the Data and the Debate](http://blogs.edweek.org/edweek/charterschoice/2017/12/diversity_in_charter_schools_another_look_at_the_data_and_the_debate.html)” * “[A Different Kind of Charter Diversity](https://www.usnews.com/opinion/articles/2016-08-16/measuring-charter-school-diversity-depends-on-evidence)”   **Identify** two additional current resources that expand on the research listed above and reference all resources in your paper.  **Select** **two** charter school options (either in your community or in your state).  **Examine** what makes these schools viable options, what population or community they serve, and what other features make them unique and valuable to the community they serve (curriculum, population, etc.).  **Consider** the following points for each educational option selected:   * The important components of the school and/or service * Current statistics * Requirements and standards stipulated by the law * School funding * Educational policy * Reasons why parents might choose this option   **Write** a 750- to 1,000-word research paper that compares the two selected schools and services.  **Format** your paper according to APA guidelines. Be sure to include the following sections:   * Cover and References pages * Abstract or Introduction paragraph * Individual school summary section * Comparison section * Opinion section   **Submit** your paper no later than 11:59 p.m. (EST) Sunday. | | 5.1, 5.2, 5.3, 5.4 | Research Paper = **1 hour** |
| **Total** |  |  | **5 hours** |

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| Week Six: National and State Control | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the federal role in education as defined in the Republican and Democratic national party platforms. | | CLO3 | |
| * 1. Describe the consequences of federal and state control through high-stakes testing and academic standards. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 9 of *American Education* * Report and Interactive Poll: ["The 2017 EdNext Poll on School Reform"](http://educationnext.org/2017-ednext-poll-school-reform-public-opinion-school-choice-common-core-higher-ed/) * Article and Podcast: [“EdNext Podcast: ESSA – What You Need to Know”](http://educationnext.org/ednext-podcast-essa-what-you-need-to-know-rick-hess/) * Debate: ["Trump and the Nation’s Schools"](http://educationnext.org/trump-and-the-nations-schools-assessing-administrations-early-impact-on-education-forum-burke-jeffries/)      * + Position 1: [“A Strong Start on Advancing Reform”](http://educationnext.org/strong-start-on-advancing-reform-trump-and-nations-schools-forum-burke/)   + Position 2: ["Harmful Policies, Values, and Rhetoric"](http://educationnext.org/harmful-policies-values-rhetoric-trump-and-nations-schools-forum-jeffries/)      * [“What the Republican platform says about education”](https://www.politico.com/tipsheets/morning-education/2016/07/what-the-republican-platform-says-about-education-215401) * [“Democrats make education revisions to 2016 platform – and a key reformer is furious”](https://www.washingtonpost.com/news/answer-sheet/wp/2016/07/12/democrats-make-key-education-revisions-to-2016-platform-and-a-key-reformer-is-furious/?noredirect=on&utm_term=.9f60507e1954)   **Post** any questions or comments to the General Questions & Discussion forum. | | 6.1, 6.2 | Lecture Activity = **.5 hour** |
| **Legal Look**  **Read** the following articles:   * ["Pa. charter school law 'worst in US,' state auditor general says"](https://whyy.org/articles/pa-charter-school-law-worst-in-us-state-auditor-general-says/) * ["Charter school reform in Pa. is back on the table for consideration"](http://www.pennlive.com/politics/index.ssf/2017/04/charter_school_reform_in_pa_is.html)   **Post** any questions or comments to the General Questions & Discussion forum. | | 6.1, 6.2 | Lecture Activity = **.5 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Resources**  **Read** the following articles:   * [“Are Policymakers and Advocates Reducing or Increasing Early Childhood Education’s Inequities?”](https://www.newamerica.org/education-policy/edcentral/are-policymakers-and-advocates-reducing-or-increasing-early-childhood-educations-inequities/) * [“OPINION: States hold the keys to career education”](http://hechingerreport.org/opinion-states-hold-the-keys-to-career-education/) * [“Making Classrooms Work”](https://www.usnews.com/opinion/knowledge-bank/2015/06/24/why-teachers-should-be-involved-in-education-policy-decisions)   **Review** the following sources:   * [Democratic Party on Education](http://www.ontheissues.org/celeb/Democratic_Party_Education.htm) * [Republican Party on Education](http://www.ontheissues.org/Celeb/Republican_Party_Education.htm) | | 6.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: National and State Control**  **Respond** to **one** of the following prompts in the National and State Control discussion forum by Thursday:     * Select one of the *topics* discussed this week and expand the conversation through further academic research. Include an active link to your resource for review. * Introduce a *current* news article (within the past year) and make connections to the weekly topics. Include an active link to your resource for peer review. * Identify a portion of the *text* you feel strongly about (you agree with or do not agree with) and introduce an article, study, video, etc. that supports your position. Include an active link to your resource for peer review.   **Copy** the question you select and paste it at the beginning of your post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | WEEK6 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Presentation: Political Party Graphic Organizer**  **Review** the following resources to prepare for creating your graphic organizer:   * [Teaching and Learning With Graphic Organizers](http://www.inspiration.com/visual-learning/graphic-organizers) * [How to Use Graphic Organizers](https://www.youtube.com/watch?v=vp0DXZ2aAVk) [2:27] * [Graphic Organizers](https://www.youtube.com/watch?v=mNFk9AQhKAA) [2:52]   **Review** the following political party websites:   * [Republican National Committee GOP](https://www.gop.com/) * [Democratic National Committee DNC](https://www.democrats.org/) * [Party Platforms – The American Presidency Project](http://www.presidency.ucsb.edu/platforms.php) * [Green Party](http://www.gp.org/) * [Libertarian Party](https://www.lp.org/)   You may also select another political party not listed to review. Provide links to all additional websites.  **Create** a single-sheet graphic organizer that compares and contrasts **four** political platforms’ main points on education.  **Select** from the following recommended formats, or choose one of your own: Venn Diagram, Column Comparison Chart, Web/Mind Map, Outline, Map/Tree/Cluster, etc.  **Express** your thoughts on how education at the national, state, and local levels might change if each party were in control.  **Choose** a method for delivery of your organizer: Microsoft PowerPoint, Padlet, or another slide-generating software such as [Draw.io](https://www.draw.io/), [Bubble.us](http://ww7.bubble.us/), or [Coggle.it](https://coggle.it/).  **Post** your presentation to the Political Party Graphic Organizer discussion forum by Thursday.  **Review** each of your classmates’ organizers.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Presentation= **2 hours** |
| **Discussion and Paper: Control of Education**  For this assignment, you will write a paper that is to be posted as a discussion. This discussion allows you to provide and receive feedback, in order to improve the final copy of the paper. The final paper will be posted in the discussion forum as a Microsoft Word document.  **Discussion Portion**  **Review** the [Glossary of Education Reform](https://www.edglossary.org/) and pay particular attention to the definition of “[high-stakes test](https://www.edglossary.org/high-stakes-testing/).”  **Write** a 400- to 500-word paper that examines possible consequences of federal and state control through the lens of high-stakes testing. Incorporate your opinion about high-stakes testing.  **Include** three new resources that expand the conversation and/or support your position. At least two of those sources must be other than the textbook and the Glossary website.  **Post** the plain text of your paper directly into the Control of Education discussion forum by Thursday.  **Review** each of your classmates’ posts.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates by **Saturday**.  **Revision and Final Submission**  **Consider** peer responses, recommendations for changes, and improvements to revise your initial submission as needed.  **Revise** your final paper and include the following sections:   * Title page * References page   **Format** your paper according to APA guidelines.  **Post** your final paper as a Microsoft Word attachment to the Control of Education discussion forum by Sunday. | | 6.1, 6.2 | Discussion and Paper = **2 hours** |
| **Total** |  |  | **6 hours** |

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| Week Seven: The Teaching Profession | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Distinguish between the changing roles of teachers in the United States. | | CLO1, CLO2 | |
| * 1. Summarize current issues surrounding the profession of teaching. | | CLO1, CLO3 | |
| * 1. Evaluate the shadow education industry and assessment-driven school systems. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 10 of *American Education* * “[The Irreplaceables](https://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf)” * “[The Urban-School Stigma](https://www.theatlantic.com/education/archive/2017/08/the-urban-school-stigma/537966/)” * [“Addressing teacher turnover in high-poverty, high-minority urban schools”](https://www.nsba.org/newsroom/addressing-teacher-turnover-high-poverty-high-minority-urban-schools)   **Post** any questions or comments to the General Questions & Discussion forum. | | 7.1, 7.2, 7.3 | Lecture Activity = **.5 hour** |
| **Legal Look**  **Read** the following articles:   * “[Janus v. AFSCME](https://ucommblog.com/section/union/janus-v-afscme-looms-next-battle-teacher-unions)” * “[2011 Wisconsin Act of 10](https://docs.legis.wisconsin.gov/2011/related/acts/10.pdf)”   **Post** any questions or comments to the General Questions & Discussion forum. | | 7.1, 7.2 | Lecture Activity = **.5 hour** |
| **Videos**  **View** the following videos and article:   * “[Shut Up! And Let Me Teach](https://www.youtube.com/watch?v=GBRwcNL5LDg)” [12:11] * [“Teacher Strikes Continue to Spread”](https://www.youtube.com/watch?v=HTcjgXU97SQ) [7:57]   + Related Article: [“Teacher Strikes are About Far More than Fair Pay”](https://inequality.org/great-divide/teacher-strikes-education-justice/)   **Post** any questions or comments to the General Questions & Discussion forum. | | 7.1, 7.2, 7.3 | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Resources**  **Read** the following articles:   * “[The MetLife Survey of the American Teacher](https://www.metlife.com/content/dam/microsites/about/corporate-profile/MetLife-Teacher-Survey-2012.pdf)” * [“Teacher: I love my job, but the chaos of urban school reform is wearing me out”](https://www.washingtonpost.com/news/answer-sheet/wp/2017/05/04/teacher-i-love-my-job-but-the-chaos-of-urban-school-reform-is-wearing-me-out/?utm_term=.2f35e24624b7) * [“Teaching Strategies: What a 21st Century Educator Looks Like”](http://www.teachhub.com/teaching-strategies-what-21st-century-educator-looks) * [“15 Characteristics of a 21st-Century Teacher”](https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher) * “[5 years after Act 10](http://host.madison.com/wsj/news/local/govt-and-politics/years-after-act-teachers-the-face-of-act-opposition-may/article_53435b44-3897-57a4-a32a-3004e792d02c.html)” * [“The Teacher Residency: A Practical Path to Recruitment and Retention”](https://files.eric.ed.gov/fulltext/EJ1137804.pdf) * ["The Challenge of Teacher Retention in Urban Schools: Evidence of Variation From a Cross-Site Analysis"](http://libproxy.gmercyu.edu:2077/openurl?sid=EBSCO%3aeue&genre=article&issn=0013189X&ISBN=&volume=46&issue=8&date=20171101&spage=434&pages=434-448&title=Educational+Researcher&atitle=The+Challenge+of+Teacher+Retention+in+Urban+Schools%3a+Evidence+of+Variation+From+a+Cross-Site+Analysis.&aulast=Papay%2c+John+P.&id=DOI%3a10.3102%2f0013189X17735812&site=ftf-live)   **View** the following videos:   * ["What’s different about this wave of teacher strikes"](https://www.youtube.com/watch?v=9FFw2MK0f90) [5:23] * [*John Hattie: Educator Mindframe and Why It Matters*](https://www.youtube.com/watch?v=UJyEXZuIgMQ)[59:10] * “[The Future of Education](https://www.youtube.com/watch?v=Ah-SmLEMgis)” [14:47] | | VARIES |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Teaching Profession**  **Respond** to **one** of the following prompts in The Teaching Profession discussion forum by Thursday:     * Select one of the *topics* discussed this week and expand the conversation through further academic research. Include an active link to your resource for review. * Introduce a *current* news article (within the past year) and make connections to the weekly topics. Include an active link to your resource for peer review. * Identify a portion of the *text* you feel strongly about (you agree with or do not agree with) and introduce an article, study, video, etc. that supports your position. Include an active link to your resource for peer review.   **Copy** the question you select and paste it at the beginning of your post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | WEEK7 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Education in the News Worksheet**  **Select** at least two current articles, videos, podcasts, webinars, or any other media pieces that are relevant to the teaching profession today.  **Write** a 250- to 400-word review of each resource and relate it to topics from this course.  **Include** the title, date, type of resource, link, a brief summary, and your opinion of each resource.  **Utilize** the Education in the News worksheet for your article summary reviews or design one of your own.  **Post** your worksheet to the Education in the News Worksheet discussion forum by Thursday.  **Review** each of your classmates’ resource reviews.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.2 and VARIES | Discussion: one post and replies to three other posts = **2 hours** |
| **Presentation: Continuing Education**  **Create** a 10- to 15-minute action plan presentation (minimum), utilizing Microsoft PowerPoint, [Prezi](http://www.prezi.com), [PowToon](https://www.powtoon.com/home/?), [Haiku Deck](http://www.haikudeck.com), or another slide-generating software.  **Design** the presentation as a deliverable for teacher/peer continuing education that examines the roles, rights, risks, options, and responsibilities of the teaching profession. Include sections about the following:   * Teaching in a globalized education system * Teaching in the shadow education industry * Teaching in urban environments or teacher shortage   **Include** the following:   * A minimum of 14 self-advancing slides * Audio narration with speaker notes * Attractive slide format with graphic images on each slide * Identification of topic and audience * Bulleted information of main ideas (*Note:* Do not “read the slide;” details should be in the speaker notes section.) * A minimum of four supporting academic text resources (article, research, book, etc.) * At least one embedded website * At least one embedded video * References: List using APA formatting in a separate "References" section/slide at the end of the presentation.   **Post** your presentation to the Presentation: Continuing Education discussion forum by Thursday.  **Review** each of your classmates’ action plans.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  *Note:* Visit the Smarthinking free tutoring service for help with writing, technical requirements, etc. The link can be found under the TOOLS tab located on the Blackboard course home page. | | 4.1, 4.2, 4.3, 5.3, 5.4, 7.1, 7.2, 7.3 | Presentation = **2 hours** |
| **Total** |  |  | **7 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5 |
| Supplemental | 2 |
| **Week 2** |  |
| Required | 8 |
| Supplemental |  |
| **Week 3** |  |
| Required | 7 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5 |
| Supplemental |  |
| **Week5** |  |
| Required | 5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 6 |
| Supplemental |  |
| **Week 7** |  |
| Required | 7 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 43 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 45 |