The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus

EDUC 6315
American Educational Reform
Fall, 2014

COURSE DESCRIPTION

In this course of study, the historical, philosophical, sociological, and political influences of the past, present, and future issues and trends of American education are examined. Emphasis is placed on interconnectivity and impact on teaching and learning in both private and public venues. Study framed within this context provides opportunity for the professional educator to develop a deeper understanding of the current challenges faced in educational settings. A broad selection of readings range from traditional classical works to current perspectives on challenging issues, such as: demographics, diversity, vouchers, charter schools, home schooling, accountability, high-stakes testing, special needs, giftedness, bilingual instruction, technology, and more..

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

There is no prerequisite. Education graduate students must take this course as part of the MEd core curriculum.

DATE AND TIME OF CLASS MEETINGS: Tuesdays, 6:30-9:00 p.m.

ROOM NUMBER: H114

INSTRUCTOR INFORMATION

Name/Title: Dr. Kaye Busiek, Assistant Professor, School of Education

E-mail: kbusiek@hbu.edu

Office Phone: 281-649-3044

Office Location: H333

Office Hours: Monday & Wednesday (1:00-4:00); Tuesday & Thursday (1:00-3:00)

LEARNING RESOURCES

Course Text(s):

1. Tehie, J.B. (2007). Historical foundations of education: Bridges from the ancient world to the present. Upper Saddle River, NJ: Pearson. ISBN-10:0130617075.
2. Payne, R. (2005). Framework for understanding poverty, 4th Ed., Highlands, TX: aha! Process, Inc. ISBN: 978-1-929229-48-2

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will:

1. Provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning process.;
2. Encourage academic excellence, freedom, and objectivity;
3. Promote the development of critical and creative thinking, compassion, responsibility, ethics, professionalism, and a continuing interest in learning.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:
- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course is an important part of the theoretical and skills-training required for students to become effective, ethical, responsible professionals in the field of teaching In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will accomplish the following:

1. Provide assessments and standards that are consistent, challenging, fair, and performance-based when appropriate;
2. Require students to be actively involved in the learning with activities designed for a variety of learning styles;
3. Treat students with respect and kindness;
4. Provide opportunities to develop interpersonal communication and technology skills.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and

- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. State the importance and complexity of American education and all the historical, philosophical, social, political, and current perspectives;

2. Analyze and apply concepts learned from the past, present, and future issues and trends in American education to successful teaching and learning;

3. Recall factual knowledge (e.g., terminology and classifications) related to American educational foundations.

4. Transfer skills to the teaching and learning setting (e.g., higher level thinking, Socratic discussion process, problem solving, and decision making).

5. Describe and analyze the organizational structure of the American educational system.

6. Identify and analyze the impact of cultural changes that have led to the dynamic current conditions in American education;

7. Synthesize current topics of discussion in the United States (e.g., home schooling, vouchers, and bullying) and their impact on teaching and learning.

8. Identify and apply appropriate teaching strategies to address the specific behavioral and academic needs of students who demonstrate poverty in one or more of eight areas: financial, physical, spiritual, mental, support systems, relationships, hidden rules, and/or emotional.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.

- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.

- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed

- A list of specific TExES competencies for this course is presented below.

TExES Competencies

The following TExES Pedagogy and Professional Responsibilities *(PPR) EC-12* Competencies are addressed in part or in full in this course:

Domain I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

> *Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.*

> *Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.*

> *Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.*

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

> *Competency 005:   The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotion environment that is safe and productive.*

> *Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.*

Domain III. The teacher implements effective, responsive instruction and assessment.

> *Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.*

> *Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process.*

> *Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.*

Domain IV. The teacher fulfills professional roles and responsibilities.

> *Competency 011 – The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.*

IDA Standards.
The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Knowledge Component:
   A. Foundation concepts about Oral and Written Language
       1. Identify the language processing requirements of proficient reading and writing
       2. Identify other aspects of cognition and behavior that affect reading and writing.
       3. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.
   E-6. Structured Language Teaching: Handwriting, Spelling, and Written Expression:
   1. Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
   2. Describe grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Poverty: Definitions and Resources
2. Poverty: The Role of Language and Story
3. Poverty: Hidden Rules Among Classes
4. Poverty: Characteristics of Generational Poverty
5. Poverty: Role Models and Emotional Resources
6. Poverty: Support Systems
7. Poverty: Discipline
8. Poverty: Instruction and Improving Achievement
9. Poverty: Creating Relationships
10. Historical Foundations of American Education: Greeks, Roman Empire, The Middle Ages, The Renaissance, The German Reformation, Reformation and Education in Tutor England, Puritans, The Enlightenment, the Depression, Modern Educational Movements.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

   A variety of learning methods will be used including the following:

       1. interactive lecture/discussion/reading

       2. small group and individual activities and/or projects

       3. designing and implementing learning activities

       4. use of media/technology/online interactive access

       5. literature research/review/presentation

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment	Learning Objective(s)	Standards	Point Value
Chapter Presentation	1, 2, 3, 5, 6	PPR I-III	20%
Socratic Seminar	1, 2, 4, 6, 7	PPR I-III	15%
Midterm Exam	1, 2, 3, 4, 5, 6, 7, 8	PPR I-III	20%
Final Exam	1, 2, 3, 4, 5, 6, 7, 8	PPR I-III	20%
Educational Reform Research Paper	1, 2, 3, 4, 5, 6, 7	PPR III	25%

Grading Standards

HBU Graduate School Grading Scale:
94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**; 70-72=**C-**; 69 and below=F

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies. In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course This means that if more than 4 absences occur, the course grade will be "F" no matter what test and paper scores might be. . If participants do not log in to the course shell by 11:55 p.m. Wednesday the first week of class, the facilitator will cancel their enrollment and fill these vacancies with students on the waiting list.

Academic Accommodations. Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.   Documentation of Difficulties_If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work . Work is due in class on the day communicated by the professor. If a student has a documented, excused reason for not being in class, an assignment may be turned in during the next class session with no grade penalty. In all other cases, a penalty of 10 points will be subtracted from the grade for each day it is late (the weekend counting as one day). Assignments will be accepted by email or outside of class only with the approval of the professor.

Missed Tests . Makeup exams will be given only for reasons beyond the control of the student (illness, death of the family, etc.) when the professor is notified prior to the scheduled test session. Makeup exams must be completed as soon after the scheduled exam date as possible. Generally, they will not be the same exam given in class. No exams other than the final exam may be taken after the last day of class.

Special Accommodations. The Learning House, Inc. is committed to providing instruction to participants who have disabilities. If you have a disability that makes it difficult to successfully complete the activities in this course, please contact training@learninghouse.com to discuss appropriate accommodations.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities.   Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the <u>University Classroom Policy</u> addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Kaye Busiek   *July 4, 2014*

Instructor's Signature   Date

EDUC 6315 American Educational Reform
TENTATIVE SCHEDULE

HFE = Historical Foundations of Education
FUP = Framework for Understanding Poverty
SD = Socratic Article Discussion

Date	Reading/Topic	Task/Assignment Due
Aug. 25	Introductions; Course Overview; **FUP**: Introduction and Ch. 1: Busiek; Discuss **HFE** Chapter Presentations (see requirements and rubric in syllabus); Receive **HFE** Presentation Assignments (Chapters 2-12)	Read **FUP** Introduction & Ch. 1
Sept. 1	NO CLASS – LABOR DAY	
Sept. 8	**HFE**: Ch. 1: Busiek; **FUP**: Ch. 2: Busiek; **SD**: Busiek; Discuss Socratic Article Discussions (see requirements and rubric in syllabus)	Select **Socratic Article Discussion (SD)** Topics Submit *Course Acknowledgements* Read **HFE** Ch. 1 & **FUP** Ch. 2
Sept. 15	**HFE**: Ch. 2 (Student); **FUP**: Ch. 3: Busiek; **SD:** (Student)	Read **HFE** Ch. 2 & **FUP** Ch. 3
Sept. 22	**HFE**: Ch. 3 (Student); **FUP**: Ch. 4: Busiek; **SD:** (Student)	Read **HFE** Ch. 3 & **FUP** Ch. 4
Sept. 29	**HFE**: Ch. 4 (Student); **FUP**: Ch. 5: Busiek; **SD:** (Student)	Read **HFE** Ch. 4 & **FUP** Ch. 5
Oct. 6	**HFE**: Ch. 5 (Student); **FUP**: Ch. 6: Busiek; **SD:** (Student)	Read **HFE** Ch. 5 & **FUP** Ch. 6
Oct. 13	**HFE**: Ch. 6 (Student); **FUP**: Ch. 7: Busiek; **SD:** (Student)	Read **HFE** Ch. 6 & **FUP** Ch. 7
Oct. 20	**MIDTERM EXAM (HFE Chapters 1-6, FUP Chapters 1-6, no reform question)**	
Oct. 27	**HFE**: Ch. 7 (Student); **FUP**: Ch. 8: Busiek; **SD:** (Student)	Read **HFE** Ch. 7 & **FUP** Ch. 8
Nov. 3	**HFE**: Ch. 8 (Student); **FUP**: Ch. 9: Busiek; **SD:** (Student)	Read **HFE** Ch. 8 & **FUP** Ch. 9
Nov. 10	**HFE**: Ch. 9 (Student); **SD:** (Student)	Read **HFE** Ch. 9
Nov. 17	**HFE**: Ch. 10 (Student); **SD:** (Student)	Read **HFE** Ch. 10
Nov. 24	**HFE**: Ch. 11 (Student); **SD:** (Student)	Read **HFE** Ch. 11
Dec. 1	**HFE**: Ch. 12 (Student); **SD:** (Student)**;** Final Exam Review;	Read **HFE** Ch.12 **RESEARCH PAPERS DUE**
TBD	**FINAL EXAM (HFE Chapters 7-12, FUP Chapters 7-9, one reform essay question**)	

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course

Cheating is a catch-all term for not doing your ow.n work. Any attempt during a test to consult with notes or another person or to look at another's test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name   Signature   Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	**1.Reading Instruction : A** *variety of theories and methods appropriate for teaching these five essential components of reading instruction.*	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Socratic discussions.
II, IV	**2. Code of Ethics**	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC	Discussed in their *Framework for Understanding Poverty* text
I, II, III	**3. Child Development**	A variety of theories for child development.	
I, II, III,	**4. Motivation**	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	**5. Learning Theories**	A variety of learning theories	
I, III	**6. TEKS Organization,**	http://ritter.tea. state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	**7. Content TEKS**		
I, II, IV	**8. State Assessment of Students & STAAR:Testing,**	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
I, II, III	**9. Curriculum Development & Lesson Planning**	A ariety of theories & methods appropriate for teaching curriculum development & lesson planning.	*The Framework for Understanding Poverty* text presents important concepts related to curriculum/lesson planning for those in generational poverty. Also, a number of reform issues related to current curriculum issues. These are addressed during Socratic discussions and research papers.
I, III	**10. Classroom Assessment and Diagnosing Learning Needs**	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Course reading, discussion, class activities, and assessment.
II, IV	**11. Classroom Management**	A variety of theories & methods appropriate for teaching classroom management.	Course reading, discussion, class activities, and assessment.
I, II, III, IV	**12. Special Populations** ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	**A. ESL/ Bilingual /ELPS** : Learning strategies , Listening ,Speaking , Reading & Writing	An entire text, *Framework for Understanding Poverty*, deals with the underserved students in generational poverty.
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	An entire text, *Framework for Understanding Poverty*, deals with the underserved students in generational poverty.
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	An entire text, *Framework for Understanding Poverty*, deals with the underserved students in generational poverty.
III, IV	**13. Parent Conferencing and Communication Skills**	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Parental characteristics of students in generational poverty are discussed. One of the reform issues addressed through Socratic discussion is the issue of parental involvement.

I, III	**14. Instructional Technology** http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	**SBEC Technology Standards for All Teachers** 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Students prepare a Power Point or Prezi presentation on the computer to teach one of the chapters in the *Historical Foundations of Education* text.
I, III, IV	**15.Pedagogy/ Instructional Strategies**	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. *http://olc.spsd.sk.ca/DE/PD/instr/index.html*	Course reading, activities, a research paper, and a Socratic discussion all include the appropriate use of varied instructional strategies.
I, II, III, IV	**16. Differentiated Instruction**	A variety of instructional strategies suitable for differentiating instruction.	Course readings, activities, and Socratic discussions addressed the variety of learners who enter our schools
IV	**17. Certification Test Preparatio** (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texes.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	**Dyslexia:** Detection and education of students with dyslexia **[TAC RULE §228.35 (4)]**	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	**Legal & Employment Issues**	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	**Teacher & principal evaluation** **PDAS::** http://www4.esc13.net/pdas/	PDAS,:the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal,: the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	**Skills & Expectations of Educators**	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

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REQUIREMENTS FOR CHAPTER PRESENTATION

Overview of the Assignment

Prepare and present a <u>20-30-minute</u> presentation on the textbook chapter you have been assigned: *American Foundations of Education: Bridges from the Ancient World to the Present.*

Required Elements

A Power Point presentation that includes the following:
- Your name(s), the chapter number/name, the course number/name
- A Focusing Event
- A Knowledge-based Question/Answer
- A Comprehension-based Question/Answer
- An Application-based Question/Answer
- An Analysis-based Question/Answer
- A Synthesis-based Question/Answer
- An Evaluation-based Question/Answer
- A Closure Event
- **References (textbook and any other written source used for presentation)**

The presentation should include:
- Use of effective verbal and visual communication strategies: eye contact (no reading from the Power Point), confidence, and appropriate volume
- Six questions that address the six levels of *Bloom's Taxonomy of Cognitive Skills* (see reference provided in Blackboard)

The Power Point design:
- Clear, attractive, easy to see
- Words and phrases only (no sentences)
- Minimum of 18 point font
- Appropriate use of color (background, borders, graphics, pictures)
- Inclusion of video/audio links that will be utilized in the lesson (optional)

Assessment

The project will be assessed on
- Inclusion of required elements
- Accuracy, effective communication, thoroughness, and clarity
- Appropriate audience participation during focusing event and closure (Other active participation opportunities are encouraged but not required.)
- **All images, pictures, charts, and graphs must properly identify their source.**

ASSESSMENT RUBRIC FOR CHAPTER PRESENTATION

Name_____

Date_____

CRITERIA	COMMENTS	POINTS EARNED
Thoroughness *Required Components:* **Names, Chapter Number/Name, Course Number/Name** **Focusing Event** **Knowledge Question/Answer** **Comprehension Question/Answer** **Application Question/Answer** **Analysis Question/Answer** **Synthesis Question/Answer** **Evaluation Question/Answer** **Closure Event** **References**		[40 Possible]
Accuracy and Clarity *Presented accurate information in a clear, easily understood way*		[15 Possible]
Visual Presentation (PowerPoint or other presentation medium) *Clear, attractive, easy-to-see visual support (without sentences)* *A copy of the PowerPoint emailed to the professor at least 24 hours prior to the presentation in class.* ***All written sources, images, pictures, charts, and graphs identify their source.***		[25 Possible]
Communication *Eye contact with audience throughout presentation;* ***Audience participation requested during focusing event and closure.***		[20 Possible]
Total (100 possible)		

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REQUIREMENTS OF
SOCRATIC SEMINAR OF AN EDUCATION-RELATED ARTICLE

Overview of the Assignment

Prepare and present a <u>10-15 minute</u> Socratic Seminar of an education-related article.

Before the Seminar

- Select an article with your partner or small group that represents an important issue being addressed today in American education, is of interest to you, and possesses the following criteria:
  - Contains roughly 600-1000 words.
  - Credits and quotes reputable authors, organizations, and/or initiatives/programs.
  - Has not been studied and/or presented by you in another class.
  - Represents an issue that can be critically analyzed and debated.
- Read/Study the article carefully.
- Number each paragraph, and bring 20 copies of the article to class on the day of the discussion. (Copies can be made back-to-back. If this presents a financial hardship, please bring/email the article to the professor at least 24 hours before the discussion for copying.)
- Prepare 3 questions that can be used to <u>begin the seminar</u>. Examples include:
  - What is the main idea of the text?
  - What is the author's purpose or perspective?
  - What does (a particular phrase in paragraph _____) mean?
  - What might be a good title for the text?
- Prepare 3 questions that can be used to <u>move the discussion along</u>. Examples include:
  - Who has a different perspective?
  - Who has not yet had a chance to speak?
  - Can you clarify what you mean by that?
  - Is there something in the text that is unclear to you?
- Prepare 3 questions that be used to <u>bring the discussion to a close</u>. Examples include:
  - How do the ideas in the text related to our lives? What do they mean for us personally?
  - Why is this material important?
  - Is it right that…..? Do you agree with the author?
- Prepare 3 questions that can be used for <u>debriefing the discussion</u>. Examples include:
  - Do you feel like you understand the text at a deeper level? How or Why?
  - Did we adhere to our norms?

- What was one thing you noticed about our interactions during the seminar?

During the Seminar
- Be seated at level of students.
- Pose key question, and use additional questions to move the discussion along.
- Ask participants to relate their questions specifically to the article being discussed.
- Invite those who have not spoken into the conversation.
- Summarize the main points that have been made when discussion stalls.

After the Seminar
- Ask debriefing questions of the students in the inner (and outer, if appropriate) circles

ASSESSMENT RUBRIC FOR
SOCRATIC SEMINAR OF AN EDUCATION-RELATED ARTICLE

Name_____

Date_____

CRITERIA	COMMENTS	POINTS EARNED
Adhered to, and Upheld, the Norms of the Socratic Discussion: *Don't raise hand.* *Listen carefully.* *Address one another respectfully.* *Base any opinions on the article.* *Monitor "air time."*		[20 Possible]
Before the Seminar *Was well-prepared by bringing adequate copies of article (paragraphs numbered) and stimulating questions.*		[20 Possible]
During the Seminar *Posed key question.* *Kept discussion moving by inviting those who have not spoken into the conversation.* *Summarized main points.*		[25 Possible]
After the Seminar *Asked debriefing questions.* *Offered own debriefing.*		[15 Possible]
Communication *Easy to hear and understand.* *Spoke with confidence.*		[20 Possible]
	Total (100 possible)	

Additional Comments:

EDUC 6315 American Educational Reform

REQUIREMENTS FOR RESEARCH PAPER

<u>Overview of the Assignment</u>

Conduct a professionally prepared, formal research paper that thoroughly explores an issue related to current *reformation* (i.e., *improvement, betterment, correction*) issues in the American educational system.

<u>Required Elements</u>

1. Select a topic from the *Socratic Seminar Discussion Topics* found on Blackboard (or a topic not on the list that is approved by the professor) that is of interest to you and is of significant concern to others in our American educational system. This topic does NOT have to be the topic you chose for your Socratic Seminar Discussion.

2. Cite at least **five** sources of information. Sources may include books, articles, professional journals, or websites. The textbook may be cited <u>in addition to</u> the required five sources. Any article used for a Socratic Seminar Discussion may be used. Sources must credit and quote/paraphrase reputable authors, organizations, studies, and/or initiatives/ programs.

3. Submit at least 6-8 pages (not including cover page and *References* page), double-spaced, typed, one-sided, 12-point font, *Times New Roman*, and numbered.

4. Use APA research paper format (find helpful APA guides online):
   - Include a cover page.
   - Include a *References* page.
   - Include content that is comprehensive, accurate, and persuasive.
   - Synthesize the findings in your own words. Keep direct quotes to a minimum.
   - Include an introductory paragraph (providing sufficient background on the topic and preview of major points).and conclusion paragraph (providing a clear summary of all main points).
   - Integrate researched information and organize points in a logical sequence.
   - Be objective in reporting the information.
   - Provide details and examples to support major points.
   - Cite the research information used in your paper.
   - Include effective use of headings, subheadings, and white space.
   - Follow rules of appropriate grammar, usage, and punctuation.
   - Carefully proof for spelling errors.
   - Make sure that sentences are complete, clear, and concise.
   - Provide transitions that maintain the flow of thought.

5. Submit one paper copy to the professor on the day it is due with one copy of the *Assessment Rubric for Research Paper* attached behind the *References* page.

ASSESSMENT RUBRIC FOR RESEARCH PAPER

Name_____

Date_____

CRITERIA	COMMENTS	POINTS EARNED
Content and Organization *Included a cover page, 6-8 pages, a References page, and a copy of the assignment rubric.* *Was comprehensive, accurate, and persuasive.* *Included an introductory and conclusion paragraph.* *Provided details and examples to support major points.* *Kept direct quotes to a minimum.* *Cited at least five reputable sources of information.*		[40 Possible]
Accuracy and Clarity *Presented accurate information in a clear, easily understood way*		[20 Possible]
Format and Style *Followed APA research paper format.* *Presented a paper that was double-spaced, typed, one-sided, 12-point font, Times New Roman, and numbered.*		[20 Possible]
Mechanics *Followed the rules of grammar, usage, and punctuation.* *Was free of spelling errors.* *Appropriately utilized transitions.*		[20 Possible]
	Total (100 possible)	

Additional Comments: