EDFN 211: Social Foundations of Modern Education

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Class Schedule
Tuesday EDFN 590 5-8pm
Tues/Thur 9:00-10:15 and 10:50-12:05pm

"Be the change you wish to see in the world." Gandhi ***Spring 2023***

My Philosophies

#1: You are more important to me as a person than just as a student in my class.

What does this mean? It means that I truly respect and appreciate you as a person who can contribute your story and life experiences to our class. My hope is that you will feel supported enough so that you will take some good educational risks this semester. "There is no comfort in the growth zone and no growth in the comfort zone."

#2: I am a social constructivist/ social reconstructionist.

What does this mean? I will encourage you to collaborate and sometimes ask you to step out of your comfort zone for the sake of learning experientially. "Education is not the filling of a pail, but the lighting of a fire." ~William Butler Yeats

#3: I love teaching!

What does this mean? I am enthusiastic and committed to supporting each of you so you can become the best teacher you can be. I will challenge you to be excellent!

"What the best and wisest parent wants for his own child, that must the community want for all of its children." ~John Dewey

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Ask me about this pre-professional organization.

Office Hours

Mondays
1:00-3:00pm
In local schools and Zoom

Tuesdays & Thursdays
1:00-3:00pm
and by appointment

In person and Zoom appointments available. Email me to schedule.

What will we be chatting about?

General Topics: We will explore the cultural dimensions of education through the study of the history, philosophy, sociology, anthropology, economics, and politics of education.

Primary Goal: To challenge you to be intellectually and morally thoughtful about learning, teaching, and schooling.

The emphasis in this course of the Foundations Bloc level explores the ideas and values of learning, teaching and schooling, not the methods and techniques of teaching. Your thoughts may be challenged as you participate in a required field experience in an "urban," multicultural school and during our class dialogues.

This is a journey: At this stage, you are encouraged to continue your inquiry of your personal journey as a teacher. "Being" a teacher is an ongoing, active process of learning and developing throughout your career. Throughout your journey, you are encouraged to ask yourself, "Is this the road for me? What impact can I make on the profession? Am I willing to be a change agent?" Self-reflection will be valued in this course.

Catalog Description: This course provides an analysis of the philosophical, anthropological, sociological, economic and historical foundations of the contemporary PK-12 school system in the United States; more specifically how issues of race, ethnicity, language, gender, disability, sexual orientation, geography, socioeconomics and religion influence the profession of teaching in particular grade level contexts.

Course Accommodations

The Office of Learning Services coordinates academic accommodations and related services for students who meet eligibility criteria set forth by the Americans with Disabilities Act. This generally includes students with learning and physical disabilities, but extends to those who have a handicapping condition that substantially limits a major life activity such as learning. If you meet eligibility criteria, you are expected to contact the Office of Learning Services (871-5554). In addition, please talk to me the first week of class about how I can support you most effectively. I am committed to meeting the needs of all my students.

More information can be found at the following website: http://nbpts.org/the_standards/the_five_core_proposition

National Board Propositions

(use to reflect on your personal growth as a teacher)

***Proposition 1*: Teachers are committed to students and their learning.**
***Proposition 2*: Teachers know the subjects they teach and how to teach those subjects to students.**
***Proposition 3*: Teachers are responsible for managing and monitoring student learning.**
***Proposition 4*: Teachers think systematically about their practice and learn from experience.**
***Proposition 5*: Teachers are members of learning communities.**

cont.

#4: I am an advocate for the power diversity brings to all learning situations.

What does this mean? I will attempt to explore diversity and inclusion in the full sense of the terms and challenge you to do the same.

One of the tasks of the progressive educator…is to unveil opportunities for hope, no matter what the obstacles may be."
~Paulo Freire

Conceptual Framework

All members of the Millersville University's Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

1. **Learning Communities of Inquiry and Action:** We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.

2. **Focus on Students:** We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.

3. **Exemplary Professional Practices:** We will demonstrate the knowledge, skills, and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community, and will serve as catalysts for positive and responsible change.

Full text of the Conceptual Framework-
http://www.millersville.edu/education/

What is the Bloc and why do it?

Our goal is to ensure that you develop **reflective practice**. Your beliefs and assumptions must be conscious and well thought out if they are to be the basis for your responsive pedagogical practice. We are guided by Pennsylvania's Code of Professional Practice and Conduct for Educators (http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=15&Q=76982), a document that calls us to value "the worth and dignity of every person" in the context of "democratic principles"(Sec. 3.a). Specifically, the Code directs us to "exhibit consistent and equitable treatment of students, fellow educators and parents," and to "respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest" (Sec. 4. (4)). This respect is more than a matter of personal interaction; it requires that we "accept the value of diversity in educational practice," and commit to mastering and making use of instructional strategies that take account of each student's circumstances and meet each student's needs (Sec. 4.b (5)). To do this, we must be "open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment" (Sec. 4.b (8)).

The Questions We Will Tackle this Semester

A. What do I need to learn in order to be an equitable teacher for all of my future students? How are teaching and learning, schooling and education related? What is the responsibility of the teacher? (personal/professional questions)
B. What is the purpose of schooling in a democracy and how should it be carried out? How has this question been answered in the United States and how would the student answer it? (philosophical questions)
C. Is there one "American Culture"? Whose knowledge, culture, and way of life are privileged and preserved in contemporary schooling? How do race, ethnicity, gender, religion, language, income, family, and culture impact schooling? Are there differences in how these influences affect urban, suburban, and rural schools? How does schooling impact race, ethnicity, gender, religion, language, income, and family? Can school construct a culture that respects the cultural background of the children in school? How will I assess myself on the Culturally Relevant-Sustaining Educator Competencies?(socio-cultural questions)
D. How did we get the educational system that we have? Which individuals, events, social forces and common values shaped our educational system? (historical questions)
E. What is the structure of the U.S. public educational system? How does it work? How is power generated? How does it flow in the system? Can/should the structure be changed? (political questions)
F. Who pays the bill? Who benefits from the money spent? Is there equal educational opportunity? Is the system fair? (economic questions)

How will we get there?

We will reach our goal by reading, responding to and exploring the assigned educational texts and by critically reflecting on your experience in urban schools in light of these texts. The essential questions noted above will frame our critical thinking and conversations. Additional readings and supplemental activities will be assigned as appropriate. You will need to access your

Millersville email account and D2L regularly for course updates and materials.

IMPORTANT UNIVERSITY POLICIES

Academic Honesty: Your integrity is important!
You are expected to adhere to the Millersville University Policies for Academic Honesty. If you are not familiar with these policies, check the undergraduate student catalog. I use Turnitin© as well as other software to check for plagiarism.

Title IX: *Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.* ***Faculty members are obligated to report to the person designated in the University Protection of Minors policy sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.***

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.millersville.edu/titleix

ATTENDANCE POLICY

You are an important part of class!

I will do my best to make our class time meaningful and I hope you will attend every class. If you are absent, you miss a lot and I find it hard to get to know you well enough to recommend you for APS. If you do need to miss class, please be professional and contact me. I really want you to be successful this semester. I typically respond to emails within 24 hours Monday-Friday.

This course is part of your preparation for a professional career in education, and your interaction with classmates is vital to this course. Therefore, attendance is mandatory and difficult to "make up." Your regular attendance and active participation will be an expectation for both our class sessions and the 8-day field experience. **Please notify me prior to the start of class should an emergency arise and you must miss a class meeting.** This mirrors your reality as a future teacher who must contact their employer if they need to miss school for any reason and is part of your professional preparation. Any missed class meetings will require you to work with classmates to understand what you missed during class. More than two unexcused absences are a significant cause for concern and may result in your final grade being lowered by a full letter grade. Excessive absences may require you to withdraw from the class and/or Foundations Bloc and retake the courses in a later semester.

COVID-19 Related Absences
Please refer to the University Coronavirus guidelines at https://www.millersville.edu/coronavirus/index.php

Appeals: As with any academic issue, students may exercise their right to appeal adverse attendance decisions. Please refer to the current undergraduate catalog for the complete Academic Appeal procedure.

Easter Egg: If you have read this syllabus carefully up to this point, congrats! As a benefit to you, please complete the following Google form by our second class meeting to earn an extra credit point for this class. https://forms.gle/NpSLRS5apnr7UJsK8

Millersville University Land Acknowledgement

We would like to recognize the Native peoples of the lower Susquehanna River basin, those known and those unknown to us, who have stewarded the land, upon which Millersville University sits, for thousands of years. We acknowledge that the land on which we gather, study, and work is the ancestral land of the Conestogas, Susquehannocks, Shawnee, and others. One group, the Shenks Ferry people, had a village adjacent to the campus. We pay our respects to the traditional occupants and caretakers of this land.

***More about your professor**... I identify as a multiracial female, and I acknowledge that I am white passing so I benefit from white privilege. My pronouns are she/her/hers. I have a 24-year-old daughter, Marissa, and I have been married to my partner, John, for the last 37 years. I enjoy traveling, playing competitive tennis and riding my Harley 1200 Sportster. Prior to coming to Millersville in 1999, I taught English for 16 years at Lampeter-Strasburg High School. Yes, I am old* 😉*, but I am most alive when I am teaching!*

Cool Things You Will Be Able to Do…

(Course Objectives)

1. Describe the current conditions of the profession of teaching within the United States and the rights and responsibilities of a public school teacher.

CRSE 1.B	Understand that you, like everyone, can unwittingly adopt societal biases that can shape the nature of your interactions with groups and individuals.

2. PE.1 Demonstrate your understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act (Model Code of Ethics for Educators)

CRSE 1.A	Reflect on and explain your own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).
CRSE 1.C	Engage in critical and difficult conversations with others to deepen your awareness of your own conscious/unconscious biases, stereotypes, and prejudices.
CRSE 1.D	Reflect on how you can meet the needs of each learner.

3. Identify socio-cultural characteristics and values, and communication and learning styles of English language learners (EL).

CRSE 2.D	Identify and make efforts to remove bias in teaching materials, assignments, curriculum, and resource allocation.
CRSE 2.E	Recognize schools' history of inequities and institutional biases and their consequences.
CRSE 2.B	Understand the importance of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion.

4. Using an equity literacy framework (Gorski & Pothini), identify bias in instruction, materials, and assessments. Observe culturally and/or linguistically diverse instructional settings.

CRSE 8.A	Understand the importance of having high expectations for all learners, including BIPOC students.
CRSE 8.B	Communicate expectations and a clear framework for all learners (specifically individuals from diverse backgrounds), which clarify and articulate the standards to which they are being held.

5. Reflect on culturally responsive pedagogy and all of the Culturally Relevant and Sustaining Educator Competencies by analyzing instructional practices, assessment decisions and respecting every BIPOC learner.

CRSE 4.A	Make fair and equitable instructional and assessment decisions to ensure all learners have equitable access to educational resources, experiences, and opportunities.
CRSE 5.B	Show respect for every BIPOC learner, educator, educational leader, and family across cultural, racial, and linguistic differences.

6. Explain the historical development of the governance of our educational system at the local, state, and national levels and the various public and private types of schooling.

7. In an effort to disrupt inequities in the educational system and challenge unjust policies, you will analyze the ways that diverse cultural values, beliefs, and practices influenced and have been influenced by the politics and power distribution in our educational system. To do this, you will…

CRSE 9.A	Believe and acknowledge that microaggressions are real and take steps to educate yourself about the subtle and obvious ways in which they are used to harm and invalidate the existence of others.
CRSE 9.B	Take responsibility for informing yourself about the various types of microaggressions and the specific communities and subgroups harmed by these practices.
CRSE 9.C	Inform yourself about the long-term impact of unchecked microaggressions on the mental and emotional health of BIPOC and other marginalized learners, educators, educational leaders, and families.
CRSE 9.D	Understand the relationship between impact and intent.
CRSE 9.E	Create learning communities and spaces that are inclusive and free of destructive and harmful microaggressions.
CRSE 9.F	Actively counter deficit-based and invalidating behavior in yourself and others by engaging in affirming practices.
CRSE 9.G	Engage in critically reflexive practice.

8. Describe and analyze the system of school funding in Pennsylvania and its impact on the quality of education for all children.

9. Analyze the equality and equity questions regarding school funding and resource distribution at the local, state, and national levels of government and determine how have diverse cultural values, beliefs and practices influenced and have been influenced by our educational system.

CRSE 2.E	Recognize schools' history of inequities and institutional biases and their consequences.

For a complete list of the Culturally Relevant-Sustaining Educator Competencies, check our D2L course resources folder.

This syllabus is also formatted in a more accessible version which is in our D2L course resources folder.

Professional Behaviors

At Millersville University, we support the development of professional behaviors and believe that all teacher candidates can learn and grow. The professional behaviors all teacher candidates are expected to develop center on these five categories: (1) Demonstrate Professional Communication, (2) Demonstrate Honesty and Integrity, (3) Demonstrate a Respect for Diversity and the Civil Rights of Others, (4) Demonstrate Professional Relationships and (5) Demonstrate a Commitment to Becoming a Professional. The professional behaviors of all teacher candidates are continuously assessed by the Professional Education Unit, which includes staff, faculty, and field-based partners. Candidates will be evaluated by teams of content and education faculty who will discuss each candidate individually. Candidates will begin with a rating of "Developing Professional." Faculty will change these ratings based on evidence. Candidates who receive ratings of Unprofessional Behavior, will then receive a "not recommend" to their next program transition point and a formal review process will automatically be required consistent with the procedures in the Professionalism Policy. Teacher candidates may consult the evaluation criteria and the full policy available in the Teacher Education Handbook, located on the Dean of the College of Education and Human Services' webpage. _

Required books

Ayers, William & Alexander-Tanner, Ryan. (2010). *TO TEACH The journey, in comics*. New York: Teachers College Press. ISBN 978-0-8077-5062-9

Love, Bettina. (2021). We Want to Do More Than Survive.
ISBN: 9780807028346

Recommended books

Ayers, W., et al. (2008). City Kids, City Schools. New York: The New Press.

Delpit, Lisa. (2006). Other People's Children-Cultural Conflict in the Classroom. New York: New Press.

Emdin, Christopher. (2016). For White Folks who Teach in the Hood and the Rest of Y'all Too. USA: Beacon Press.

Kozol, J. (1991). Savage Inequalities. New York: Crown.

Kozol, J. (2005). Shame of the Nation. New York: Crown.

Kozol, J. (2009). On Being a Teacher. Oxford: Oneworld.

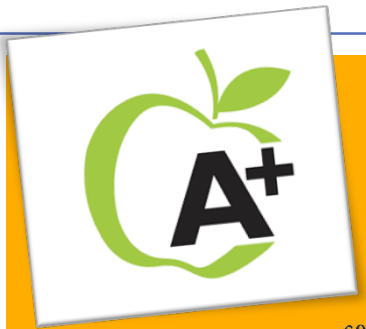
Milner, R.H. (2015). Start Where You Are But Don't Stay There. Cambridge: Harvard Press.

Pope, D.C. (2001). "Doing School" How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students. New Haven: Yale University Press.

Shalaby, C. (2017). Troublemakers.

Sizer & Sizer. The Students Are Watching-Schools and the Moral Contract

Wink, J. and Wink, D. (2004). Teaching Passionately: What



100-94%= A 82-80%= B- 69-67%= D+
93-90%= A- 79-77%= C+ 66-63%= D
89-87%= B+ 76-73%= C 62-60%= D-
86-83%= B 72-70%= C- below 60=F

How will I get feedback?

You will have the opportunity to demonstrate what you have learned in a variety of ways. It is my sincere hope that you will be more focused on learning goals (gaining knowledge and understanding) rather than just on performance goals (grades) this semester. Please submit work on time to get full credit.

Successful completion of the field experience is a required part of the Foundations Bloc; therefore, it is a requirement to pass this course.