

DRAFT-The Teaching Professional
Education 15:255:539
Spring 2015
Sections 4 & 5
Thursdays 5:30 – 7: 30PM

<p>Instructor: Dr. Rachel Pereira, Esq. (Part One) Rachpereira@yahoo.com GSE, Room 25B Office Hours by appointment</p>
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Course Description:

This course is intended to encourage you to understand and apply key concepts associated with the transition from educational novice to educational professional. The course is divided into two parts. Part One explores the question: “How should an educational professional act in and outside of school?” Part Two asks “Is mastery of the technical aspect of teaching the sole factor that shapes the work that teachers do?”

In Part One, you will explore how people think about teaching and what demographics tell us about who teachers are. You will examine problems of professional practice in the context of finance and governance, of work-life balance, of teacher identity, of schools as workplaces, of legal regulations concerning teachers’ and students’ rights and responsibilities.

Part Two asks, you to think more broadly and deeply about your practice and the impact that your teacher “self:” has on the work and in relationships with students, education stakeholders and colleagues. Using “The Teacher Toolkit Series” selected readings and New Jersey’s Professional Standards for Teachers, in this part, you will examine the relevance and importance of the professional standards for teachers in terms of professional growth, professional development, and in the development of a Professional Development Plan. You will also explore educational relationships and teachers work in various educational contexts, as well as, what it means to teach for social change and to lead. Throughout Part Two you will engage in reflective practice by writing two short papers. You will critically evaluate examples of teacher collaboration with local and community stakeholders. You will examine the role of teacher preparation programs (including this one) in shaping the teaching profession. At the end of part two, you will be asked to explore and engage in self-development, demonstrating your ability to identify a problem of practice, and then locate and apply educational scholarship toward its solution (which will include two short papers on a problem of practice).

The final assignment for the course requires you to write a professional development plan that will guide your continued development as a teacher and that incorporates key themes from this course and, more broadly, your entire program.

NJ Professional Standards for Teachers Relevant to this Course

10. Standard Ten: Professional Development.

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

i. Teachers know and understand how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

ii. Teachers value and are committed to:

- (1) Refining practices that address the needs of all students and the school community;
- (2) Professional reflection, assessment and learning as an ongoing process; and
- (3) Collaboration with colleagues to give and receive help.

iii. Teachers engage in activities to:

- (1) Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
- (2) Learn through professional education organizations; and
- (3) Make the entire school a productive learning climate through participation in collegial activities.

11. Standard Eleven: Professional Responsibility.

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

i. Teachers know and understand:

- (1) Their professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
- (2) Strategies to foster professional and productive relationships with students and colleagues.

ii. Teachers value and are committed to:

- (1) Recognizing that an educator's actions reflect on the status and substance of the profession;
- (2) Upholding the highest standards of professional competence both as a practitioner in the classroom as well as an employee vested with the public trust;
- (3) Recognizing, respecting and upholding the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately; and
- (4) Recognizing their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.

iii. Teachers engage in activities to:

- (1) Promote aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
- (2) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice;
- (3) Maintain professional relationships with students and colleagues;
- (4) Provide access to various points of view without deliberate distortion of subject matter; and
- (5) Foster and maintain a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

Course Texts

Text for Part One:

Essex, Nathan (2010) Teacher's Pocket Guide to School Law, (2nd Edition). Prentice Hall. Students will be expected to retrieve various Supreme Court cases for class readings. Many cases may be found on <http://www.findlaw.com/casecode/supreme.html>

Overview of Course Requirements

EXPECTATIONS FOR BOTH SECTIONS OF THE COURSE

Academic Integrity: We expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or your Professor. Assignments, however, should be your own work, except in cases where we have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. Please familiarize yourself with the university policy on academic integrity (http://www.rcstudentservice.rutgers.edu/academic_integrity.html).

ATTENDANCE (this policy is in addition to the participation grade)

You are expected to be at every class in Section 4 and Section 5. You are allowed one unexcused absence per section. Any additional unexcused absence will result in your final grade being reduced as indicated: 1 absence – reduction of a half a grade; 2 absences--reduction of 1 full grade; 3 absences--failing grade in course. In order for any absence to be excused, you must contact the class instructor **before** the day of the absence.

PART ONE

Late-phase Teaching Philosophy (20% of grade, 20 points) 4-5 pages, with scholarly references
DUE THE LAST DAY OF CLASS

The GSE prompt for the late-phase teaching philosophy is as follows:

“You need to write a personal philosophy of teaching. This personal statement of your philosophy of teaching should convey your personal ideas about how you think about teaching. You should include specific examples when you discuss your teaching (either from your own experience, observations, or actual teaching). Your statement should include the following elements.

1. Identify the age group for which you are considering this personal statement of teaching.

2. What do you think the purposes of schooling should be?
3. What is your position on the questions or problems central to your discipline (subject matter)? If you are focusing on elementary school, what are the central dilemmas in education?
4. How do students learn?
5. How will you teach (include pedagogy, use of technology, and assessment)?
6. Why and how will you respond to differences in ability, interest, and background of your students?"
7. Interview with a teacher you admire and examples of the tenets you admire about that teacher.

How to do this? It might be best to base the whole paper on an example or examples of teaching, from your experience, classroom observation and discussion with the teacher you admire, and use this as a prompt for sharing your ideas about the purposes of schooling, problems central to your teaching area, how students learn, how you will teach, and how you will respond to students' differences. One interesting scene of classroom teaching, from your experience, could offer enough material to prompt a discussion of all of these things; this would give the paper coherence and a focus. Things that are important to you as a teacher, but are conspicuously absent from the scene you write about, could be mentioned as key topics that show your broader knowledge of teaching. (No scene of teaching covers all that you know about teaching.)

This paper is called a "personal statement of your philosophy of teaching," which means that it should sound like you and be written from your perspective as a novice teacher. It should show "how you think about teaching," not just what you think. Your thoughtfulness and ability to relate ideas are therefore most important.

Case Briefs/ Presentation (20% of grade – 10 points for brief, 10 points for presentation): Each student will be responsible to brief a case throughout the course of the semester. Please come prepared with a 1-2 page summary brief to hand out to the class for your case.

Briefs should include the following information

1. Complete citation;
2. Parties involved in the case;
3. The date the case was adjudicated;
4. Place where the case was adjudicated;
5. The facts of the case;
6. Issues or legal questions raised in each case;
7. The court's decision and rationale for each issue;
8. The educational implications of each issue;
9. Dissenting opinion (if applicable) and the reason for it; and
10. Personal view and comment on the case.
11. Relevant/noteworthy current incidents/cases that are relevant to your case

Students will be paired with other students who have cases that are similar in theme. Grouped students will make a power point presentation to the class on the topic that includes:

- an overview of the cases that reflect the area

- the educational implications of the cases
- Relevant/noteworthy current events/incidents/cases that are relevant to the topic
- a hypothetical question posed to the class based on the issue
- an activity for the class based on the issue.

Each presentation should be 40-45 minutes. ***Time limits will be strictly adhered; please do not exceed time.***

Class Attendance/Participation – (10% of grade – 10 points)

Students are expected to attend and participate in every class session. Discussions of readings are essential to the course objectives. Your input will help make this experience more meaningful for yourself and your classmates. As a full-fledged participant, you are expected to be in class on time and prepared to initiate and respond to questions.

PART ONE: Professional conduct and decision making. How should an educational professional act in and outside of school? What factors should a teacher consider when making decisions?

1/22 – Section 4

3/12 – Section 5

Week One: Introduction to the course. What does the law tell us about education? What is the role of the legal system in educational organizations?

- Review syllabus

1/29 – Section 4

3/26 – Section 5

Week Two: Students, public schools and the law

- Essex, Nathan (2010) Teacher's Pocket Guide to School Law- Chapters 1-4
- Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools found at http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

Group A

1. Engel v. Vitale
2. Abington Township v. Schempp
3. Lee v. Weisman

Group B

4. Roberts v. Madigan
5. Peck v. Upshur County Board of Education
6. Roark v. South Iron R-1 School District

2/05 – Section 4

4/02 – Section 5

Week Three: Due Process and Student Safety/Teachers and the law

- Essex, Nathan (2010) Teacher's Pocket Guide to School Law- Chapter 5
- Watch President Obama's Address: It Gets Better
<http://www.whitehouse.gov/blog/2010/10/21/president-obama-it-gets-better>
- NJ Anti-Bullying Bill of Rights – found at http://www.njleg.state.nj.us/2010/Bills/A3500/3466_R1.PDF

Group C

7. Tinker v. Des Moines
8. Bethel School District No. 403 v. Fraser
9. Hazelwood School District v. Kuhlmeier

Group D

10. Goss v. Lopez
11. Gonzales v. McEuen
12. Allen v. Casper

2/12 – Section 4

4/9 – Section 5

Week Four

Interview with Teacher for Philosophy of Education

Students will interview a teacher of their choice to discuss the tenets about the teacher they admire in the Philosophy of Education. Students should observe the teacher teaching a class and discuss with the teacher about the teacher's educational philosophy. Examples of the observation and interview should be included in the final Philosophy of Education paper.

2/19 – Section 4

4/16 – Section 5

Week Five: Teachers and the Law

- Essex, Nathan (2010) Teacher's Pocket Guide to School Law- Chapter 8-11

Group E

13. Vernonia v. Acton
14. Commonwealth v. Cass
15. Ingraham v. Wright

Group F

16. New Jersey v. T.L.O.
17. Palmer v. Merluzzi
18. Safford Unified School District v. Redding

2/26 – Section 4

4/23 – Section 5

Week Six – School Desegregation and Educational Equity

- Review Abbott litigation at - http://www.edlawcenter.org/ELCPublic/Publications/PDF/Abbott_XX.pdf

Group G

19. Pickering v. Board of Education of Township High School District 205

20. Mt. Healthy City School District Board of Education v. Doyle
21. Fowler v. Board of Education of Lincoln County

Group H

22. Brown V. Board of Education of Topeka
23. Swann v. Charlotte-Mecklenburg
24. Milliken v. Bradley

3/05 – Section 4

4/30 – Section 5

Week Seven: School Desegregation Continued

Group I

25. Board of Education of Oklahoma City Public Schools v. Dowell
26. Green v. County School Board of New Kent County
27. Jenkins v. Missouri
28. Parents Involved in Community Schools v. Seattle School District No. 1

****Teaching Philosophy Due - ****

