A theme entitled *Education for Transformation provides* a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE’s commitment to “Education for Transformation” produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges

*The fundamental tenets of the School are excellence, equity, collaboration and inquiry.*

**PURPOSE**

*Exploring Teaching* is for third and fourth year undergraduates who are considering teaching as a career. Focusing on students, teachers, classrooms and schools, this course will provide an overview of the historical, philosophical, legal and societal influences that shape education today.

**PROCESSES**

The course will employ group discussions, case studies, technology presentations, quest speakers, videos and reflection as the main vehicles for helping students integrate theory with practice.

**THIS COURSE IS GUIDED BY FOUR ESSENTIAL QUESTIONS:**
1. Who is included in the community of learners?
2. How are schools shaped by society and culture?
3. What are the fundamentals of effective, professional practice?
4. How can I prepare to become a caring and competent teacher?

OUTCOMES

Outcomes for this course are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) (1992), a Program of the Council of Chief State School Officers.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. *(Question #3)*
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. *(Question #2)*
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. *(Question #3)*
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills. *(Question #3)*
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. *(Questions #2, 3)*
6. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom. *(Question #2)*
7. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals. *(Questions #1, 2, 3)*
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. *(Question #3)*
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. *(Question #4)*
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. *(Question #1)*

Required Textbook

Boston: Allyn and Bacon.

Evaluation/Assessment
Students will be assessed on activities directly related to course objectives

1. Class attendance and participation (5 points)
2. Weekly quizzes (15 points)
3. Weekly reflective journal (15 points)
4. Weekly out-of-class activity (15 points)
5. School observations (5 points)
6. Teacher interview (5 points)
7. Mid-term assessment (15 points)
8. Final research project (25 points)

Class Attendance and Participation
Students must attend and participate actively in class sessions.

Weekly Quizzes
In order to assess students’ understanding of the assigned text, each Tuesday students will respond to questions based on the assigned reading for that week.

Weekly Reflective Journal
The weekly journal entry is an opportunity for students to write their reflections about any of the topics discussed during the week’s classes. The reflections can be based on the readings, a speaker, a school observation, a video or a class discussion. The journal entry should be no more than one page and will be due on Sunday by noon via e-mail.

Weekly Out-of-Class Activity
Each Thursday students will be given an out-of-class activity based on the assigned chapter reading for the upcoming week. The assignment is due in class on Tuesdays.

School Observations
Course requirements include structured observations at the Bartlett Community Partnership School. Students will be given a specific observation guide to follow.

Teacher Interview
Students will interview a teacher using specific questions to guide them.

Mid-term Assessment
This assessment will be an essay-based exam based upon the topics covered in class.

Final Research Project
Each student will be responsible for a final research project. The topic of this project will be based on one of the Four Essential Questions stated on page 2 of the syllabus. Detailed instructions will be given.
Jan. 29, Jan. 31

Touch the Future.
Course Introduction

Feb. 5, Feb. 7  Chapter I

Touch the Future.
What is involved in the journey into teaching?
What does it mean to be a reflective practitioner?
What does it mean to teach in today’s diverse society?
What are factors to consider when preparing for a teaching career?

Outcomes: 3, 7, 9, 10

Feb. 12, 14  Chapter 2

Becoming a Teacher.
Who are the teachers in America’s schools?
What is an effective teacher?
What are the key challenges for teachers in today’s schools?

Outcomes: 2, 5, 8, 9, 10

Feb. 19 NO CLASS (MODAY SCHEDULE)

Feb. 21  Chapter 3

Students in Today’s Classroom.
What demographic and social changes are occurring in the schools?
Have all students found equitable education?
Are student accountability and equity complimentary or competing interests?
What educational options are best for racial or linguistic minority students?

Outcomes: 2, 3, 5, 6, 8

Feb. 26, 28 Chapter 4

Parents, Families and the Community.
How have families changed in recent years?
How does a community shape the climate of a school?
What can schools do to reach out to communities?

Outcomes: 2, 3, 9, 10

March 4, 6 Chapters 5

Teaching and the Social Foundations of Education.
What is meant by the “Foundations of Education”?
How have historical trends affected education today?
How have philosophical changes influenced education?
How do legal issues affect your ability to teach?
How are the foundations of education useful to you as a teacher?

Outcomes: 1, 2, 3, 5, 7, 9

March 11, 13 Chapter 6

The Social Context of Schools.
What makes a good school?
How does school culture impact a learning community?
Who controls the schools?
How are schools financed in the United States?

Outcomes: 3, 5, 7, 9

March 18, 20 – SPRING BREAK

March 25 (Midterm), 27 Chapter 7

The Professional and Ethical Context of Teaching.
What is the history of teaching?
What is good teaching?
What ethical issues do teachers face?
What are the legal rights of teachers?

Outcomes: 1, 2, 3, 4, 9

April 1, 3 Chapter 8

Diversity and the Cultural Context of Teaching.
How does socioeconomic status affect schools?
What affect does race have on schools?
How do ethnicity and language differences affect learning?
How do gender and sexuality issues affect schools?
What role does religion play in schools?

Outcomes: 3, 5, 6, 7, 10

April 8, 10 Chapter 9

Curriculum: What to expect in American Schools.
What is curriculum?
How does curriculum represent cultural values?
What are the historical roots of curriculum in the United States?  
What role do teachers play in the curriculum?  
What role do textbooks play in the curriculum?

Outcomes: 1, 2, 5, 6, 7, 8, 9

April 15, 17 Chapter 10

Planning, Delivering and Assessing Instruction.  
Why do teachers plan?  
How do teachers deliver instruction?  
Can assessment aid student learning?  
How do teachers communicate student progress to parents?

Outcomes: 1-10

April 22, 24 Chapter 11

Classroom and Behavior Management: Creating a Positive Learning Environment.  
What are the dispositions of caring teachers?  
How do effective teachers manage their classrooms?  
What are different approaches to behavior management?  
How do teachers respond to inappropriate behavior in the classroom?  
How can inquiry help solve classroom management problems?

Outcomes: 1, 2, 4, 5, 6, 8, 9, 10

April 29, May 1 Chapter 12

Technology and Teaching.  
What technologies have been used in the classroom?  
How do television and the internet influence children?  
Can computers change the teaching environment?  
What should teachers know about technology?  
What is the significance of the “Digital Divide”?  
How frequently do teachers and students use technology?

Outcomes: 1, 2, 3, 4, 6, 7, 9

May 6, 8 Chapter 13

Entering the Profession: Next Steps.  
What’s next? Early field experiences and student teaching.  
What can you expect in the first year of teaching?  
How will you continue to grow as a teacher?  
What does it mean to teach for life?

Outcomes: 2, 9, 10

May 13 Chapter 14

How the Teaching Profession Will Change.  
What will teaching look like in the future?  
How will students be different in the future?  
Why are multicultural and global perspectives necessary for future teachers?
Should teachers be leaders and agents for change?
Final thoughts

*Outcomes: 1, 4, 6, 8, 9*

**Course Policies**

a. Assignments cannot be handed in late without prior discussion with the instructor. Unauthorized late assignments will forfeit 1 point for every day (or part of day) late (e.g. due on Monday, but passed in on Wednesday, forfeits 3 points).
b. If you are perpetually late to class (third instance) you must be prepared to begin to have points deducted from your final total at a rate of 2 points/lateness – at the discretion of the instructor.
c. If you know you are going to miss a class, please let the instructor know in advance.
d. If you are ill on the day of class please leave a voice mail (978 934 4644) or email [David_Lustick@uml.edu](mailto:David_Lustick@uml.edu) if possible. If you miss 3 classes due to illness you will be asked to withdraw from the class.
e. This is a senior level class and therefore I will not be reading assignments in advance to provide you with formative feedback about your content and writing style. However, after grading certain assignments (see below), I will advise you which parts may be re-written in order to gain the minimum points needed to reach a passing grade. The re-writes must be completed and submitted at the next class session.
f. Clarification about an assignment will be provided to a student by the instructor during class, office hours, or via email.

**Course Grading**

- 99-100 = A+
- 93-98  = A
- 89-92  = A-
- 86-88  = B+
- 83-85  = B
- 79-82  = B-
- 76-78  = C+
- 73-75  = C
- 69-72  = C-
- 66-68  = D+
- 63-65  = D
- 0-62   = F

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