

**Introduction to Education, 05:300:200:06**  
**Tuesdays: 4:30-7:30**  
**Spring 2014**

Instructor: Ms. Sally Bonet, M.S.Ed  
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Office Hours: Tuesdays 2:30-4:00, Thursdays 2:30-4:00 or by appointment  
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**COURSE DESCRIPTION:**

The goal of this course is to introduce students to critical issues in U.S. education, including: the structures of schools and schooling, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies. Students will learn to make comparisons between learning and teaching in and outside of school contexts. *A key component of this course is a field placement in two different school sites. This field placement involves 8 three-hour visits on Friday mornings.* In this course, students learn to draw upon their own experiences as learners, their field observations, the readings and class discussions and activities to develop an understanding of contemporary schooling, and equally importantly, of education as a process that is at the heart of all human activity. Each week is organized to consider educational issues from both a theoretical/research perspective, and from the realities of educational practice in school and out of school contexts. In addition, class will model various pedagogical strategies; and these experiential exercises will provide for an examination of teaching and learning.

**Course Catalogue Description**

Taking a multidisciplinary approach to the study of education, this course examines educative practices in and outside school contexts. It focuses on critical issues in U.S. education, including: the structures of schools and schooling, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies.

**Class Materials:** *Books for purchase at New Jersey Books*

1. Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American Children. San Francisco: Jossey-Bass.
2. Shultz, B. (2007). *Spectacular Things Happen Along the Way*. New York: Teachers College Press.

*All other readings will be on electronic reserve on the library website. Search under Abu El-Haj or Intro to Education*

**Field Placement Information:**

A requirement of this course is a field placement in two different school sites. Your field placement involves 8 three-hour visits on Friday mornings; 4 visits to an elementary

school and 4 visits to a secondary school. You will be required to write field journals about these visits and submit them to me as a part of your second and third portfolios. (More information about field journal requirements will be handed out later in the semester.)

You are **required** to attend the **MANDATORY** Introduction to Education Field Placement Overview Meeting on Friday, January 31, 2014, from 8:15 a.m.-11:00 a.m., at the Rutgers Student Center Multipurpose Room (CAC).

A representative from the GSE's Office of Student Services will be coming to our classroom to determine your school assignments later in the semester, but here is some general information you might find helpful:

**Mantoux Test:**

Before you will be allowed to conduct field work in any school setting, you will need to have a Mantoux test, (i.e. be tested for T.B.) The test requires you to have the test administered by a healthcare professional and then to be checked again two days later for a reading. The designated dates for the Mantoux test at Hurtado are February 3<sup>rd</sup> for the test administration, and February 5<sup>th</sup> for the test reading. Alternatively, you can have this done at your own doctor's office. If you have had this test done within the last six months, you do not need to have it done again.

**Field Visit Dates:**

The dates for the **elementary** school visits are: February 14th, February 21st, February 28th, and March 7th, with a makeup date of March 14<sup>th</sup>.

The dates for the **secondary** school visits are: March 28<sup>th</sup>, April 4<sup>th</sup>, April 11<sup>th</sup>, April 18<sup>th</sup>, with a makeup date of April 25<sup>th</sup>.

**COURSE SCHEDULE:**

<b>Week</b>		<b>Topic</b>	<b>Readings</b>	<b>Content</b>
Week 1	Course Introduction		Syllabus	
Week 2	Purposes of Education	Course Overview What is teaching? What is education?	Dillard Rose Cisneros	Defining educative practices in human contexts
Week 3		1: Education as Human practice 2. Observing Children	Almy & Genishi Carini Rogoff	

Week 4		1: Hidden Curriculum 2: Education for Liberation 3. Historical Perspectives	Dewey Jackson Kohn	What purposes have schools served in US society? Institutions for promoting democratic culture? For structuring inequality?
Week 5	Learning and Teaching	Social Reproduction	Anyon Kozol Persell & Cookson	Are schools institutions that maintain inequality?
<b>DUE</b>		<b>1<sup>st</sup> Field Journal Entry: Due in class, February 25<sup>th</sup></b>		
Week 6		How is learning organized in schools and classrooms?	Mehan Oakes Rubin	How schools sort and categorize students? (ability/disability, intelligence, tracks). Organizing classrooms for students' growth and learning.
<b>DUE</b>	<b>Portfolio 1: Due in class, March 4<sup>th</sup></b>			
Week 7		Social and Cultural Dimensions of Learning	Ladson-Billings (All read Chapters 1-3) To be divided among the class: Lomawaima & McCarty, Skilton-Sylvester, Orellana Lee	Race/Ethnicity
Week 8		Gender	Brown Kimmel Kosciw, Bartkiewicz, & Greytak Sokolower-Shain	Gender & Sexuality
		<b>SPRING</b>	<b>BREAK</b>	<b>NO CLASS</b>
Week 9		Perspectives on Schools and Communities	Shultz (Intro, Chapters 1&2) Ladson-Billings Chapter 4-6	
Week 10	Curriculum and Pedagogy	Practical Aspects of Constructivism	Shultz (3-5) Wallerstein Duckworth	Constructivist and progressive perspectives
<b>DUE</b>		<b>Portfolio 2: Due in class, April 8<sup>th</sup></b>		
Week 11		Debating the Canon	Hirsch Cooley	Multiculturalism and its detractors

			Banks	
Week 12		Reaching diverse learners: Pedagogical strategies	Oyler Armstrong Sapon-Shevin Belkin	Differentiated instruction, inclusion
Week 13	Policy and Reform	Standards and Accountability	Center on Educational Policy Darling-Hammond 1 & 6 Shultz 6 & 7 Meier Michie	NCLB What does it mean to be a good teacher?
Week 14		Desegregation/Integration	Chemerinsky Powell Wells, Duran & White	Approaches to building racially/ethnically diverse learning environments in a post- <i>Brown</i> era
<b>Final Class: Portfolio 3 due in class, April 29<sup>th</sup></b>				

### **LIST AND SCHEDULE OF READINGS:**

#### Week 1:

**Syllabus Overview-** Syllabus to be distributed in class.

#### Week 2

**Dillard, A.** (1987). *An American Childhood*. (pp. 20-23, 42-49). New York: Harper & Row.

**Rose, M.** (1982). I just wanna be average. In *Lives on the boundary: A moving account of struggles and achievements of America's educational underclass*. (pp. 11-37). New York: Penguin.

**Cisneros, S.** (1991), *Woman Hollering Creek* (Selections), New York: Vintage. (pp.3-20).

#### Week 3

**Rogoff, B.** (2003) *The cultural nature of human development*. Chapter 8 "Learning through guided participation in human endeavors. Oxford University Press.

**Almy, M. & Genishi, C.** (1979). *Ways of studying children: An observation manual for early childhood teachers*. Chapter 2, 21-50.

**Carini, P.** (2000). A letter to parents and teachers on some ways of looking at and reflecting children. In M. Himley & P.F. Carini (Eds.), *From another angle: Children's strengths and school standards*, pp. 56-64. New York: Teachers College Press.

#### Week 4

**Dewey, J.** (1922/1966). Individuality, equality and superiority. In J. Ratner (Ed.), *Education today*. (pp. 171-177). New York: Macmillan.

**Jackson, P. W.** (1968/1990). *Life in Classrooms*. New York: Teachers College Press. Chapter 1 (3-37).

**Kohn, A.** (1999). *Punished by rewards*. Boston: Houghton Miffling. Pp. 142-159.

#### Week 5

**Anyon, J.** (1980). "Social class and the hidden curriculum of work," *Journal of Education*, 162 (1): 67-92.

**Kozol, J.** (1 September 2005). Still separate, still unequal: America's educational apartheid. *Harper's Magazine* v. 311, n. 1864

**Persell, C. H. & Cookson, P. W.** (1986). Chartering and bartering: Elite education and social reproduction. *Social Problems* (33), 2: 114-129.

#### Week 6

**Mehan, H.** (2000). Beneath the skin and between the ears: A case study in the politics of representation. In B. Levinson et al. (Eds.), *Schooling the symbolic animal: Social and cultural dimensions of education* (259-279). Lanham, MD: Rowman & Littlefield, Inc.

**Oakes, J.** (1986). Beyond Tracking. *Educational Horizons* 65 (1): 32-35.

**Rubin, B.** (2006). Tracking and detracking: Debates, evidence and best practices for a heterogeneous world. *Theory into Practice*, 45 (1): 4-14.

#### Week 7

*All read:* **Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass. Chapters 1-3

#### *To be divided among groups*

**Lomawaima, K. T. & McCarty, T. L.** (2006). *To remain an Indian: Lessons from a century of Native American Education*. (Chapters 7 & 8). New York: Teachers College Record.

**Skilton Sylvester, E.** (2002). Literate at home but not at school: A Cambodian girl's journey from playwright to struggling writer. In G. Hull & K. Schultz (Eds.). *School's Out: Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press. 61-95.

**Orellana, M. F.** (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review* 71 (3), 366-389.

**Lee, S.** (1996). Unraveling the "Model Minority" Stereotype: Listening to Asian-American youth. New York: Teachers College Press. Chapters 1 & 3.

#### Week 8

**Kimmel, Michael** (2004). "What about the boys?" What the current debates tell us—and don't tell us—about boys in schools. In M. S. Kimmel. *The gendered society reader* (pp. 243-262)

**Brown, Lynn Mikel** (2005). In the bad or good of childhood: Social class, schooling and white femininities. In L. Weis and M. Fine (Eds.), *Beyond Silenced Voices: Class, race and gender in United States Schools* (pp.147-162). Revised edition. Albany: SUNY press.

**Kosciw, J. G., Bartkiewicz, M. J., & Greytak, E. A.** (2012). Promising strategies for prevention of the bullying of lesbian, gay, bisexual, and transgender youth. *Prevention Researcher*, 19(3): 10-13.

**Sokolower-Shain, E.** (Fall 2009). When the gender boxes don't fit. *Rethinking Schools*. 24 (1). ([http://www.rethinkingschools.org/archive/24\\_01/24\\_01\\_gender.shtml](http://www.rethinkingschools.org/archive/24_01/24_01_gender.shtml))

### Week 9

**Shultz, B.** (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Introduction, chapters 1 & 2.**

**Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass. **Chapter 4-6.**

### Week 10

**Shultz, B.** (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 3-5**

**Duckworth, E.**(1987). *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*. New York: Teachers College Press. pp.1-14

**Wallerstein, N** (1987). In I. Shor, (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Heineman. Chapter 2

### Week 11

**Hirsch, E. D.** (1987). *Cultural Literacy: What Every American Needs to Know*. Boston: Houghton Mifflin. Chapter 1, pp. 1-32 and Chapter 5, pp. 110-133.

**Banks, J. A.** (1997). *Teaching Strategies for Ethnic Studies*, pp. 3-34. (6<sup>th</sup> edition). Boston, MA: Allyn & Bacon.

**Cooley, R.** (Winter 2003). Beyond pink and blue. *Rethinking Schools* 18(2).

### Week 12

**Oyler, C.** (2001, Spring) Democratic classrooms and accessible instruction. *Democracy and Education* 14 (1): 28-31.

**Armstrong, T.** (2000). *Multiple intelligences in the classroom*. Washington, DC: Association of Supervision and Curriculum Development.

**Sapon-Shevin, M.** (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon. Pp. 15-33.

**Belkin, L.** (2004, September 26). The lessons of classroom 506: What happens when a boy with cerebral palsy goes to kindergarten like all the other kids. *The New York Times Magazine*.

### Week 13

**Darling-Hammond, L.** *The Flat World: 1 & 6*

**Shultz, B.** (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 6-7**

**Jennings, J. & Rentner, D. S.** (2006). **Center on Educational Policy** The Ten big effects of the No Child Left Behind Act on Public Schools. Phi Delta Kappan.

Jigsaw following:

**Deborah Meier** (Spring 2009). Reinventing schools that keep teachers in teaching. *Rethinking Schools* 23 (3): ([http://www.rethinkingschools.org/archive/23\\_03/rein233.shtml](http://www.rethinkingschools.org/archive/23_03/rein233.shtml))

**Michie, G.** (Fall 2009). Another path is possible: Two Chicago principals keep an eye on what matters. *Rethinking Schools* 24 (1):

([http://www.rethinkingschools.org/archive/24\\_01/24\\_01\\_path.shtml](http://www.rethinkingschools.org/archive/24_01/24_01_path.shtml))

### Week 14

**Chemersinsky, E.** (2005). The segregation and resegregation of American public education: The court's role. In J. C. Boger & G. Orfield (Eds.), *School resegregation: Must the South turn back?* (pp. 29-50). Chapel Hill, NC: University of North Carolina Press.

**Powell, J.A.** (2005). A new theory of integrated education: *True integration*. In J. C. Boger & G. Orfield (Eds.), *School resegregation: Must the South turn back?* (pp. 281-304). Chapel Hill, NC: University of North Carolina Press.

**Wells, A. S., Duran, J. & White, T.** (2008). Refusing to leave desegregation behind: From graduates of racially diverse schools to the Supreme Court. *Teachers College Record* 110 (12): 2532-2570.

### **COURSE EXPECTATIONS:**

A successful class will depend on every member of the group being actively engaged as both learners and teachers. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

**Class attendance is mandatory.** Students are expected to be on time and prepared for class. Because much of the work we do in class depends upon partnering and small work groups, your contribution is necessary not only for your success but for the success of your peers as well. One excused absence (e.g. for illness or serious events) will be permitted. Being more than 15 minutes late for class will count as an absence. More than 1 absence will lower your overall course grade one full assignable grade for each additional absence (i.e. If your course grade was to be an A, you will receive a B+ for 3 absences, a B for 4 absences and a C+ for 5 and so forth). In addition, because you are working with teachers and children who expect you to be there, you may never be absent from field observation days. In the event that you are ill, you must contact your cooperating teacher and let her/him know you will be absent. You must plan to reschedule that visit at a later date. You must contact me by email **before** class if you are going to be absent.

**Learning in this class will require your active participation** and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, and people) in all of your work. There are many ways to participate in class; actively listening, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are valued as much as stating original, completely formed thoughts. I encourage you to take intellectual risks and to support your colleagues (and instructor) to do the same.

**This class is discussion-oriented.** For this class to be effective, **all students must come prepared to discuss the week's assigned readings** and to share your field observations. Reflection papers (see below) are intended to help you think about the issues raised in the readings ahead of class time. You are expected to read each week's assigned readings even on the weeks that you do not write a response paper. **Keep notes on the readings. These notes will be important for completing your portfolio assignments.**

**All assignments are required to pass this course.** An "A" assignment is an exceptional one. It is not an assignment that merely meets the requirements outlined in the syllabus. All written work is graded on thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity. A final A grade will be assigned for an overall grade point average of 3.7 or greater.

**All written work must be properly referenced using APA (American Psychological Association) reference style.**

**Students are expected to turn in all work on time.** If you need an extension, be sure to ask for it well in advance of the due date. Extensions will only be granted for legitimate reasons. Late assignments, for which you have not been granted an extension, will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one grade for each day they are late (i.e. A to A-, A- to B+, and so forth). **No assignments will be accepted more than one week from the due date.**

**You are expected to demonstrate respect for our classroom community.** This means being attentive to each member of the class and refraining from activities that distract from our work together. All electronic equipment must be turned off at the beginning of class.

**You should take notes in class by hand, unless you have a particular need to use a keyboard.** If this is the case, please discuss this with me.

**Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible.**

**It is very important that you let me know if you have questions about the concepts being discussed during the course.** Please see me during office hours or email me with any questions or concerns.

**Check your email regularly. I use email for announcements and to contact you individually.** You will need to pay attention to these emails in a timely fashion. If you do not usually use your Rutgers email account, be sure that you have set it to forward to the account that you do check.

### ***Policy on Academic Integrity Summary***

<http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf>

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity. Any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. **Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.**

### **ASSIGNMENTS:**

**Portfolios** A portfolio is a systematic presentation of and reflection on your learning. Over the course of the semester, you will turn in 3 portfolios that will be graded. Each portfolio will contain several short assignments and a reflection letter summarizing your learning. The assignments and the portfolios will be explained in detail below.

**Reflection Papers** (500 words). You will write **10** reflection papers over the course of the semester. Each paper will address one week's readings (**all texts**). (No papers are due Week 1. You will choose the three other weeks that you do not write a paper.) **You must spread your reflection papers across the entire semester so that you will have some to choose from for each portfolio assignment.**

Writing is not just a means to communicate fully formed ideas; it can be used to raise questions and ponder ideas as well. The response papers are intended in this second way. These papers should directly address the readings for the week. ***They are not to be simply a summary of the readings.*** In your papers, *please cite at least one quote from each text* as a way of grounding your own thoughts. Choose these quotes carefully. They should add to, extend and/or help you to explain a cogent point you are making. In these papers, you will explore issues or questions about the readings, address the relationship between the different readings and draw these readings into conversation with your personal and fieldwork experiences. These papers are intended to give you a chance to think more deeply about the readings before you come to class and will help stimulate discussion.

At the beginning of the semester, you will each be placed in a small writing group for the purpose of sharing these papers. All papers will be posted on the Sakai website by **8:00 p.m. on Monday night. You must read your writing group's papers before class on Monday and write a one-paragraph response that addresses how their papers extended your thinking or raised interesting questions for you. You are expected to write 9 responses over the course of the semester. You must respond three times for each marking period covered by one of the portfolio assignments.**

Since one major function of these papers is to have you think about the readings and share ideas ahead of class, **late papers will not be accepted** and cannot be counted toward your 10 required pieces. **All 10 response papers are required for a passing grade** in this course.

### ***Criteria for evaluation***

In these papers, I will be looking for evidence that you are reading and thinking critically about the various assigned texts **and** that you are drawing connections *across* texts. Rest assured that this does not mean that I expect you to understand the texts thoroughly. These papers are exploratory by nature and are the place for you to raise questions, ask for clarification and/or be speculative about the texts.

### **Field Journal**

After each visit to your school site, you will write about one key issue or incident that you observed that day. The field journal is a place to record your observations (what you actually noticed) and to begin to interpret these observations in relation to class readings and discussion. Each week's entry need not be long (2-3 single spaced pages) and should not try to cover everything you observed on your visit. This means you will be choosing an issue or incident that was particularly salient and that interested you. One important goal of having you write about a specific issue or incident is to encourage you to take the time to describe it in its particularities and complexity. Good observation and good writing depend on learning to pay careful attention to the details of the situations we attempt to understand and describe. In your field journal, you will practice separating what you actually saw from your interpretation of these observations. Too often in schools, as in life, we attribute feelings, motivations and attitudes to individuals with little or no evidence for these attributions. Your field journal is a place to begin to learn the skills of careful observation and thoughtful interpretation.

In your journal, you should write separate:

- (1) **observations** – these are **detailed descriptions** of the classroom environment and organization, vignettes of telling events, or captured monologue or dialogue.
- (2) **reflections/analysis** – What do you interpret this event, dialogue, description to mean? What is it affirming or disconfirming about schooling for you? In your analysis, draw on course readings to make connections to what you are seeing.

You can alternate between description and analysis, e.g. describe a particular event or period of time and then write your analysis of it; or write all of your observations for that visit and then all of your reflection/analysis.

Your reflection/analysis may be your own reflections on the events, your questions about them, your judgments, and, perhaps, a comparison to other school situations you have known. **Most importantly**, use readings and discussions from the course to help explain (or to challenge or suggest possible changes in) what you are seeing. In your annotated field journal (see portfolios 2 & 3), I, the reader, should be able to see clear links between readings, class discussions, and your reflections. You should also work to untangle and understand the choices that are being made by teachers and students in classrooms.

You will be bringing your field journal to class throughout the semester. Your field journal will be a resource for learning about observation and for grounding our weekly discussions in the actual practice of schools. **After your first observation, you will turn in your first field journal entry so that I can give you feedback.**

**Portfolio #1** (20% of your final grade. See Rubrics, on Sakai, for Grading Criteria)

There are three components to be included in this portfolio.

### ***1) Reflection Papers***

You will choose to submit two of your response papers that you consider your strongest work (from the weeks covered in this portfolio). **You will revise these to reflect what you learned from your group and our class discussion.** (In other words, these should reflect thoughtful reconsideration of the week's readings and a synthetic understanding of the issues raised in the texts.) Your grade for the response papers will be based on the best of these two papers.

### ***2) Analytic Paper: Educational Autobiography (750-1000 words, double-spaced).*** **See handout for details and grading rubric.**

In the first part of the course, we will be exploring the nature of learning in human contexts and how this relates to the structures of formal schools. We will also discuss the purposes of education, examine the role formal schools play in preparing young people for their societies. In this paper, you will choose one experience from your own educational autobiography and analyze it in relation to one of the course readings. You will develop a thesis (an interpretation) that links your experience to the reading you have chosen.

In class, we will discuss thesis statements and how to develop and support an interpretation of your experience.

### ***3) Reflective Letter (250-500 words)***

You will write a reflective letter describing what you now believe the purposes of education to be. In this reflection letter, you should describe how your understanding of this issue has been changed, extended or challenged to date. Be specific about the experiences, observations and readings have led to this new knowledge. This letter should demonstrate knowledge, analysis and inquiry of the readings, class discussion and the observation experience.

**Portfolio #2 (35% of your final grade. See rubrics for grading criteria)**

**1) *Reflection Papers***

This assignment is the same as Portfolio one.

**2) *Analysis of Inequality: Field Observation (750-1000 words, double-spaced)***

This paper is similar to the one you wrote for your first portfolio. In this paper, you will analyze an aspect of inequality or an attempt to redress inequality, drawing on your field observation. **See handout for details and grading rubric.**

**3) *Annotated Field Journal***

You annotate your field journal, noting how the incidents you observed reflect, challenge or complicate the course readings. You can type your annotations in a different font, italics or bold write into the text of your field journal or you can create a separate column that runs alongside your observations and make your annotations there. Your field journal should reflect your four visits to date.

**4) *Reflective Letter* (250-500 words)**

You will write a reflective letter describing the process of learning (e.g. How do we learn? What factors affect learning? How do context and content affect learning?) In this reflection letter, you should describe how your understanding of learning been changed, extended or challenged to date. Be specific about the experiences, observations and readings have led to this new knowledge. This letter should demonstrate knowledge, analysis and inquiry of the readings, class discussion and the observation experience.

**Portfolio #3 (45% of your final grade. See rubrics for grading criteria.)**

**1) *Reflection Papers***

This assignment is the same as the earlier portfolios

**2) *Policy Analysis (500-750 words, double-spaced)***

You will write a letter to the editor in which you argue for one of the school reform policies that we have studied. **See handout for details and grading rubric.**

**3) *Annotated Field Journal***

This assignment is the same as the one for your second portfolio.

**4) *Reflective Letter: Teaching Philosophy Statement***

You need to write a personal philosophy of teaching. This statement should respond to the following directions. This teaching philosophy statement will be 500-750 words (typed, double-spaced) and should include the following:

1. In your paper, you must include references to at least five different readings from your program that have shaped your philosophy.
2. You must address the following questions in your personal philosophy of teaching.

- a. What do you think the purposes of schooling should be?
  - b. What is your position on the questions or problems central to your discipline (subject matter)
  - c. How do students learn?
  - d. How will you teach, and how have your ideas changed in light of your experiences in the program (include pedagogy, use of technology, and assessment)?
  - e. Why and how will you respond to differences in ability, interest, and background of your students?
3. You should include specific examples when you discuss your teaching (either from your own experience, observations, or actual teaching).
  4. You should provide a one-paragraph abstract of your statement.

NOTE: You will also submit this teaching philosophy online, in the Teacher E-Portfolio Sakai tab. Detailed instructions on how to submit this electronically will be provided at a later date. ***You MUST submit this electronically by the last day of class, when your third and final portfolio is due.***

**Weighting of Specific Assignments within Each Section of the Course**  
*(Items that are shaded are part of the portfolio for each section)*

<b>Grades for Section 1: (20% of final grade)</b>	
2 Response Papers	30
Analytic Paper	40
Reflective Letter	15
Participation in class discussion and assignments beyond the minimum expectation of being on time and prepared for class. Active participation in small and large group work. Completion of all response papers and responses	15

to writing group peers. Weekly participation in field experience	
<b>Grades for Section 2: (35% of final grade)</b>	
2 Response Papers	25
Inequality Analysis	30
Annotated Field Journal	20
Reflective Letter	10
Participation: See Portfolio 1 description.	15
<b>Grades for Section 3: (45% of final grade)</b>	
2 Response papers	25
Policy Analysis	25
Annotated Field Journal	20
Teaching Philosophy	15
Participation: See Portfolio 1 & 2 description.	15