

**Sample Description for OED007 – Introduction to Education**

**Kent State University – CULT 29535**

<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>a. Aims of Education and Role of Schools in a Democratic Society</li> <li>b. Economic, Legal and Political Context of Schools</li> <li>c. Culturally Responsive and Inclusive Education</li> <li>d. Ethics and Professionalization</li> </ul>		
<p><b>TAG Learning Outcome</b> (asterisk means required)</p>	<p><b>Your Students’ Learning Experiences and Evidence/Assessments to Meet the TAG Learning Outcome (Evidence/Assessments Including Details about Summative and Formative Assessments That Measure the TAG Learning Outcome) – The Review Panel Is Interested in Seeing the Students’ Learning Process/Activities and the Methods of Assessment/Evidence. The Narratives Should Dive More In-Depth into What’s Mentioned in the Scope and Sequence Document.</b>  <b>[You (as a faculty member) are presenting one representative sample syllabus that best describes your institution’s course. Listing specific examples in your narratives below does not mean that the review panel is expecting other faculty at your institution teaching the same course to use the same methodologies/assessments. However, once the review panel approves a submission, the equivalent rigor from the presented learning activities to meet each TAG outcome is expected from other faculty. So please provide details about assignments and how each assignment meets the performance level (verbiage) expected in each TAG outcome.]</b></p>	<p><b>Time Spent on Learning Outcome</b> (Days/Weeks/Hours /Class Periods/ Percentages)</p>
<p><u>Aims of Education and Role of Schools in a Democratic Society</u> (Understand the Purposes of Education Past and Present)</p> <p>1. Describe the emergence and development of the American education system with a focus on the civic, social, economic and individual aims of education. *</p>	<p><i>(6 class sessions) Students read selected articles and essays on the emergence and development of the common school from its earliest conception in the thinking of the Founders to Horace Mann to the present. Students explore the ways in which schooling has been harnessed to civic, social and economic purposes, historically and in the present and reflect on the legitimacy of these goals, in general and in particular historical periods Students compare and contrast the assimilationist ideals of the past in relation to the contemporary emphasis on cultural integration; they learn about the history of patriotic rituals in schools (such as saying the Pledge and singing the National Anthem) and discuss the virtues and potential shortcomings of fostering loyal patriotism versus critical patriotism in schools. They also examine the difference between vocational education as</i></p>	<p>3 weeks</p>

	<p><i>a way of tracking students and vocationalism in education as a shift in thinking about the purposes of schools across the board. Finally, they consider the role of education in relation to fostering autonomy in students. Students read selected articles and essays that provide a conceptual framework for understanding the issues as they played out in select historical moments and in relation to schools today. They learn about the societal changes that occasioned these shifting views of the purposes of education, and engage with influential critiques of these shifts in the educational literature on these topics. Class deliberations tackle such questions as how best to foster cultural integration of immigrant students; the legal right to dissent from patriotic rituals in schools, and whether ties between schools and businesses should be tightened or loosened. Assessments vary from instructor to instructor but include the following options from a menu of common writing assessments: 1. An analytic essay exploring how one aspect of the civic/ social/ equal opportunity dimensions of education is manifest in schools today OR 2. an analytic essay that tackles the question of whether a particular aim of public schooling is a legitimate educational aim (guided by the essay by Micheal Merry on the question of whether and under what conditions teaching patriotism is a legitimate educational aim). Or 3. they may respond to a recent Phi Delta Kappan survey of the public's views on the purposes of schools with a view to understanding how contemporary school reform initiatives fit into the civic and economic rationales for schooling. Assessments also include in class deliberations on such questions as how best to foster cultural integration of immigrant students; the legal right to dissent from patriotic rituals in schools, and whether ties between schools and businesses should be tightened or loosened.</i></p>	
<p><u>Aims of Education and Role of Schools in a Democratic Society</u> (Understand the Purposes of Education Past and Present) 2. Illustrate how schools reflect, reproduce, and seek to challenge social stratification in society.*</p>	<p><i>(4 class sessions) Students watch video clips, listen to podcasts (including a recent episode of This American Life by Hannah Nikole-Jones on a contemporary struggle over school integration), and read selected articles and essays on schooling in relation to economic stratification and racial and class segregation (by Richard Rothstein and Richard Kahlenberg). They explore the ways in which schools reflect existing stratification and learn about efforts to challenge this social stratification through zoning considerations (in housing, economic development and school districting) as well as through carefully tailored educational policies and practices designed to reconfigure how students of different races and and social classes interact. In class, students examine the racial and demographics of various school districts in the state of Ohio and other pertinent states with a view to understanding how zoning decisions reflect and reproduce but may also</i></p>	<p>2 weeks</p>

	<p><i>seek to challenge racial and economic stratification. Lately, we have looked closely at the plight of students in the Normandy school district in Ferguson, MO, to show the challenges of racially integrating schools across districts lines. Students also explore Charter School policies in relation to these questions of social stratification. And they look at the ways in which schools themselves might inadvertently reproduce social stratification through the deployment of safety resource officers and other disciplinary policies and practices that negatively affect students of color, as well as via curricular tracking (including leaving decisions up to student "choice"). In-class deliberations focus on efforts to challenge social stratification and create equal educational opportunities for under-served students in particular schools and school districts. Assignments include analytic papers and projects from a list of common assignments. Assignments that address this learning outcome include the following: 1. research and analyze a particular federal or state effort to address persistent educational inequalities (e.g. a desegregation policy, a redistricting effort in or near your home town, school funding reform in Ohio, state funded voucher and school choice initiatives in a particular school district in Ohio). 2. Students may also research and critically analyze a particular historical or contemporary effort to resist these efforts (e.g. white flight, school re-segregation, resistance to school funding reform, privatization efforts) Student assessments may also include in-class deliberations on carefully selected efforts to challenge social stratification and create equal educational opportunities for under-served students in and out of schools.</i></p>	
<p><u>Economic, Legal and Political Context of Schools</u> (Know about Schools)</p> <p>3. Identify the roles that federal, state and local governments play in consideration of equal education provision, comparing types of schools (public, charter, private, virtual) and the ways they are organized and supported.*</p>	<p><i>(4 class sessions) There's some overlap with content that meets LO 2 here, since we explore various approaches to equal educational provision when we look at the charter school landscape, and again when we consider federal, state and local roles in approaches to student access to free and reduced breakfasts and lunches in LO 5 and 6 (Know About Students). At this point in the course, however, this learning outcome includes an exploration of the federal, state and local roles in equal educational provision. Strategies for addressing this learning outcome include in-class deliberations on federal, state and district policies regarding school lunch provision, as one part of equal educational provision. Students also explore federal guidelines on the use of school safety resource officers in light of recent incidents in schools around the country. Students also explore funding formulas within the state of Ohio, to understand how state and federal funding provision attempts to balance inequitable funding at the local level. Assessments for this learning outcome are included under LO 2 (analyze a particular federal and state effort to address persistent</i></p>	<p>2 weeks</p>

	<p><i>educational inequalities (e.g. desegregation policies, redistricting, school funding reform, state funded school choice initiatives) and LO 5 and 6, for which we examine various approaches to school lunch provision, i.e. only students who qualify; all students in a district, etc). Additional assessments include the option of a project that looks at school district report cards in relation to school funding in Ohio.</i></p>	
<p><u>Economic, Legal and Political Context of Schools</u> (Know about Schools)</p> <p>4. Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.*</p>	<p><i>(2 class sessions) Through carefully selected articles, case studies and case law, students examine the nature of a students' right to free expression in an educational context, teacher rights to religious expression and parent rights over schools through various opt out provisions and other mechanisms (e.g. trigger laws). Students examine the legal, political and educational considerations that schools need to take into consideration when deciding how to proceed in these matters. Students are asked to bring examples of recent or current controversies in relation to First Amendment issues and other aspects of student, teacher or parent rights in relation to schools. They explore what happened in each case, assess whether the school reacted in the right way, and deliberate about what could or should have been done differently to meet the schools obligation to various stakeholders, with special consideration to the school's educational mission. Assessments for this LO consists of a normative and critical analyses of case studies. Students find a recent controversy over student / teacher/ parent rights in relation to schools, ascertain the legal rules and other legitimate concerns that were applied to the case and assess whether the case was decided correctly. Students are invited to adjudicate the case differently, using the political, legal and educational framework offered by our shared reading.</i></p>	1 week
<p><u>Culturally Responsive and Inclusive Education</u> (Know about Students)</p> <p>5. Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.*</p>	<p><i>(4 class sessions) Students examine demographic surveys of U.S. population in general and its school aged population, focussing in particular on the effects of these changes on various facets of schooling (public support for education, funding, formal curriculum, and the civic and social dimensions of schooling). Students focus on two particularly pressing facets of changing demographics of students in schools: the needs of immigrant students and the rise of suburban poverty. The assigned articles present a range of ways in which schools around the nation are attempting to address these two challenges. This gives students in our class a great deal to discuss as they think about what these challenges mean for school districts and classroom teachers. Along the way, they learn the legal aspects of educating immigrant students, both legal and unauthorized, and laws designed to keep homeless students in school. They also learn about support services for students from these constituencies. Instructors choose from the following possible assessments: 1. an interview assignment that</i></p>	2 weeks

	<p><i>explores the effects of changing demographics in a particular geographic region on a school district (often the students' home district or one nearby) and includes critical reflection on the ways in which the schools and surrounding community are responding to the changes OR 2. a research assignment that involves perspective taking, i.e. learning about the ways in which an aspect of schooling( classroom based, extra-curricular or hidden curriculum) is experienced by a particular group of marginalized students OR 3. a research assignment that explores some ways in which schools are attempting to create more inclusive environments by addressing the needs of students from particularly marginalized or disadvantaged groups. Interviews with school personnel are an acceptable way to proceed with this assignment. - small group or whole class deliberation on how particular school policies are experienced by students from a particular demographic group with a view to establishing more inclusive/ fair policies. Post-deliberation, students will write a brief paper reflecting on what the deliberation helped them understand differently or more deeply about a particularly challenging aspect of the issue.</i></p>	
<p><u>Culturally Responsive and Inclusive Education</u> (Know about Students)</p> <p>6. Identify various dimensions of educational exclusion, (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.*</p>	<p><i>(4 class sessions) Using articles and essays by sociologists of education as well as newspaper and magazine sources (Education Week, NY Times, Atlantic Monthly, etc), students gain insight into the ways in which students feel marginalized, mistreated or misrecognized in schools, e.g. through school discipline policies that disproportionately affect students of color, or by virtue of hidden identities that are too shameful to name, such as poverty or homelessness, or because of new technologies, such as cyberbullying. The groups and issues will vary by instructor and semester, but students learn that exclusion occurs on many levels in a school, through school wide policies as well as classroom practices and needs to be addressed on multiple levels also. Readings alert students to the different experiences of different demographics, but they also invite debate on steps schools might take to mitigate these harms. For example, the readings on cyber-bullying raise questions about the schools jurisdiction over students accessing social media off campus. The readings on suburban students in poverty draw attention to the difficulty of addressing circumstances that high school students hope to hide. Strategies for addressing these topics unpack and tackle these challenges. Assignments are chosen from a list of common assessments. For this learning outcome, the assessments might include the following: 1. student-led book presentations and discussions (individual or group) from a list of assigned texts that focus on the experiences of marginalized students in schools OR 2. a research assignment that explores some ways in which schools are attempting to create more inclusive</i></p>	<p>2 weeks</p>

	<i>environments by addressing the needs of students from a particular set of marginalized or disadvantaged groups.</i>	
<u>Ethics and Professionalization</u> (Understand the Teaching Profession) 7. Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.*	<i>(2 class sessions) Topics include the history of the teaching profession and contemporary efforts to raise the standing of teachers by restructuring the work of teaching in ways that recognize and affirm the professional knowledge, skills and dispositions of teachers. Recent efforts to reform the teaching profession are discussed, with a view to discerning which of these efforts will enhance teacher professionalization and which may detract from these efforts. Students explore the proliferation of articles and concerns about "bad teachers" - amongst school reform advocates in particular. Students examine attempts to address the problem. One effort is the development of the Ohio Code of Professional Conduct for Educators. Students are asked to compare the expectations and tenor of this code with the Model Code of Ethics for Educators that is proposed as a better alternative. Students compare and contrast the codes with attention to the ways the two codes position teachers. Students debate which of the two codes best reflects the aspirations of a genuine profession and make a case for their preferred code of ethics. Assessments are selected from a list of common writing assignments. Two possibilities are: 1. Comparative Codes of Ethics assignment: students compare and contrast the Ohio Code of Professional Conduct with other Codes of Ethics that apply to the teaching profession (could be from another state, a professional teaching association, or the Model Code of Ethics for Educators). Students are asked to reflect on the purpose of these codes in relation to the nature of ethical judgment, and to ascertain which code of ethics is a better reflection of what ethical teaching entails OR 2. Students interview an experienced teacher in the area about Kent State's dispositions assessment in relation to the actual practice of teaching. Guiding questions help the student determine the value and/or potential shortcomings of the document, and the student is invited to suggest improvements if they see a need.</i>	1 week
<u>Ethics and Professionalization</u> (Understand the Teaching Profession) 8. Describe standards and processes guiding the preparation and professional development of educators.*	<i>(2 class sessions) Students learn about the various stages of professional licensure in Ohio, including the Ohio Resident Educator Program, Ohio's Teaching Standards, and Ohio's Teacher Evaluation System. They also learn about approaches to professional development, teacher mentoring and coaching, professional learning communities, peer assisted review, and other efforts to improve teacher quality. Many of these efforts to raise the standing and standards of the teaching profession are controversial - often because of shortcomings in implementation. Students explore the state's rationale for these standards, alongside criticisms of aspects of these</i>	1 week

	<p><i>standards and processes with a view to refining and improving these initiatives. Assessments vary from instructor to instructor but are selected from the following options from a menu of common writing assessments: 1. Research and critical analysis of the role that various philanthropic foundations have played in public perceptions of teacher quality in relation to teacher preparation, hiring policies, teacher pay, retention and attrition of good teachers, tenure, and the question of "bad teachers." OR 2. Research and critical analysis of the advocacy role of teacher professional associations (AFT, NEA, NAEYC, CEC, and various SPAs) in relation to one of the dimensions of professional standards and professional preparation and development discussed in class OR 3. Comparative International Research Project: how are teachers in another democratic nation with a well regarded education systems prepared, selected, licensed, policed, rewarded, and respected? What could U.S. policy makers and the public at large learn from this country's approach?</i></p>	
<p><u>Ethics and Professionalization</u> (Understand the Teaching Profession) 9. Develop knowledge and understanding of Ohio educator requirements, with attention to the reasons for new developments and changes.*</p>	<p><i>(2 class sessions) The focus of this final topic in the course is the rationale for Ohio's 4 tier licensure structure, and the students' sense of how they might structure their career as a teacher. This initiative is placed in historical perspective through engagement with articles by Gerald Grant (Teaching in 2020), alongside a look at initiatives in other states who have piloted this approach to tiered teaching. Students are invited to plot their career trajectory in relation to the tiered licensure structure. Do they see themselves becoming master teachers, and what does preparation for this designation entail? What is the rationale for the tiered licensure structure? What is the difference between a tiered licensure structure and a career ladder? What are the rewards of thinking of one's career in this way? What are some possible drawbacks for the profession, if any? (2 class sessions) The final exam for the course is a take home exam that encourages students to think about their first steps into the teaching profession. Students spend time on the ODE website to learn as much as they can about the Resident Educator Program, mentorship, and the path to becoming a master teacher. The assignment gives them some leeway to develop a tentative career trajectory for themselves OR to explore the Resident Educator Program in more detail. The ODE website is the primary source for this short, 2 page assignment.</i></p>	<p>1 week</p>