C&I 418: Critical Issues in the Profession of Teaching

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<tbody>
<tr>
<td>Office:</td>
<td>Wham 322</td>
<td>Term:</td>
<td>Spring 2016</td>
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<tr>
<td>Office Hours:</td>
<td>By appointment</td>
<td>Time:</td>
<td>Tuesday 12:30-3:00</td>
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<tr>
<td>Phone:</td>
<td>618-536-2441</td>
<td>Location:</td>
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Catalog Description

418-3 Critical Issues in the Profession of Teaching. This course explores the philosophical, social, and psychological foundations of teaching. Students will critically examine the forces that have influenced education at various historical periods. Students will become familiar with the perspective of critical pedagogy in understanding educational decision-making. Students will explore educational contexts that promote optimal learning and development for all students while considering the complexity and multiplicity of cultural variables and identities (e.g. ethnic, linguistic, racial, gender, physical abilities, socioeconomic, etc.). Students will explore, critically analyze, and express a personal philosophy of education. Prerequisite: EDUC 319.

Instructional Objectives

The teacher candidates will…

- Explore the philosophical, social, and psychological foundations of teaching.
- Critically examine the forces that have influenced and continue to influence education at various historical periods.
- Become familiar with the perspective of critical pedagogy in understanding educational decision-making.
- Explore educational contexts that promote optimal learning and development for all students while considering the complexity and multiplicity of cultural variables and identities (e.g. ethnic, linguistic, racial, gender, physical abilities, socioeconomic, etc.).

Teaching Standards

The following state and national standards inform the daily objectives for this course. Course activities support the teacher candidate’s knowledge and performance of the IPTS and NAEYC’s standards for teacher candidates. Final assessments will reflect growth in the areas noted below.

NAEYC 2010 Initial Standards

Standard 1: Promoting Child Development and Learning
Candidates are grounded in a child development knowledge base. They use their understanding of children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Standard 2: Building Family and Community Relationships
Candidates understand that successful education depends upon partnerships with children’s families and
communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families**
Candidates understand that child observation, documentation, and other forms of assessment are central to the practice of all professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

**Standard 4. Using Developmentally Effective Approaches**
Candidates understand that teaching and learning with children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Standard 5. Using Content Knowledge to Build Meaningful Curriculum**
Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every child.

**Standard 6: Becoming a Professional**
Candidates identify and conduct themselves as members of the profession. They know and use ethical guidelines and other professional standards related to education practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Illinois Professional Teaching Standards**

**Standard 9 - Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

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<th>Debate</th>
<th>Persuasive Essay</th>
<th>Formative Assessments</th>
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### Grading Scale

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<th>Weight</th>
<th>Final Points</th>
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<td>Debate</td>
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**Add the scores in the final column for your final grade.**

A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%

### Course Assignments

**Personal Philosophy of Education paper (First Draft Due Feb. 16th, Final Draft Due March 22nd)** – Students will write a personal philosophy of education paper supported by artifacts within their Gateway Portfolio.

**Persuasive Essay (Due May 3rd)** – Students will write a persuasive essay on a topic in preparation for the class debate.

**Debate (Due May 10th)** – Students will select a debate topic from the educational series “Taking Sides” or from one preapproved by the course instructor. Students will research the topic and prepare a 15-20 minute debate for class.

**Formative Assessments** – Throughout the semester, students will participate in activities that will serve as checkpoints of their progress. These will occur during class. Students may be asked to respond to questions about topics covered in the assigned reading.

### Required Texts


### Professionalism

1. All assignments must be typed and proofread.
2. Cell phones must be turned off during class unless we are using them for a learning activity. If you have extenuating circumstances, discuss this with the instructor before class.
3. Class participation is important and absences are discouraged. Two unexcused absences will result in your final grade being dropped a letter grade.
4. Late assignments will result in a loss of points for the final grade.
**Teacher Education Program**
The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

**Teacher Education Conceptual Framework:**
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model to the right represents the three major tenets of SIU’s Teacher Education Program: **Literacies, Identities, and Engagement:**

**Literacies:**

*Reflective educational leaders* understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna
& Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

**Identities:**

*Reflective educational leaders* understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

**Engagement:**

*Reflective educational leaders* are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

**Dispositions**

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

**References**


