

**EDAL 3301: FOUNDATIONS OF ALL-LEVEL EDUCATION**  
**UNIVERSITY OF TEXAS - PAN AMERICAN**  
**FALL 2009**

**GENERAL INFORMATION**

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| PROFESSOR    | Veronica L. Estrada PhD<br>Associate Professor   |
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| OFFICE HOURS | TR 10:35-11:35 a.m. and 1-3 p.m.<br>I am also accessible by email, Blackboard, but I prefer to make an appointment prior to visiting with my students f2f. |

TITLE & SECTION EDAL 3301 Foundations of All-Level Education

SEMESTER & YEAR Spring 2009

COURSE DAY & TIME **EDAL 3301.15**  
Tuesdays and Thursdays  
9:10 a.m.-10: 25 a.m.

LOCATION EDCC 1.404

COURSE DESCRIPTION This course is designed for the student who is preparing to teach in a specific content-area at all levels in public education. Research issues and trends regarding all-level education will be examined including the historical and philosophical systems affecting the current state of

schools. The course will analyze the professional roles and responsibilities as well as the legal and ethical requirements of the teaching profession. This course requires a minimum of 12 hours in the public school setting. Prerequisite: Admission to the College of Education.

## REQUIRED READING

### TEXTBOOK

Estrada, V. (2009). Introduction to the Foundations of American Education. Pearson Custom Education: Boston.

Hurst, B. & Reding, G. (2009). What every teacher should know about professionalism in teaching. Pearson: Boston.

Yell, M. L. & Drasgow, E. (2009). What every teacher should know about No Child Left Behind: A guide for professionals. Pearson: Boston.

### ALL LEVEL PROGRAM POLICY MANUAL

As newly accepted students in our All Level Certification Programs, you are required to read the program manual. You are responsible for adhering to program policies. It can be accessed at the following link:

[http://www.utpa.edu/dept/curr\\_ins/undergraduate/All-Level.html](http://www.utpa.edu/dept/curr_ins/undergraduate/All-Level.html)

### FITNESS TO TEACH POLICY

This policy has recently been approved and became effective Fall 2008. It is your responsibility to become acquainted with the policy. It can be accessed through my faculty webpage at [estrada\\_v.html](#).

### TEXES PREPARATION MANUAL

To download the manual, go to:

<http://www.texas.ets.org/>

and follow the links to the All-Level PPR TExES exam.

## DEPARTMENTAL POLICIES

### ADMISSION TO THE COLLEGE OF EDUCATION

To enroll in this course, you must formally be admitted to the COE Teacher Preparation Program. If you have not been formally admitted, you will be dropped

officially from this class. The drop may come at any time during the semester without warning. Therefore, it is advised that you withdraw immediately if you have not been officially admitted, and if appropriate, you should seek information at the COE Office of Teacher Certification and Admission Services at EDCC 1.302.

## ACADEMIC HONESTY & INTEGRITY

Academic honesty and integrity is expected of all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or in part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty may result in receiving a zero on the particular assignment in question, receiving an "F" in the course, and/or possible suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

## STUDENTS WITH DISABILITIES

If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez in Schunior Hall, room 100 immediately. Appropriate arrangements/accommodations can be arranged.

## COURSE POLICIES

### BLOCK I REGISTRATION

EDAL 3301 must be taken concurrently with EDAL 3302 and EDAL 3303.

### EMAIL ACCOUNT

This is a web-augmented course. Students are required to acquire university email accounts at the Academic Services Building (ASB 2.102). To access the course

website, go to <http://cdl.panam.edu/Home/> and follow the appropriate links.

#### ELECTRONICS

Use of electronics such as cell phones, laptops, and I-pods is strictly prohibited.

#### FIELD-BASED REQUIREMENT

Thirty-six hours of classroom observation are required of all students enrolled in Block I courses. A log will be kept detailing the time, date and place of these visits.

#### TB TEST REQUIREMENT

A TB test is required for conducting field work in the public schools. I encourage you to take advantage of the university Student Health Services clinic located just south of the Wellness Recreation Sports Complex at 613 North Sugar Road. Call for an appointment at 956-381-2511 or check in as a walk-in. Vaccines are available for \$10.00.

*Hours of operation are:*

Monday through Thursday 8:00 AM to 7:00 PM and  
Friday 8:00 AM to 5:00 PM during regular semesters.  
Closed Weekends

#### CRIMINAL BACKGROUND CHECKS

Criminal background checks are now required from most school districts in the Rio Grande Valley. Therefore, it is likely you will be asked to authorize a criminal background check in order to conduct field experience. The Office of Field Experiences will facilitate this process

#### ATTENDANCE

As a field-based program, students will be attending classes at the university campus and in the public school. Tardies and absences will be monitored using the following system: 1 tardy (no action, no warning), 2 tardies (counted as one full absence and subject to the next conditions). Absences: 1 absence (no action, no warning), 2 absences, no action, no warning), 3 absences (final course grade will be dropped a letter grade), 4 absences (dropped from the course with a DP or DF with no warning).

## LATE WORK

Accepting late work is at the discretion of the course instructor. Generally, late work is not accepted; however, if there are extenuating circumstances, the general policy for this instructor is that late work is penalized one letter grade per day that it is late.

## GRADING POLICIES

### CLASSWORK AND HOMEWORK (30%)

Various class and homework assignments such as ELC discussion board activities and other various in-class activities

### ELECTRONIC PORTFOLIO (20%)

Your final E-portfolio is a MAJOR project of the class. Failure to produce an EP requires is unacceptable and may result in failure of the course.

### TESTS AND QUIZZES (30%)

Includes chapter quizzes, midterm and final exams

### PERFORMANCE (20%)

Includes leading class discussions, attendance, and class participation

### TEXES ALLIGNMENTS

#### DOMAIN III

##### Competency 9

The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

##### Domain IV Fulfilling Professional Roles and Responsibilities

##### Competency 11

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

##### Competency 12

The teacher enhances professional knowledge and skills

by effectively interacting with other members of the educational community and participating in various types of professional activities.

#### Competency 13

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

EDAL 3301 FOUNDATIONS OF ALL-LEVEL EDUCATION

TENTATIVE SCHEDULE OF ACTIVITIES

SPRING 2009

| Week | Date    | Topic   | Readings  | Activities/Assignments  | TExES Competency & TEC 228 objectives |
|------|---------|---|---|---|---------------------------------------|
| 1.   | 9/1-9/3 | Introduction to course and to one another<br><br><b>Chapter 1:</b><br>Today's Teachers<br>Teaching as a Profession<br>Challenges Affecting Teachers | <b>Text Chapter 1:</b><br><b>Teaching in a Changing World</b><br><br>Web Sites:<br>TEA<br>SBEC<br>North Central Regional Educational Laboratory,<br>Library of Congress: Ame<br><br>EC-12 PPR Test Manual | Ice Breaker Activity<br>Review Syllabus<br><br><b>Chapter 1: Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Identify characteristics of professions and develop arguments for or against declaring teaching a profession</li> <li>2. Articulate the role demographics play in determining teacher supply &amp; demand and identify areas in which teachers will be in high demand over the next decade</li> <li>3. Identify sources of evidence to show that you are developing the knowledge, skills, and dispositions outlined in the INTASC</li> </ol> | 9, 13                                 |

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|           |           |   |  | standards<br>Outline the professional<br>4. responsibilities of a teacher as viewed by the public, parents and professional colleagues<br>5. Identify some of the challenges that affect teachers and not other professionals and clearly articulate why you plan to pursue a teaching career<br>6. Identify the basic requirements for the initial teaching license in the state you plan to teach, including the types of tests and other assessments that will be required<br>7. Introduction to TExES PPR Test Manual |              |
| <u>2.</u> | 9/8-9/10  | E-Portfolio training<br><br>NCLB supplemental readings provided by Instructor<br><br>TExES PPR Test Manual<br><br>KDP Orientation |  | 1. Learn to use the Electronic Portfolio to archive course artifacts that are benchmark activities for the course<br><br><b>Chapter 1 Quiz</b><br><b>Discussion Board</b><br><b>Class Activities</b>  | 9, 12,13     |
| <u>3.</u> | 9/15-9/17 | <b>Chapter 2</b><br>I. The Structure of the American School System<br>Organization of Schools                                     | <b>Text Chapters 2:</b><br><b>Organizing and Paying for American Education in a Changing World</b> | <b>Chapter 2: Course Outcomes</b><br>1. Describe the organizational structure of schools, school district, and the authority relationships among schools,   | 9, 11,12, 13 |

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|           |           | <p>Organization of School Districts<br/> Organization of Education at the State Level<br/> The Federal Government's Role in Education<br/> Other Types of Education Agencies<br/> School Choice<br/> Politics in Education</p> <p>II. Financing Education: The Sources of Funds and the Move from Equity to Adequacy<br/> System of Taxation and Support for Schools<br/> Education Spending<br/> Accountability</p> |  | <p>states, and federal government.</p> <ol style="list-style-type: none"> <li>Analyze pro and con arguments presented for increasing school choice.</li> <li>Describe the relationship of teachers to their principal and how the responsibilities of the principal relate to those of the school district superintendent and the school board.</li> <li>Summarize the key sources of funding for public schools and issues related to over reliance on any one of these sources.</li> <li>Describe the underlying theme related to the large number of states that have court cases dealing with school finance.</li> <li>Compare the spending for public schools in the United States with other developed countries.</li> </ol> <p><b>Chapter 2 Quiz</b><br/> <b>Discussion Board</b><br/> <b>Classroom Activities</b></p> |               |
| <u>4.</u> | 9/22-9/24 | <p><b>Chapter 3:</b><br/> Legal Aspects for Education<br/> Teachers' Rights and Responsibilities<br/> Students' Rights and Responsibilities</p>  | <p><b>Text Chapter 3: Legal Perspectives of Education</b></p> <p>Web Sites:<br/> Education Commission of the States (ECS),</p> | <p><b>Chapter 3: Course Outcomes</b></p> <ol style="list-style-type: none"> <li>Explain relationships between the U.S. Constitution and the role and responsibilities of the states in ensuring the availability of public schools for all children</li> <li>Describe the critical issues</li> </ol>  | 9, 11, 12, 13 |

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|           |           |  | <p>Association of School Administrators (Current Issues)</p> <p>An Employer's Guide to Using School Records, Southern Poverty Law Center</p> | <p>about the role of public schools for which the courts are being used to resolve points of debate</p> <ol style="list-style-type: none"> <li>3. Identify and describe court-established guidelines related to the use of public funds for private schools</li> <li>4. Identify and describe court-established guidelines related to religious activities in public schools</li> <li>5. Outline the role of statutes and court decisions related to civil rights and affirmative action as they relate to schools</li> <li>6. Summarize key components of the rights and responsibilities of teachers as determined by key U. S. Supreme Court decisions</li> <li>7. Be clear about a teacher's responsibilities and liabilities related to negligence</li> <li>8. Distinguish between students' rights and responsibilities as citizens and their rights and responsibilities as students</li> </ol> <p><b>Classroom Activities</b><br/> <b>Chapter 3 Quiz</b><br/> <b>Discussion Board</b></p> |  |
| <u>5.</u> | 9/29-10/1 | Purpose of E-Portfolio and Artifacts Brainstorm Activity |  | <ol style="list-style-type: none"> <li>1. Demonstrate proficiency using Electronic Portfolio (EP) to archive artifacts related to TeXes</li> </ol>  |  |

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|           |   | Assign 8 groups for Class Led Presentations on Professionalism and No Child Left Behind   |   | competencies<br><br>2. Demonstrate understanding of TExES competencies 9, 11, 12, and 13  |    |
| <u>6.</u> | 10/6-10/8<br>Week 1<br>Field Experience   | <b><u>Chapter 4</u></b><br>Part I<br>The Beginnings of Education (to 476 CE)<br>Education in the Middle Ages (476-1300)<br>Education in Transition (1300-1700)<br>Educational Awakening (1700)  | <b><u>Text Chapter 4 The Early History of Education in a Changing World</u></b> | <b><u>Chapter 4 Course Outcomes</u></b><br><br>1. List some of the most important early educators in the world and explain their contributions to education<br><br>2. Detail the major educational accomplishments of the early Eastern societies, the ancient Greeks, the ancient Romans, and the Europeans of the Middle Ages, Renaissance, Reformation and the Age of Reason   | 13 |
| <u>7.</u> | 10/13-10/15<br>Week 2<br>Field Experience | <b><u>Chapter 5</u></b><br><br>Part II<br>Evolving Perspectives of Education in our Developing Nation<br><br>Colonial Education<br>Universal Elementary Education<br>Secondary Schools<br>Aims of American Education<br>History of Federal Involvement<br>Preparation of Teachers |   | <b><u>Chapter 5 Course Outcomes</u></b><br><br>1. Analyze what life was like for the colonial schoolteacher, student and parent.<br><br>2. Articulate the roles government (local, state, and national) played in colonial America, soon after winning the war of independence, in the 1800s, and in the early twentieth century.<br><br>3. Explain what has characterized the education received by various minorities and women throughout the development of our nation. | 13 |

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|    |   | <p>Evolution of Teaching Materials</p> <p>Meager Early Education for Diverse Populations</p> <p>Private Education in America</p>   |  | <p>3. Analyze how an understanding of early American educational history might be used to improve student learning today</p> <p><b>Classroom Activities</b><br/> <b>Chapter 4 Quiz</b><br/> <b>Discussion Board</b></p>   |    |
| 8. | <p>10/20-10/22</p> <p>Week 3<br/>Field<br/>Experience</p> | <p><b>Chapter 5</b></p> <p>More students and bigger schools</p> <p>The Development of the Teaching Profession</p> <p>Changing Aims of Education</p> <p>Preparation of Teachers</p> <p>Recent Trends in Education</p> | <p><b><u>Text Chapter 5</u></b></p> <p><b>The Historical Perspectives of Education</b></p> | <p><b><u>Chapter 5 Course Outcomes</u></b></p> <p>1. Decide, explain, and defend the degree to which you believe it is possible to know, understand and profit from the history of education</p> <p>2. List in detail several of the most important improvements that have been made in the U.S. educational system over the past half century.</p> <p>3. Explain important educational contributions that have been made during the last 60 years by private schools, the federal government, researchers, teacher organizations, teacher educators, and other groups that have helped to improve U.S. schools.</p> <p>4. List and explain several major ideas regarding the history of U.S. education.</p> <p>5. Explain why the knowledge the history of education is important to educators and how it might be used to</p> | 13 |

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|            |  |  |  | improve education today.<br><br><b>Quiz over Chapter 5</b><br><b>Classroom Activities</b><br><b>Discussion Board</b>  |               |
| <u>9.</u>  | 10/27-10/29<br>Week 4<br>Field<br>Experience<br><br>Professor Off<br>on 10/29 due<br>to KDP<br>Convocation<br>in Orlando,<br>FL. | <b>Midterm Exam—Watch Hard Times at Frederick Douglas High—take copious notes for critical essay. This is your midterm exam.</b>   |  |   | 9, 11, 12, 13 |
| <u>10.</u> | 11/3-10/5<br>Week 5<br>Field<br>Experience   | <b>Hard Times at Frederick Douglas High—take copious notes</b><br><br><b>Midterm is due on 3/24.</b>   |  | <b>Online Class Led Discussions over No Child Left Behind and Professionalism in Teaching</b>   |               |
| <u>11.</u> | 11/10-11/12<br>Week 6<br>Field<br>Experience   | <b>Chapter 6</b><br>The Branches of Philosophy<br>Thinking as a Philosopher<br>Prophetic Ways of Thinking in Philosophy<br>Idealism<br>Realism<br>Pragmatism<br>Existentialism<br>Eastern Ways of Knowing<br>Native North American Ways of Knowing | <b><u>Text Chapter 6</u></b><br><b>Philosophy: Reflections on the Essence of Education</b> | <b><u>Chapter 6 Course Outcomes</u></b><br>1. Define philosophy and describe methods of inquiry used by philosophers<br>2. List major philosophical questions associated with the three major branches of philosophy: metaphysics, epistemology, and axiology.<br>3. Elaborate on the major tenets of idealism, realism, pragmatism, and existentialism and relate to | 12, 13        |

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|            |             |   |   | <p>teaching and learning.</p> <ol style="list-style-type: none"> <li>4. Compare and contrast writings from different schools of philosophy: Plato, Kant, Martin, Aristotle, Locke, Whitehead, Pierce, Dewey, Sartre, Kierkegaard, and Greene.</li> <li>5. Describe the characteristics of Eastern and Native North American ways of knowing.</li> </ol> <p><b>Discussion Board</b><br/><b>Quiz over Chapter 6</b><br/><b>Classroom Activities</b></p>  |  |
| <u>12.</u> | 11/17-11/19 | <p><b>Chapter 7</b><br/>Teacher Centered Locus of Control Theories<br/>Essentialism<br/>Behaviorism<br/>Positivism<br/>Student Centered Locus of Control Theories<br/>Progressivism<br/>Humanism<br/>Constructivism</p> | <p><b><u>Text Chapter 7 Building an Educational Philosophy for a Changing World</u></b></p> | <p><b><u>Chapter 7 Course Outcomes</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the major tenets of of essentialism, behaviorism, and positivism.</li> <li>2. Identify the major tenets of the progressivism, , humanism, and constructivism..</li> <li>3. Relate educational theories to learning and curriculum development.</li> <li>4. Relate the tenets of critical pedagogy to societal change.</li> <li>5. Relate educational philosophy to classroom organization, discipline practices, motivation, and classroom climate.</li> <li>6. List the characteristics of teachers as change agents.</li> <li>7. State the components of a personal philosophy of Education</li> </ol> |  |

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|            |  |  |  | <b>Quiz over Chapter 7</b><br><b>Discussion Board</b><br><b>Classroom Activities</b>   |   |
| <u>13.</u> | 11/24-11/26<br><br>Meet for Class on Tuesday.<br><br>Off on Thursday.<br><br>Happy Thanksgiving! | <b>Chapter 8</b><br>Technology Basics<br>Teachers' Use of Technology<br>Issues related to the use of Technology  | <b>Chapter 8 Technology in a Changing World</b>        | <u>Chapter 8 Course Outcomes</u><br>1. Describe the fundamental concepts of computer technology.<br>2. Determine how to use technology to support student learning.<br>3. Direct students to technology resources that will help them learn the subject matter you are teaching.<br>4. Identify some of the major issues that arise as technology is integrated into the education process.<br>5. Think about the technology that may be available in schools in the future.<br><br><b>Discussion Board</b><br><b>Classroom Activities</b> | 9, 12, 13   |
| <u>14</u>  | 12/1-12/3  | <b>Work on E-Portfolios—Release Time</b>   |  |  | 9, 11, 12, 13<br><b>E-Portfolios Due 12/3 end of Class Time</b> |
| <u>15.</u> | 12/8-12/10   | <b>Chapter 9</b><br>The Nature of Change in the 21 <sup>st</sup> Century<br>Futurism and Transformational Trends in Twenty-First Century Education<br>The Changing Profession of Education | <b>Chapter 9 Education in the Twenty-First Century</b> | <u>Chapter 9 Course Outcomes</u><br>1. Identify the characteristics of 21 <sup>st</sup> Century change and articulate how these change characteristics affect schools, teachers and students.<br>2. Describe ways that futurism anticipates contemporary trends in education.  | 9, 11, 12, 13   |

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|            |          | A Vision for 21 <sup>st</sup> Century Schools |  | <ul style="list-style-type: none"> <li>3. Analyze contemporary educational reform initiatives and distinguish those reforms that are transforming from those that merely extend existing school structures.</li> <li>4. Conceptualize a professional development profile for yourself as an educator.</li> <li>5. Develop a personal, preferable vision of 21<sup>st</sup> century schools that is based on contemporary trends.</li> </ul> |               |
| <u>16.</u> | 12/14-18 | <b>Final's Week</b>                           |  | <p><b><u>Final Exam—Comprehensive</u></b></p> <p><b><u>Those who pass the Practice PPR will be exempt from the final!!!</u></b></p>   | 9, 11, 12, 13 |