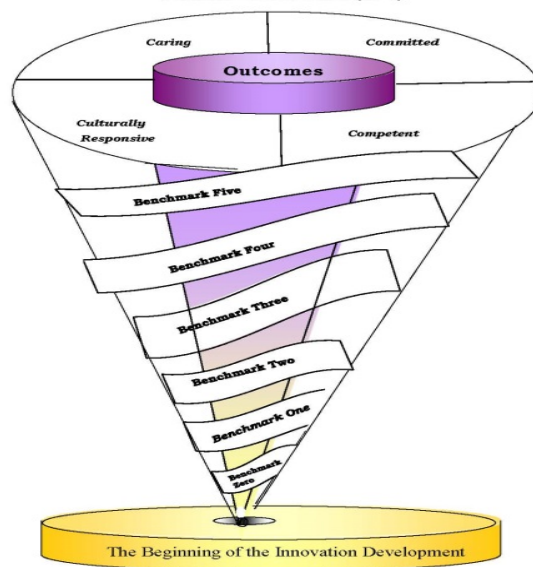


# LANE COLLEGE

JACKSON, TENNESSEE 38301

## COURSE SYLLABUS

### FOUNDATIONS OF EDUCATION EDU230



## Department of Education

**Instructor:** Dr. Cell Waller, Assistant Professor

**Office Location:** Berry Hall 102

**Office Hours:** M-W 10-12, TH 09-12, 4-5pm

**Email:** cwaller@lanecollege.edu  
mobile

**Credit hours:** 3

**Course Meeting Days:** T&R 1:00 – 2:15

**Course Location:** Berry Hall

**Phone:** (901) 489-7540

**Course Description:** A study of the historical, social, legal and organizational foundations of American education. Focus is on the distinctive features of American education and the role of African-American educators in teaching African American students. A Christian worldview is integrated throughout all learning experiences.

### **Required Textbook(s)/Resources**

All students are required to purchase the following text:

Ornstein, A., Levine, D., Gutek, G., Vocke, D. Foundations of Education(2014) California: Wadsworth , Cengage Learning.

### **Vision Statement**

The Department of Education is committed to the preparation of 21<sup>st</sup> century teachers who understand the complexities of learning and teaching that encompass inclusion, equity, and social justice. This work is enhanced by a liberal studies foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. We strive to prepare teacher candidates to possess the 4 C's; Caring, Committed, Culturally Responsive, Competent and who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all.

The organizing theme of the Department of Education is “teachers as innovators”. We strive to help our candidates build and construct new methods, ideas and strategies for meeting the challenging and diverse needs of today’s students.

## **COURSE LEARNING OUTCOMES**

1. Provide an opportunity for prospective teachers and other interested persons to have an overview of the history, current problems, and future trends of public education;
2. Provide each student with an opportunity to explore the responsibilities for, and significance of oneself in relation to American public education as a: teacher, parent, student, and taxpayer;
3. Help students in the decision making process for those who are considering teaching as a profession;
4. Demonstrate mastery of the topics by passing tests, writing reports, presenting oral reports, or demonstrating applications of principles, such as mini lesson presentations;
5. Provide students with sufficiently broad and detailed exposure to the realities and intellectual context of teaching;
6. Describe models in effective teaching, including direct teaching, cooperative learning, mastery learning, and project-based instruction.
7. Analyze the role of local, state, and federal governments in the governance of America's schools;

8. Identify the sources of state and local education funding and examine advantages and disadvantages of alternative school funding methods.
9. Identify the contributions of major philosophers and the key educational philosophies and practices of the United States, as well as those of several Western and non-Western countries.

## **OVERARCHING UNIT GOALS**

### **Unit Operations Goals**

- Meet state and national standards for the Unit.
- Ensure the excellence of all licensure programs in the Unit.
- Respond to the needs of the regional and state-wide teaching community.

### **Unit Program Goals**

- Meet the state and national standards relevant to the various programs.
- Meet the Unit Goals for candidates through the various programs.
- Continue to build strong partnerships with stakeholders.
- Unit Candidate Goals
- Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
- Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.
- Candidates develop skills necessary for self-reflection and uses this reflection to support student learning and development.
- Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

## **CONCEPTUAL FRAMEWORK**

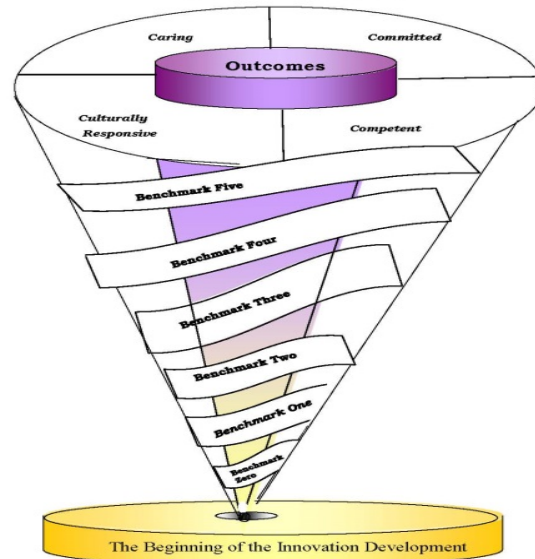
### **Description of the Conceptual Framework**

A graphic schema was constructed to incorporate the department of education's Conceptual Framework. The six ribbons in the schema symbolize our benchmarks. Each benchmark provides information regarding how our teacher candidates matriculate through the program. The top of the spiral represents the expectations held by faculty that graduates will be caring, committed, competent and culturally responsive urban educators. The faculty uses the acronym 4C's to refer to the spiral construction model.

State Specialty Area Licensure Program Report for Initial Approval Elementary Education

(Endorsement in Elementary Education K-5)

Teachers as Innovators (4C's)



## 21 DOE Proficiencies

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

### **A List of Candidate Proficiencies**

#### **A competent educator:**

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**

6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

**A committed and culturally responsive educator:**

10. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; **(K)**
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
12. demonstrates a commitment to high moral and ethical values; and **(K)**
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(K)**

**A caring educator (dispositions)**

15. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. participates in professional development activities that were recommended.

**Council for the Accreditation of Educator Preparation (CAEP) Standards**

Standard #1: Content and Pedagogical Knowledge

Standard #2: Clinical Partnerships and Practice

Standard #3: Candidate Quality, Recruitment, and Selectivity

Standard #4: Program Impact

Standard #5: Provider Quality Assurance and Continuous Improvement

## **Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments
- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration