ELED. 200.003/SED200.002
Education in a Global Society
COURSE SYLLABUS
Spring 2013

Instructor: Mike Cardwell, M.S., Instructor
Office Location: Education South
Office Hours: 3:00-4:30 p.m. Tuesdays
Office Phone: (cell) 972-971-8792
Contact Email Address: mcardwell@classplus.com

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbooks:
  Publisher: Merrill.

• Waiting for “Superman”: How We Can Save America’s Failing Public Schools, edited by Karl
  Weber, Published by Public Affairs, Perseus Books Group, New, York, NY,
  ISBN 978-1-58648-927-4

Course Description: This course explores a world-view of the culture of schooling and
classrooms from the perspective of current political, social, and familial issues impacting
schooling and classrooms. Students will participate in early field experiences with varied and
diverse student populations designed to analyze the learning environment and the human
experiences of teachers and learners. **Ten clock hours of Early Field Experiences are required.**

Goals: The goals of this class include, but are not limited to, providing a critical overview of
historical, intellectual, social, and political foundations of American education.
  • Emphasis on analysis of differing views regarding the relationship of public schools and
    American society.
  • Explore current controversies that will impact schools and teachers in the years ahead.
  • Provide an enriched integrated pre-service experience that allows for active recruitment and
    support of undergraduate students interested in careers in teaching.
  • Provide ample opportunities for students to engage in written and oral reflection as it relates to
    teaching.
• Examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
• This course is designed to be taught through activities and quizzes, as well as face-to-face lectures and class discussion.

**Student Learning Outcomes:**

By the conclusion of the course, the student will demonstrate the following outcomes at the knowledge/comprehension level.

1. The student will be an active and engaged participant in discussions by analyzing, construction/creating, and evaluating information presented within the textbook, assignments, class activities, and field-experiences.
2. The student will examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. The student will examine and analyze the culture of schooling and classrooms from the perspective of current political, social, and familial issues impacting schooling and classrooms.
4. The student will participate in 10 hours of early field-experience in diverse classrooms to gain an understanding of the roles of elementary, middle school, and high school teachers.
5. The student will communicate effectively, utilizing written and oral expression, throughout the course.

**COURSE REQUIREMENTS**

1. **Attend class.** Report on time and participate in all class activities. “Students are expected to be present for all class meetings of any course for which they are enrolled. If you are unable to attend class you are expected to notify Mike Cardwell by phone and/or email. Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student’s Guidebook, and/or faculty syllabus. Faculty members will provide details on requirements and guidelines for attendance in their classes in their course syllabus. Faculty members will keep students’ attendance records.**

   **CONSISTENT LATE ARRIVAL OR EARLY DEPARTURE MAY FACTOR INTO A REDUCTION IN POINTS/GRADE FOR THE CLASS. ABSENCES (BEYOND ONE) WILL RESULT IN A REDUCTION IN GRADE.** The student is responsible for contacting the instructor (phone or email) if they are unable to attend a class session.

   Students are responsible for requesting makeup work when they are absent. They will be permitted to make up work for absences which are considered by the faculty member to be excusable. The method of making up this work shall be determined by the faculty member. The student is responsible for providing the faculty member reason(s) for his/her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members may consider the following reasons for absence as excusable:

   - Participating in a required/authorized university activity
   - Verified illness
   - Death in a student’s immediate family
   - Obligation of a student at legal proceedings in fulfilling responsibility as a citizen, and
   - Other determined by individual faculty to be excusable (e.g. elective University activities)

   Appeals can be made through normal administrative channels.

   A record of excused and unexcused absences will be maintained by a faculty member.

2. **Participate** in an Early Field Experience (EFE), maintain the agreed-upon schedule, complete a minimum of 10 clock hours of documented time observing in the assigned school, be evaluated on the work experiences by the assigned mentor teacher in the school, and complete the (4) required EFE forms (Log Sheet, Evaluation Form, EFE Questions, and ‘Idea Sharing’ forms found on the Class CD.)
3. **Read required textbook(s).** The student will be expected to read the required text and any supplemental materials (found course outline and calendar).

4. **Reflections:** throughout the course, the student will be asked to consider ideas presented in articles and class discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

5. **Written assignments:** Completion of all written assignments and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship.**

Assignments are expected to be completed and turned in on time according to the schedule in the syllabus. Late work will not be accepted without an excused absence and/or extenuating circumstances as determined by the instructor. If you miss a class, email or bring due assignments to the instructor as soon as possible (preferable the day due). The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

The following rubric will be used for grading **all written assignments**

<table>
<thead>
<tr>
<th>Category</th>
<th>Full Credit</th>
<th>Partial Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting information (comprehensive response)</strong></td>
<td>Information is clearly stated, comprehensive, and includes required supporting information.</td>
<td>Information is stated, but is unclear.</td>
<td>Information presented does not specifically or comprehensively address the topic.</td>
</tr>
<tr>
<td><strong>Evidence and Examples</strong></td>
<td>All responses and examples provided are specific and relevant to the topic.</td>
<td>Most of the responses and/or examples are present, specific and relevant to the topic.</td>
<td>Responses and/or examples are not specific or relevant to the topic.</td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>All sentences are well-constructed.</td>
<td>Most of the sentences are well-constructed.</td>
<td>Most sentences are not well-constructed.</td>
</tr>
<tr>
<td><strong>Capitalization, punctuation and grammar usage</strong></td>
<td>There are no errors in capitalization, punctuation, or grammar usage.</td>
<td>There are one or two errors in capitalization, punctuation, or grammar.</td>
<td>There are several (two or more) errors in capitalization, punctuation, or grammar.</td>
</tr>
<tr>
<td><strong>Quality of Work</strong></td>
<td>Complete clear, readable responses.</td>
<td>Partially readable clear responses.</td>
<td>Not legible and/or unreadable.</td>
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</table>

**Written Assignments:** All written assignments are to be **typed double-spaced in a legible 12 pt. font** with 1” margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor’s discretion.

College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

**Grading**

The course grade will be determined based on **total points** as follows:

<table>
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<tr>
<th>Area</th>
<th>Points</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Three Tests (100 points per)</td>
<td>300</td>
<td>950-1000</td>
<td>A</td>
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<tr>
<td>*1 Participation/Discussion</td>
<td>100</td>
<td>899-949</td>
<td>B</td>
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<tr>
<td>*2 Waiting for Superman Book Study</td>
<td>250</td>
<td>848-898</td>
<td>C</td>
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<tr>
<td>*3 Early Field Experience</td>
<td>350</td>
<td>797-847</td>
<td>D</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>746-796</strong></td>
<td><strong>F</strong></td>
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</table>
Five (5) points will be deducted from total participation/discussion points for each unexcused absence.

Each required *Waiting for Superman* book study assignment is to be turned in on time according to the session schedule found in the syllabus. Each assignment is worth twenty-five points. Five (5) points will be deducted for each assignment not turned in on time.

The four (4) EFE forms may be turned in at any time during the semester, but MUST be turned in by the last class session.

**Cell phone policy:** Please respect the instructor and your peers by silencing or turning off your cell upon entering the classroom. If there is an emergency you may leave your phone on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade.

**Student Conduct:** All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

### TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this course:
1. Internet connection-high speed recommended
2. Word Processor (Microsoft Office Word- 2003 or 2007)
3. Access to University Library site
4. Access to an Email

### COMMUNICATION AND SUPPORT

**Interaction with Instructor Statement:**
- **Instructor:** Mike Cardwell, M.S.
- **Email:** mcardwell@classplus.com
- **US Mail:** Texas A&M-Commerce, C&I Dept.
  - P.O. Box 3011,
  - Commerce, Texas 75429
- **Office Hours:** 3:00-4:30, Tuesday or by appointment

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:** Information about class preparation, attendance, and participation may be found under *Course Requirements* on page 2 of this document.

**University Specific Procedures:**

**Requests for Special Accommodations:**

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

**ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: **Office of Student Disability Resources and Services, Texas A&M University-Commerce**, Gee Library 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148. **StudentDisabilityServices@tamu-commerce.edu**
Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

Withdrawal Policy: Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF (drop while failing) counts as an F on the transcript. If a student chooses to stop attending class, he/she student may be dropped from the course due to excessive absences. If a student is not satisfied with your grade in the course and wish to drop, it is the student’s responsibility to drop the course. Once a grade of DP or DF has been registered, the instructor will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Academic Integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of '0' on the examination or homework assignment. The maximum penalty is expulsion form the University. Academic dishonesty includes, but in not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. If you are unsure what constitutes plagiarism and how to avoid it, visit the following websites:

http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/wts/pamphlets/plagiarism.shtml
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Session Content</th>
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<tbody>
<tr>
<td>January 22</td>
<td>1</td>
<td>• Course Introduction</td>
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<td>• Course Syllabus and Course Outline</td>
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<td>• Required Early Field Experience: Rating Form, Log Sheet, EFE Questions, “Idea Sharing”</td>
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<td>• The Internet: Your Limitless Teaching Resource (Teacher’s Tool Kit)</td>
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<td>• Education in a global society: Importance and Implications!</td>
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<td>• Table Activity</td>
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<td>• What is global education and why is it important?</td>
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<td>• Typical goals of global education</td>
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<td>• Is global education 'just another subject'?</td>
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<td>• Beginning with the End in Mind</td>
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<td>• Teaching is a JOURNEY, not a DESTINATION</td>
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<td>• IMPORTANT POINTS TO PONDER!</td>
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<td>• Lesson Closure</td>
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<tr>
<td>January 29</td>
<td>2</td>
<td>Chapter 1: Teaching: Your Chosen Profession</td>
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<td>* Waiting for Superman</td>
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<td>* Sponge Activity/Bell Ringer</td>
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<td>• Becoming a TEACHER</td>
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<td>• My most unforgettable teacher</td>
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<td></td>
<td></td>
<td>• Why teach?</td>
</tr>
</tbody>
</table>
|            |         | • * How is American Public Education Doing? Putting (Texas) Education in Perspective in a global society
|            |         | 1) Why do you want to be a teacher?                                               |
|            |         |   • The ‘emotional’ side of teaching                                               |
|            |         | 2) What are the benefits of teaching?                                              |
|            |         | 3) What are the challenges of being a teacher?                                     |
|            |         | 4) What will society expect from me as a teacher?                                  |
|            |         |   • Working ‘with’ parents!                                                        |
|            |         | 5) What is the job outlook for teachers?                                           |
|            |         | 6) How can you be highly qualified?                                                |
|            |         | Terms & Concepts                                                                 |
|            |         | **TEACHING TIP #1- Important Points to Ponder (Teacher’s Tool Kit)**               |
|            |         | Lesson Closure                                                                    |
| February 5 | 3       | Chapter 2: Today’s Teachers                                                        |
|            |         | * Waiting for Superman: Prologue: The Problem & 1. A Nation Still At Risk         |
|            |         | **TEACHER’S TOOL KIT: Advice to Beginning Teachers**                              |
|            |         | * Sponge Activity/Bell Ringer                                                     |
|            |         | Putting things into Perspective                                                   |
|            |         | The New Teachers TOP 10                                                           |
|            |         | 1) Who are today’s teachers?                                                       |
|            |         |   • The ‘Career Cycle’                                                            |
|            |         |   • Myths and Legends about teaching                                              |
|            |         |   • Some of the Teaching Essentials                                               |
|            |         |   • Are teachers role models?                                                     |
|            |         |   • Why teachers leave the profession                                              |
|            |         | 2) What do teachers do in the classroom?                                          |
|            |         |   • Are teachers role models? In school? Out of school?                           |
|            |         |   • Being a spontaneous problem solver                                           |
| Session 3 cont. | • Being a REFLECTIVE TEACHER  
• Why do teachers leave the profession?  
• Table Activity: Why don’t teachers get more respect?  
3) What knowledge and skills do teachers need?  
4) To what extent is teaching a profession?  
5) To what professional organizations do teachers belong?  
6) How do teachers help to build learning communities?  
7) How do teachers participate in teacher collaboration?  
• Some thoughts on teaching  
• NEVER underestimate your influence!  
• What about classroom management?  
• A BRIEF chronology of teacher education programs  
• Building learning communities  
• Teacher collaboration  

**Teaching: Living in a Fishbowl! Discussion Activity**  

**TEACHING TIP # 2 Important Points to Ponder (Teacher’s Tool Kit)**  

**Terms & Concepts**  

**Lesson Closure**

| February 12 | 4 | Chapter 3: Today’s Schools  
Waiting for Superman: Part I- The Film and 2. The Making of Waiting for Superman  
Sponge Activity/Bell Ringer  
1) What is the role of schools in today’s global society?  
• What do YOU think is the purpose of ‘school’?  
• **How important are these goals?**  
• So, what is the *real* purpose of school?  
2) How can schools be described?  
3) What are schools like as social institutions?  
4) What are the characteristics of successful schools?  
5) What social problems affect schools and place students at-risk?  
• Identifying **negative influences** that impact student performance  
6) How are schools addressing societal problems?  
7) How can community-based partnerships help student learning?  

Terms & Concepts  

**TEACHING TIP # 3 Important Points to Ponder (Teacher’s Tool Kit)**  

**Lesson Closure**

| February 19 | 5 | Chapter 4: Philosophical Foundations of U.S. Schools  
Waiting for Superman: 3. The Road to Super Tuesday  
TEACHER’S TOOL KIT: Basic Philosophy in Working With Children; Dozen Dos  
Sponge Activity/Bell Ringer  
1) Why is philosophy important to teachers?  
2) What is the nature of philosophy?  
3) What determines your philosophy of education?  
• Writing your philosophy of education! (Class CD)  
• A Philosophical Inventory  
• Five philosophies of education  
• Two psychological influences on education  
• Of Socrates, Plato, and Aristotle!  
4) What are the branches of philosophy?  
• What does all that philosophical information mean to me?  
• Philosophical WRAP-UP  

**TEACHING TIP #4 Important Points to Ponder (Teacher’s Tool Kit)**  

**Lesson Closure**  

Next week:  

**Review for Test 1**
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| February 26 | 6    | **TEST 1** (Chapters 1-4, Class discussion, and lecture)  
Chapter 5: Historical Foundations of U.S. Education  
- Seven recurring themes in the history of American Education  
- Impact of public education reform efforts  
1) If I’m not going to be history teacher[,] WHY is educational history important?  
2) What was teaching and learning like in the American colonies?  
3) What were the goals of education during the Revolutionary War?  
4) How was the struggle won for state supported Common Schools?  
5) How did compulsory education change schools and the teaching profession?  
6) What were the aims of education during the Progressive Era?  
7) How did education change during the modern postwar era?  
- What conflicts and dichotomies exist in American Education?  
- What role does the federal government play in American Education?  
- How and when did teaching become a gendered career?  
- *Why Don’t Teachers Get More Respect?* Table Activity  
- The Educator’s Hall of Fame  
Terms & Concepts  
TEACHING TIP #5 Important Points to Ponder (Teacher’s Tool Kit)  
Lesson Closure |
| March 5     | 7    | Chapter 6: Governance and Finance of U.S. Schools  
*Waiting for Superman: 5. The Difference is Great Teaching*  
Why is it important for teachers to know about financing and governance?  
1) Why do you need to understand educational politics?  
   - Ten groups exert political policy influence on teachers  
2) How do local communities influence schools?  
3) What powers of influence do states have in governing schools?  
4) How do Regional Education Agencies assist schools?  
   - How does the federal government influence schools?  
   - How are schools financed?  
   - What are some trends in funding for equity and excellence?  
   - How will the privatization movement affect equity and excellence?  
Terms & Concepts  
TEACHING TIP #6 Important Points to Ponder (Teacher’s Tool Kit)  
Lesson Closure |
| March 19    | 8    | Chapter 7: Ethical and Legal Issues in U.S. Education  
*Waiting for Superman: 6. Calling All Students*  
Sponge Activity: School Law and Ethics  
1) What do you need to know about education and the law?  
2) Why do you need a professional code of ethics?  
   - What are your legal rights and responsibilities as a teacher?  
   - *What is Your RIGHTS QUOTIENT?* (Class CD)  
   - The Texas Educators’ Code of Ethics? (Class CD)  
   - Texas Educators’ Code of Ethics: Dealing with ‘ethical’ issues . . .? (Class CD)  
   - What about: certification, due process, tenure, dismissal and academic freedom?  
   - And, what about: corporal punishment? religious expression? harassment? homeschooling?  
   - *What WOULD you Do? What SHOULD you do?* Activity  
Terms & Concepts  
TEACHING TIP #7  
Lesson Closure  
‘EXPERT GROUP’ WORK |
| March 26    | 9    | Chapter 8: Today’s Students  
*Waiting for Superman: 7. Putting Kids First* |
**TEACHER’S TOOL KIT:** Bloom’s Taxonomy; Hurdle Help; NWDID Sponge Activity: *Thinking OUTSID the Box! What Comes to Mind?*

Negative influences in the home and at school - Activity

1) **How is diversity reflected in the U.S. culture?**
   - Bloom’s Taxonomy
   - What does equal educational opportunity (really) mean?
   - Eight activities for culturally responsive instruction
   - **A Self-Assessment**
   - Student Diversity: defined/discussed
   - Three theories of why some students succeed (and others don’t)!
   - Family patterns
   - Bilingual education
   - Discussion Groups: For/Against Bilingual Education
   - Multi-cultural education
   - Stereotypes and generalizations
   - Here’s what is all boils down to . . .!
   - *Multicultural Perspective in the Curriculum*
   - *What is Diversity?*
   - *Ethnic Identity*

Terms & Concepts

**TEACHING TIP # 8 Important Points to Ponder (Teacher’s Tool Kit)**

Lesson Closure

Review for Test 2

| April 2 | 10 |
| April 9 | 11 |

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**TEACHER’S TOOL KIT:** Bloom’s Taxonomy; Surface Behaviors

**Sponge Activity/Bell Ringer**

Who are the students in your classroom?
- Being a REFLECTIVE TEACHER

1) **How do the needs of students change as they develop?**
   - Models of development
   - What is ‘character’ education?

2) **How do students vary in intelligence?**
   - How do students vary in intelligence?
   - Is it a question of intelligence?
   - What’s YOUR learning style?
   - Learning style defined
   - *Learning style checklist (Class CD)*
   - Factors that contribute to learning styles
   - *The Failure Cycle* - and the implications for learning (Class CD)

4,5,6 **How do students vary in ability and disability**
   - How do students vary in ability and disability?
   - A Continuum of an Educational Delivery System
   - Learning Facts and Myths
   - Terms & Concepts
   - **TEACHING TIP #9 Important Points to Ponder (Teacher’s Tool Kit)**

Lesson Closure

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Chapter 10: Authentic Instruction and Curricula for Creating a Community of Learners

**Waiting for Superman:** 9. What REALLY Makes a Super School?

**TEACHER’S TOOL KIT:** Bloom’s Taxonomy; Surface Behaviors

**Bell Ringer Activity: National Standards**

1) **What (who) determines the culture in the classroom?**
   - Classroom dynamics
   - Eight characteristics of classroom culture you ‘can’ control!
   - Four qualities that result in greater motivation and learning and increase teacher-student and
### April 16

<table>
<thead>
<tr>
<th>12</th>
<th>Chapter 11: Curriculum Standards, Assessment, and Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Waiting for Superman: 10. Bringing Change to Scale: The Next Big Reform Challenge</em></td>
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<tr>
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<td><em>Report Card on American Education: video</em></td>
</tr>
<tr>
<td>1)</td>
<td>What role will standards play in your classroom?</td>
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<td>2)</td>
<td>What IS standards-based education?</td>
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<tr>
<td></td>
<td>• What about national standards: Myth or reality?</td>
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<td></td>
<td>• What are content and performance standards and benchmarks?</td>
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<td>• What are the provisions of NCLB?</td>
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<td>3)</td>
<td>What controversies surround the efforts to raise standards?</td>
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<td></td>
<td>• Seven reasons standardized tests are NOT working!</td>
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<tr>
<td>4)</td>
<td>What methods can you use to assess student learning?</td>
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<td></td>
<td>• What are the different types of assessment?</td>
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<tr>
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<td><strong>HOT TOPIC!</strong> High-stakes testing</td>
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<tr>
<td></td>
<td>• A look at state assessment in Texas</td>
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<td></td>
<td>• Do the laws of the marketplace belong in public education?</td>
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<td></td>
<td>• It’s a matter of choice</td>
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<td>• What is the impact and importance of educational reform?</td>
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<td>5)</td>
<td>How can YOU develop high quality classroom assessments?</td>
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<td></td>
<td>• Terms &amp; Concepts</td>
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<td></td>
<td>• <strong>TEACHING TIP #10 Important Points to Ponder (Teacher’s Tool Kit)</strong></td>
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### April 23

<table>
<thead>
<tr>
<th>13</th>
<th>Chapter 12: Integrating Technology into Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell Ringer:</td>
<td><em>Did You Know</em></td>
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<td>• Integrating technology in your classroom</td>
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<td>• How is technology transforming teaching and learning?</td>
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<td>• The rest of the technology story: “What technologies can be integrated into the classroom”?</td>
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<td>• To what extent are teachers (really) integrating technology into the classroom?</td>
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<td>• What does research say about technology integration and student learning?</td>
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<td>• How has technology affected the curriculum?</td>
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| April 30 | 14 | Chapter: 13 Becoming a Professional Teacher  
 **Reviewing and Revisiting Waiting for Superman**  
 **TEACHER’S TOOL KIT: BACKTRACKING and RECALL YA’LL; Journaling; Lesson Closure and Examples; Teaching That Works; Portfolio; Sponge Activities and Bell Ringers; Student Profile; Teach HAPPY!**  
 **Sponge Activity/Bell Ringer**  
 - Are teachers ‘made’ or ‘born’?  
 - A taxonomy of instructional techniques  
 - Learning TIME!  
 - Planning and Implementing Effective Sponge Activities  
 - Four Stages of Cognitive Teaching  
 - Effective QUESTIONING Techniques  
 - Minimal characteristics of an effective teacher  
 - How do I prepare for an INTERVIEW?  
 - The INTERNET: Your limitless teaching resource  
 - NEVER FORGET . . .  
 - Terms & Concepts  
 - **TEACHING TIP #13 Important Points to Ponder (Teacher’s Tool Kit)**  
 **Lesson Closure** |
| May 7 | 15 | Early Field Experience “IDEA SHARING”  
 **REVIEW for TEST 3** (Chapters 9-13, class discussion, lecture) |
| May 14 | 16 | TEST 3-Final |

**Disclaimer:** The instructor reserves the right to make changes to the class schedule. Any alterations will be announced in class and/or via email by the instructor. Students who do not attend class assume responsibility for missing alterations to the course.