

**EDCI 3330 FOUNDATIONS OF EDUCATION AND TEACHING AS A PROFESSION**

**SECTION 05P**

**UNIVERSITY OF TEXAS - PAN AMERICAN  
FALL 2009**

**GENERAL INFORMATION**

<b>PROFESSOR</b>	Dr. Alcione Negrão Ostorga
<b>OFFICE</b>	EDCC 2.636
<b>PHONE</b>	956-381-3616 (Office) 956-381-2434 (Fax)
<b>OFFICE HOURS</b>	Tuesdays: 1:00 -5:00 PM; Thursdays: 2:00 -4:00PM

**COURSE INFORMATION**

<b>TITLE &amp; SECTION</b>	EDCI: 3330. 05P
<b>SEMESTER &amp; YEAR</b>	Fall 2009
<b>COURSE DAY &amp; TIME</b>	Tuesdays 5:45-8:25 PM
<b>LOCATION</b>	EDCC 1.534
<b>COURSE DESCRIPTION</b>	EDCI 3330: This course examines the philosophical, legal, political, (including accountability and assessment), and social aspects of education in the United States and its effects on culturally and linguistically diverse populations, including students with exceptionalities. It explores how schools and classrooms function organizationally and academically, and how this structure affects the general community and opens the lines of communication with families. It also discusses legal and ethical issues related to the teaching profession. Teacher preparation, selecting teaching as a profession, teachers' conduct, professional expectations, teacher certification and effective teaching will be explored
<b>COURSE OBJECTIVES:</b>	<ol style="list-style-type: none"><li>1. To introduce the teaching as a profession and examine the philosophical, legal, political and social aspects of education in the United States and how they impact the culturally and linguistically diverse populations.</li><li>2. To promote self-reflection and critical reflective thinking as</li></ol>

future educators examine their cultural identities, issues that promoted their choice of becoming teachers.

3. To facilitate the future educators' development of an educational philosophy based on their awareness of their personal and professional values and how these interact with the various issues of the teaching profession.
4. To develop an awareness of how the legal, political and social aspects of education impact the communications between school and parents.
5. To apply knowledge of the values of diverse populations in developing procedures to interact with families with sensitivity towards the cultural values of students' families.
6. To promote an understanding of the school educational community and the organizational aspects of the public educational system.
7. To develop an understanding of the different roles of the teacher within the public school system.
8. To develop in the educator a value for professional development and an understanding of different ways to promote self-growth.
9. To acquire knowledge of the legal and ethical requirements of the teaching profession in the state of Texas.
10. To develop a disposition for teacher as a professional leader and child advocate based on understanding of the development of all children as social beings within a socio-political context.

## REQUIRED READING

### TEXTBOOK

1) Kauchak, D.P. & Eggen, P.D. (2005). *Introduction to Teaching: Becoming a Professional*. Columbus, OH: Pearson, Merrill, & Prentice Hall. 3<sup>rd</sup> ed.

### SUPPLEMENTAL READINGS

2) Supplementary readings: available to students on Blackboard

## ASSIGNMENTS

### DESCRIPTION

### READINESS ASSURANCE TESTS (RAT)

There are 2 ways of assessing your readiness for class activities.  
**Individual Team Readiness Assurance Tests (Individual RATs):** Chapter and reading quizzes will be taken online by the due date, which falls before class time. The purpose is to assess your readiness for class. This will constitute the individual RAT grade.  
**Team Readiness Assurance Tests (Team RATs):** The same quiz taken individually will be given in class as a team assessment. This will constitute the team readiness assurance grade.

### CLASS ACTIVITIES AND SELF

Individual Assignments: Class Community, Cultural Identity

<b>REFLECTIVE ASSIGNMENTS</b>	Intersection.
<b>SCHOOL BOARD MEETING</b>	You will be required to attend one school board meeting in preparation for a team assignment in Unit 6. You can choose the district, and the date. Make sure to bring proof of your attendance by bringing the agenda for the meeting. You will be provided with guidelines to help you observe specific items in the meeting and bring the information for the class activity.
<b>ONLINE DISCUSSIONS</b>	Online discussions constitute an integral part of the course. The professor will post the questions and students will respond 3 or 4 times depending on the discussion. Discussions last approximately 1 week.
<b>EDUCATIONAL PHILOSOPHY</b>	Each student will develop a personal educational philosophy based on self reflection on the various issues and aspects of education as presented in the course.

**GRADING CRITERIA**

Scores in three major performance areas will determine the grades: **Individual Performance, Team Performance** and Team Maintenance (**“Helping” Behavior**).

<b>Grade Weights and Percentages</b>	<b>Within the area</b>	<b>of Total</b>
<b>1. Individual performance</b>		
a. Individual Readiness Assurance Tests (5-50%)	_____ %	
b. 5 Online Discussions (5-50%)	_____ %	
c. Class Community, Cultural Identity Map.	_____ %	
d. Educational Philosophy - Pre Benchmark (60-100%)	_____ %	
	<b>100%</b>	_____ %
<b>2. Team Performance</b>		
a. Team readiness assurance (team RATs)	<b>20</b>	
b. In Class Team Assignments		
• Values in the profession .....	<b>20</b>	
• Working with diversity .....	<b>20</b>	
• Working with families .....	<b>20</b>	
• Professional development .....	<b>10</b>	
• Legal and ethical issues .....	<b>10</b>	
<b>Total for team Performance</b>	<b>100%</b>	_____ %
<b>3. Team Maintenance (Evaluated by Peers) (no more than 25%)</b>	<b>100%</b>	_____ %
<b>Total for the course</b>		<b>100%</b>

## COURSE POLICIES

### EMAIL ACCOUNT

This is a web-augmented course. Students are required to obtain university email accounts at the Academic Services Building (ASB 2.102). To access the course web site, go to <http://cdl.panam.edu>, click on Blackboard and Login with your username and password.

### EMAIL RULES:

The professor has 2 email accounts that you may use for means of communication. E mail should not be used for submission of assignments. For assignment submission use the following rules:

1. Please use Blackboard email for submission of assignments **only in case of emergency**. Submitting assignments to this e mail will result in **deduction of 5 points** from the assignment's grade
2. Professor's UTPA email is the appropriate way to communicate with her when a quick response is needed. However, **never submit assignments to the UTPA email. They will simply not be counted.**

## DEPARTMENTAL POLICIES

### ATTENDANCE

Attending class and being on time is expected. It is university policy that 4 or more absences (2 or more during the summer) constitute grounds for being dropped from the course.

### LATE WORK

Completing the course activities on schedule is expected for everyone. Ten points will be deducted for each week that an assignment is late. Not turning in two assignments on time will be considered grounds for dropping a student from the class.

## UNIVERSITY POLICIES

### 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 another person's work, in part or in whole, as your own; (2) copying from professional works without citing them; and (3) 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 accommodations can be arranged.

**STANDARDS, KNOWLEDGE & SKILLS:**

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (EC-6): THIS COURSE ADDRESS THE FOLLOWING TEA STANDARDS:**

**STANDARD I: THE TEACHER CREATES A CLASSROOM ENVIRONMENT OF RESPECT AND RAPPOR THAT FOSTERS A POSITIVE CLIMATE FOR LEARNING, EQUITY, AND EXCELLENCE.**

Creating an Environment of Respect and Rappor

The beginning teacher knows and understands:

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2k the impact of teacher-student interactions and interactions among students.

**STANDARD IV: THE TEACHER FULFILLS PROFESSIONAL ROLES AND RESPONSIBILITIES AND ADHERES TO LEGAL AND ETHICAL REQUIREMENTS OF THE PROFESSION.**

Interacting and Communicating with Families.

The beginning teacher knows and understands:

- 4.1k the importance of families' involvement in their children's education and
- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.

Interacting with Other Educators and Contributing to the School and District

The beginning teacher knows and understands:

- 4.3k types of interactions among professionals in a school (e.g., vertical learning, horizontal teaming, team teaching, mentoring) and the significance of those interactions;
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
- 4.7k the various ways in which teachers may contribute to their school and district.

Continuing Professional Development

The beginning teacher knows and understands:

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessments;
- 4.11k characteristics, goals, and procedures associated with teacher appraisal; and
- 4.12k the importance of using reflection.

Legal and Ethical Requirements and the Structure of Education in Texas

The beginning teacher knows and understands:

- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
- 4.15k policies and procedures in compliance with the Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- 4.16k procedures and requirements for maintaining accurate student records;
- 4.17k the importance of adhering to required procedures for administering state- and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

## STUDENT LEARNING OUTCOMES

**SLO 1**

Students completing the teacher education program will be ready for employment in the field.

**SLO 2**

Students completing their Internship II will demonstrate competence in the four domains of the TexES PPR.

**SLO 3**

Students will demonstrate competence in the five domains of the TEXES generalist, English language arts and reading, mathematics, science, social studies, fine arts, health and physical education.

## MISSION

Our mission is to create pathways and opportunities for students who want to become effective and visionary educators; to facilitate and support our students' mission to educate the next generation of leaders with the similar vitality and enthusiasm for lifelong learning. Additionally, we recognize the value of educational research and concomitantly, support the research efforts of faculty and students in an effort to create a stimulating environment for learning and advancing new knowledge.

## OUR GOALS:

1. To provide students with a world-class programs that enable them to become knowledgeable, effective, creative, and innovative leaders, educators, and advocates for their students;
2. To provide students with a world-class programs that enable them to become knowledgeable, effective, creative, and innovative leaders, educators, and advocates for their students;
3. To facilitate our students in successfully completing their degree and certification requirements in a timely manner; and
4. To build partnerships with schools that enable productive relationships between and amongst teachers, students, and university faculty in order to advance new knowledge and understandings through collaboration and research.
5. To engage in educational research that is poised to make a substantial contribution in the corresponding academic fields or disciplines.

**EDBE 3324.30 TEACHING ENGLISH AS A SECOND LANGUAGE**  
**TENTATIVE SCHEDULE OF ACTIVITIES**  
**FALL 2009**  
*(Tentative Schedule of Assignments and Topics)*

<b>Week/ Date</b>	<b>Topics</b>	<b>Readings and Other Homework</b>	<b>Assignments due</b>	<b>TEA Standard</b>
9/1	Introduction to course Creation of Learning Teams Team RAT practice Grade weight decisions Introduction to the teaching profession	Read Berliner Nieto and chapter 3 and be ready to take Individual RAT before next class.		<b>4.3</b> <b>4.4</b> <b>4.9-4.12</b>
9/8	Unit 1 - Team RAT 1 Teacher development and self authorship Cultural identities		Quiz 1 (Nieto Berliner & (Chapter3) due 4PM	<b>4.3</b> <b>4.4</b> <b>4.9-4.12</b>
9/15	Aspects of Diversity activity Nieto's article activity chapter 3 - Learner Diversity Cultural, ethnic, language, gender, diversity and equity <ul style="list-style-type: none"> <li>Values in the Profession - Team Assignment</li> </ul>	Online discussion on readings Berliner Read Baldwin, ch.4 and Cummins. Be ready to take online quiz by 4PM next Tuesday.	Team Assignment for Unit 1 due by midnight.	<b>2.1</b> <b>2.2</b>
9/22	Unit 2 - Team RAT 2 Nacirema activity TBL part 1 in class.  Chapter 4 Changes in society and impact on teaching		Quiz 2 (Baldwin Cummins and Ch 4) due by 4PM Class Community assignment due w/Cultural identities	<b>2.1</b> <b>2.2</b>
9/29	Chapter 7 presentation and discussion. TBL diversity scenarios	Online discussion Baldwin Read Chapter 8 in preparation for school board meeting. Be ready to take online quiz by 4PM 10/13		
10/6	Cultural explanations School organization <ul style="list-style-type: none"> <li>Working with diversity – Team Assignment Part 2</li> </ul>		Team Assignment for Unit 2 due by midnight.	<b>2.1</b> <b>2.2</b>
10/13	Unit 3 - Team RAT 3 Professional Development– TBL assignment Part 1 Review of Team Maintenance		Quiz 3 (Chapter 8) due by 4PM	

<b>Week/ Date</b>	<b>Topics</b>	<b>Readings and Other Homework</b>	<b>Assignments due</b>	<b>TEA Standard</b>
10/20	Professional Development Overview of licensure			
10/27	Professional development – professional community TBL activity part 2	Read Martin Rich and Chapter 6 and be ready to take online quiz by 4PM next Tuesday .		
11/3	Unit 4 – Team RAT 4 Discussion of philosophy and relationship to teaching practices Developing an educational philosophy	Online discussion Philosophy	Quiz 3 (Martin Rich, and Ch 6) due 4PM	<b>4.12 4.11</b>
11/10	Explanation of Benchmark Assignment Philosophy Scenarios TBL Part 2	Read Wong-Fillmore and Commer. Be ready to take online quiz by 4PM next Tuesday.	Team Assignment for Unit 4 due by midnight.	<b>4.12 4.11</b>
11/17	Unit 5 – Team RAT 5 Activity related to Wong-Fillmore reading Team Assignment	Online Discussion	Quiz 4 (Wong- Fillmore, Commer,) due by 4PM.	<b>4.9-4.12</b>
11/24	Parental involvement Bridging cultures and Latino Parents Community Empowerment Working with families – Team Assignment	Read Valenzuela, Moll and Garcia. Be ready to take online quiz by 4PM next Tuesday.	Team Assignment for Unit 5 due by midnight.	<b>4.9-4.12</b>
12/1	Unit 6 - Team RAT 6 Chapter 8 school governance NCLB Overview and impact on schools issues and accountability	Online discussion	Quiz 5 (Valenzuela Moll, Garcia) Philosophy Paper due by midnight.	<b>4.13-4.18</b>
12/8	Legal and ethical issues – Team Assignment – School board meeting. Team Maintenance.		Bring proof of school board meeting attendance to class next week.  Team Assignment for Unit 6 due by midnight.	<b>4.3-4.7</b>