

COURSE SYLLABUS

1. **Course Prefix and Number:** EDU 491
2. **Course Title:** *Introduction to Schools, Schooling and Society*
3. **Credits:** 1 semester hour
4. **Course Prerequisites/Corequisites:** Admission to Alternative Licensure Program (NC TEACH or “A” Licensure-Only); EDU 493: Introduction to Instructional Planning, EDU 494: Fundamentals of Assessment, EDU 495: Fundamentals of Classroom Management
5. **For Whom Planned:** Alternative licensure candidate working toward Initial North Carolina “A”-licensure

6. Instructor Information:

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7. **Course Description/Catalog Description:** This course provides licensure candidates information regarding state and national teaching standards, school law, and school organization, and context of schooling.

7. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is cared out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG’s professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.*

8. Course Goals and/or Objectives/Candidates Learning Outcomes:

The student will be able to:

- Demonstrate awareness of state, national and professional standards, such as INTASC and ISTE/NETS
 - Demonstrate awareness of the North Carolina Standard Course of Study (NCSCOS) and standard based instruction
 - Demonstrate understanding of the organizational structure of the school
 - Demonstrate knowledge and valuing of key legal issues related to education, including rights of teachers and students
 - Demonstrate professional communication skills with colleagues, parents, students and community members
9. **Teaching Strategies:** Lecture, discussions, conferences, candidate's presentations, electronic discussions, school observations, demonstrations, role-playing, videotaped scenarios and community member interview

10. Evaluation Methods and Guidelines for Assignments:

Evaluation

- Rubrics will be used in the assessment of candidate's knowledge and skills.
- Each assignment is weighted as a percentage of the course grade. See below.

Assignments

- Candidates are expected to become knowledgeable about curricular goals and requirements. To this end, they will examine a number of documents and complete an assignment in which they identify the major points of each document as well as the commonalities and differences among the documents. They will demonstrate an understanding of local, state and national educational expectations. They will
 - Locate essential documents on the web 10%
 - Locate North Carolina Standard Course of Study, Guidelines for No Child Left Behind, American Goals 2000 and North Carolina First Goal
 - Prepare a written document comparing the guidelines and standards of each document
- Candidates are expected to become familiar with school environments and structures, and to begin to understand their future roles within these environments. After examining models that lead to effective learning, the candidates will demonstrate their understanding by observing and reflecting about a real school setting. In order to accomplish these goals, they will first acquire observation skills. They will
 - Visit a school and a classroom 50%
 - Observe in a school and classroom for 7 ½ hours, including interviews with an administrator and a teacher
 - Prepare a written document that identifies and describes the school structure, and report and reflect on the observation and the interviews.
- Candidates will demonstrate that they are knowledgeable about fundamentals school law and will demonstrate an understanding about the ways in which their professional behaviors will be in alignment with these laws. They will
 - Participate in discussion about legal case studies 10%
 - Use the web to locate, read and reflect on pertinent laws

- Participate in discussions based on legal issues
- Write reflection that demonstrates understanding and valuing attention to legal issues as they relate to their roles as educators
- Candidates are expected to understand the context in which schools and schooling take place. They will
 - Interview a school board member 10%
 - Interview a school board member
 - Write a summary of their interviews, with emphasis on the relationship of school board work, community, schools and schooling.
- Candidates are expected to develop effective communication skills and to understand and value the roles of parents in schools and schooling, as well as the effectiveness of including parents as partners in the education of their students. They will
 - Write a letter to a parent 20%
 - Write a well developed, professional and informative letter to the parents of the students; include an introduction of the teacher and classroom expectations.

12. Required Text(s):

Armstrong, D. G., Henson, K. T., & Savage, T. V. (1993). *Teaching today: An introduction to education*. Upper Saddle River, NJ: Merrill/Prentice Hall.

No Child Left Behind,

http://www.ncpublicschools.org/nclb/http://www.ascd.org/pdi/demo/diffinstr/differentiate_d1.html

Olsen, G. & Fuller, M. L. (2002). *Home-school relations: Working successfully with parents and families*. Boston: Allyn-Bacon/Longman.

Wong, H.K. & Wong, R.T. (1998). *First day of school: How to be an effective teacher*. Sunnyvale, CA: Harry K. Wong Publications.

13. Topical Outline:

Session 1

National, State and Local Standards for Educators

What are the national, state and local standards and how do they affect educators?

The student will be able to:

- Demonstrate understanding of the national, state and local standards
- Analyze the role of the educator as it relates to the guidelines and importance of the standards

Assigned Tasks for Session 1:

- Locate essential standards and guidelines on the web and discuss their relevance to the North Carolina Educator.
- Create a scenario and role- play to demonstrate the standards with regards to its importance

Readings Prior to Session 1

- ESEA Guidelines
- www.ncpublicschool.org

Session 2

Debriefing the school and classroom observation as it relates to effective schools and teaching

What is an effective school? What are the characteristics of an effective teacher? How are schools organized?

The candidate will be able to:

- Demonstrate their understanding of the Effective School Correlates by debriefing the school visit
- Identify the characteristics of an effective school and an effective teacher

Assigned Tasks for Session 2:

- Create a chart demonstrating the organizational structure of a school.
Align the school structure as it relates to the Effective School Correlates
- Present accurate and detailed explication of observation
- Compare and contrast the school visited with those of the Effective School Correlates

Readings Prior to session 2:

- Armstrong, D. G., Henson, K. T., & Savage, T. V. (1993). *Teaching today: An introduction to education*. Upper Saddle River, NJ: Merrill/Prentice Hall. Chapters 15.
- Wong, H.K. & Wong, R.T. (1998). *First day of School: How to be an effective teacher*. Sunnyvale, CA: Harry K. Wong Publications.

Session 3

Legal Issues and the Schools

What is school law? What are the key legal issues related to education, including rights of teachers and students?

Objectives: The student will be able to:

- Discuss and demonstrate their understanding of school law
- Analyze key legal issues related to education, including rights of teachers and students

Assigned Tasks for Session 3:

- Candidates will examine legal issues, laws, and standards
- Role-play examples of legal issues
- Apply law and standards in a variety of incidents

Readings Prior to Session 3

- www.ncpublicschools.org
- Armstrong, D. G., Henson, K. T., & Savage, T. V. (1993). *Teaching today: An introduction to education*. Upper Saddle River, NJ: Merrill/Prentice Hall. Chapters 3 & 6.

Session 4

Parental Communications

What is effective communication? How do you communicate with colleagues, parents, students, and community members?

The candidate will be able to:

- Demonstrate their understanding of effective communication skills

- Identify the characteristics of an effective communicator
- Demonstrate the importance of communication as it relates to the child's learning

Assigned Tasks for Session 4:

- Identify the characteristics of effective communication
- List ways to include parents and community members in the classroom
- Write a letter to the parents introducing the teacher, including class expectations
- Interview a school board member

Readings Prior to Session 4

- Olsen, G. & Fuller, M. L. (2002). Home-school relations: Working successfully with parents and families. Boston: Allyn-Bacon/Longman. Chapters 6, 7, 9 and 10.

14. Other Information:

Sequence of Courses

- a. The six one-semester hour courses focus on the critical information and skills that a new teacher needs as he or she begins to teach. Coursework focuses on the critical areas by delivering fundamentals, rather than conceptual explorations, of schools and schooling, educational psychology, instructional planning, assessment, classroom management, and diverse learners. Candidates have multiple opportunities for simulated classroom-based applications.
- b. The six one-semester hour courses are sequenced, interconnected and integrated. For example,
 - i. EDU 491: Introduction to Schools, Schooling and Society, EDU 492: Foundations of Educational Psychology and EDU 496: Foundations of Teacher Diverse Learners are complementary. Topics were selected for broadest coverage possible without repetition.
 - ii. EDU 493: Introduction to Instructional Planning; EDU 494: Fundamentals of Assessment and EDU 495: Fundamentals of Classroom Management are integrated courses, with assignments that build developmentally. Lesson plans and a unit are developed in EDU 493, modified to integrate information about assessment in EDU 494, and modified again to integrate information about classroom management in EDU 495.
- c. In the practica/seminars, candidates build on the knowledge and skills that they acquire in the introductory or "fundamentals" courses and study more complex information and concepts. At this time, candidates are teaching and can apply coursework to their classroom work.
- d. Courses are aligned with state and national standards.

Additional Course Information

- a. Academic Honor Code: Each student is required to sign an honor statement on all major work submitted for the course.
- b. Attendance and Participation Policy: Attendance and participation are expected during all sessions.
 - i. Participation in class discussions and activities is important to the learning of the individual student and the group, and will be taken into consideration in assigning the course grade.

- ii. Missing more than ten percent of scheduled sessions will adversely impact the student’s grade. Emergency situations will be addressed on an individual basis.
- c. Turn-in Policy: Assignments must be submitted to the instructor on the date they are due.
 - i. If the student cannot submit the assignment by the due date, he or she must make arrangements to turn it in early or email it to the instructor prior to the class.
 - ii. Online assignments must also be completed and submitted by the due date.
 - iii. Grades for assignments turned in and/or completed after 10 points per day will reduce the due date for each day late, unless a previous arrangement has been made with the instructor.
 - iv. All assignments must be turned in and/or completed or a course grade of Incomplete will be assigned.

15. Recommended Texts and or/Readings:
 Parents, the law, and schools, at www.rethinkingschools.org
www.teachingtolerance.org for additional articles
www.rethinkingschools.org for additional articles

16. Alignment with State and National Standards:

OBJECTIVES / GOALS	INTASC	NCDPI Core Standards	NCDPI Diversity Standards	NCDPI Technology Standards	ISTE/NETS
Session 1: Becoming a Caring, Competent and Collaborative Educator Objectives: The learner will					
Identify the North Carolina Standard Course of Study	7, 9	2			V-A
Identify national professional standards	7, 9	2			V-A
Debrief the INTASC Standards	7, 9	2			V-A
Identify the technology standards of ISTE/NETS	7, 9, 10	2			V-A
Recognize the role of the teacher as an assessor	8, 9, 10	1, 6			IV-A
Identify the No Child Left Behind guidelines	3, 9, 10	2	3		V-A
Written comparison of standards	9				V-C
Identify an effective teacher	9	6			
Session 2. Organizational Structure of the School Objectives: The learner will					
Analyze an effective school	9				V-C

OBJECTIVES / GOALS	INTASC	NCDPI Core Standards	NCDPI Diversity Standards	NCDPI Technolog y Standards	ISTE/NETS
Establish characteristics of an effective school	9	5			V-C
Visit a local school 7 1/2 hours observation	9	5			
Interview an administrator and a teacher	9	5			
Create an organizational flow chart of the school visited	9	5		5	IV-A, V-C
Debriefing school structure relating to Effective Schools	9	5			
Establish characteristics of an effective teacher	9	5			
Session 3. Legal Issues and the Schools Objectives: The learner will					
Discuss key legal issues of education and pertinent school law	9, 10	4		5	VI-A, VI-E
Analyze the rights of teachers and students	3, 9, 10	4	3		V-C
View case studies concerning school law	9, 10	4, 5			V-C
Role-play examples of legal issues as they relate to educators	9, 10	4, 5			
Session 4: Parental Communication Objectives: The learner will					
Identify the various forms of communication	3, 6, 9, 10	2	3		V-D
Recognize the roles of parents	9, 10	3	3		
Create examples of communication logs	9, 10	2		5	V-C
Demonstrate clarity of proper communication	9, 10	2			V-C
Interview a school board member	9, 10				
Demonstrate understanding of importance of communication as it relates to child's learning	9, 10	2			