

California State University San Marcos
College of Education

Education 604: Cognitive Perspectives Applied to Education
Fall Semester 2001

Instructor: Robin D. Marion, Ph.D.

Office Hours: Thirty minutes before and after class and by appointment

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Class meeting times and location: Thursday 5:30-8:15 PM, UH441

Mission and Commitments of the CSUSM College of Education:

The mission of the College of Education community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

In 1992 the College voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to this syllabus and are embedded throughout the course.

Course Description:

This course plays a central role in the introduction of an “aesthetic of knowing” that is part of the framework for all Master of Arts in Education programs. Topics include various ways of knowing, the impact of context on knowledge construction, and an ethic of life-long learning via reflective practice. Questions of equity, inclusion, leadership, community, collaboration, and systematic inquiry form the core of the course.

Course Objective:

This course is specifically designed to provide reflection on theory of learning and instruction, positioning of oneself in a theoretical framework, and application of philosophy to one’s teaching practice. There is an emphasis on familiarization with, and critique of, the National Board of Professional Teaching Standards (NBPTS) certification process, including documentation of one’s own classroom practice in a portfolio format.

Required Texts:

Daniels, H. & Bizar, M. (1998). Methods that matter. ME: Stenhouse.

Livsey, R. & Palmer, P. (1999). The courage to teach: Guide for reflection and renewal. SF: Jossey-Bass, Inc.

Lyons, N. (Ed.) (1998). With portfolio in hand: Validating the new teacher professionalism. NY: Teachers College Press.

Palmer, P. (1998). The courage to teach. SF: Jossey-Bass, Inc.

Recommended Reading:

In order to stay updated regarding educational issues that impact learning and instruction, you are urged to read current publications in the field. Some examples include: *Educational Leadership*, *Language Arts, Science and Children*, *Democracy & Education*, *Phi Delta Kappan*, and *Rethinking Schools*. These and similar publications will be very helpful as you complete the assignments for this course.

Attendance Policy:

Due to the interactive nature of courses in the College and the value placed on the contributions of every student, you are expected to prepare for, attend and participate in all classes. For extenuating circumstances contact the instructor before you miss class and make arrangements to make up what you have missed.

Accommodations for Disabilities:

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Located in Craven Hall, Room 5025A, they can be reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism:

All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

Tentative Class Schedule:

*Readings are in italics next to the date you should have **completed** the reading.*
Assignments are in bold.

Who are we as teachers? Who are our students?

- | | |
|--------|---|
| Aug 23 | Course overview
What do we know about knowledge?
Introduction: National Board for Professional Teaching Standards
Introduction: Presentations of method – choose (<i>Daniels p. 247-249</i>) |
| Aug 30 | The teacher's inner life / Cultivating the inner ground
Philosophy statement rubric development
<i>Read Palmer p. xi-88</i>
Bring an artifact to share that represents who you are as a teacher |
| Sept 6 | Growing community / Knowing community
Rubric development for facilitation / presentation
Bring field notes from a one-hour observation in your students' community noting dynamics of family, identity and/or power, with a one page typed reflection on what you learned.
<i>Read Palmer p. 89-162</i> |

- Sept 13 Self-reflections and peer response to draft one
 Planning presentations of classroom structures
Draft one of philosophy statement (3-5 pgs) due
- Exploring Methods & Processes of Best Practice / Accomplished Classrooms**
- Sept 20 Method one: Integrative curriculum
Group one facilitates / Stories of teaching practice
Read Daniels p. 0-56
- Sept 27 Representations of knowledge / Prologue to portfolios
 Sampler of portfolio practice / Purpose and design
Read Lyons p. 1-38 and one chapter from Ch. 3-7 p. 39-120
Bring classroom examples of portfolios to share
- Oct 4 Method two: Small group activities
Group two facilitates / Stories of teaching practice
Read Daniels p. 57-95
- Oct 11 NBPTS Certification Process / CDROM
 Develop portfolio design rubric
Explore the following sites:
 - o *National Board website (www.nbpts.org),*
 - o *Proceedings from an NCATE / NBPTS conference, spring 2001 (ali.apple.com/events/ncate2),*
 - o *National Boards in California web interactive CDROM (provided) and*
 - o *Other resources about National Boards at your disposal.***Bring a one-page typed reflection on the NBPTS process/standards focused on revelations and challenges uncovered while exploring.**
- Oct 18 Method three: Representing to learn
Group three facilitates / Stories of teaching practice
Read Daniels p. 96-129
- Oct 25 Tensions surrounding portfolios / Validating portfolio evidence
Bring portfolio vessel, navigation plan and list of planned entries
Read Lyons p. 121 & Ch. 9-10 p. 143-171, p. 187 & choose Ch. 12, 13, or 15
- Nov 1 Method four: Classroom workshop
Group four facilitates / Stories of teaching practice
Read Daniels p. 130-169
- Nov 8 Analyzing your practice: NBPTS entries / assessments
Draft two of philosophy statement due with self, peer and instructor feedback and draft one attached.

- Nov 15 Method five: Authentic Experiences
Group five facilitates / Stories of teaching practice
Read Daniels p. 170-201
- Nov 22 Holiday – No class
- Nov 29 Method six: Reflective Assessment
Group six facilitates / Stories of teaching practice
Read Daniels p. 202-246

Reflections and Implications

- Dec 6 Portfolio Sharing
Portfolios due
Read Lyons p 245-268
- Dec 13 Reflections on the semester / Implications for education reform &
accomplished teaching
Read Palmer p. 163-184

Grading policies and assignments:

Points possible -

Attendance, preparation for class, respectful participation	10 points
Classroom artifacts/assignments to share	15 points
8/30 Artifact that represents your teaching	
9/06 Community observation, multiple perspectives	
9/13 Self-reflection, peer response to philosophy statement	
9/27 Example portfolios	
10/11 One page reflection on National Board process/resources	
Philosophy statement (First draft – 10 pts, Second draft – 20 points)	30 points
Best practice group facilitation / presentation	20 points
Portfolios of best practice / Accomplished teaching (Vessel, navigation system, entry choice, and introduction to each entry – 15 pts, and five entries – 10 points)	<u>25 points</u>
Total	100 points

Assignments are due when noted even if absent.
All assignments should be thoughtfully completed, high quality, edited, and proofed.