

**YOUNGSTOWN STATE UNIVERSITY
BEEGHLY COLLEGE OF EDUCATION**

SOCIOLOGICAL BASES OF EDUCATION (FOUND 6902)

FALL SESSION 2009

Instructor: Dr. Paul R. Carr
Office: BCOE, Room 4106
Office hours: T (14:00-16:00); W (14:00-16:00); TH (14:00-16:00); or by appointment
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Course Code: 43619
Meeting-time: 17:10 – 19:50, Thursday
Classroom: BCOE Room 4305

First class: August 27, 2009
Last Class: December 10, 2009
Last day to add a class: August 31, 2009
Last day to withdraw with a W: October 29, 2008

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1. Course Description

This course provides a framework through which students will be able to think critically about education from a range of vantage-points. Using a critical pedagogical approach, a major focus will be on the intersection of identity, diversity and social justice in education, with a particular emphasis placed on the contextual reality of classism, racism, sexism and other markers of identity in our society. Ultimately, to understand academic achievement, successful teaching practices and progressive school-wide initiatives, we must be able to come to grips with the socio-cultural, economic and political conditions that define how schools are structured, centered, managed and re-produced. Students will analyze the foundation of the American education system, and seek to determine how and where points of transformational change exist; more significantly, we will examine how this transformational change might be effectively cultivated. The media will be used to illustrate the importance of political and media literacy in education. The course presents the ingrained, systemic inequities and barriers impeding the social and political liberation of a large percentage of society, and also aims to offer strategies of resistance inspiring hope.

(Appendix 1 contains a description of how this course corresponds to, and reflects, the BCOE conceptual framework (R), and Ohio Standards for the Teaching Profession (O), which correspond to the national standards established by the National Council on Accreditation of Teacher Education (NCATE) for education programs as well as the BCOE's Conceptual framework.)

2. Course Objectives

The course has four broad objectives:

- 1) The most explicit objective is to further prepare students to be able to critically analyze the educational context in relation to the particular needs and concerns of diverse groups in society, highlighting the importance of social justice, including socio-economically marginalized groups, racial minorities, immigrant groups, religious and other minority groups, and a range of other identities that have not traditionally benefited from formal public education; (R3, R6; O1, O5)
- 2) As we delve into the sociology of education, we will also strive to achieve a higher level of sensitization and critical understanding of the political nature of education, which will involve a diagnosis of inequitable power relations in education. Students will develop an analysis of the political nature of education, and through this they will more fully appreciate the role and dynamic of the modern-day teacher; (R2, R3; O6, O7)
- 3) We will use the media as a tool, process and framework to underscore the importance of media and political literacy in education; (R4, R6, R7; O5, O7)
- 4) Lastly, we will attempt to make linkages between our local, regional and national educational context as well as the international sphere, emphasizing the meaning of globalization and democracy. (R1, R3, R6; O1, O3)

3. Course Format

This course involves a manageable amount of conceptual, theoretical and applied readings, which will lay the groundwork for in-depth discussion and analysis on the roles, experiences, needs and challenges facing teachers and students today. In addition to the mandatory textbooks, the instructor will lead discussions, make brief presentations, and frame structured debate. Students are encouraged to participate, and will have the opportunity to present their work. Videos will also be used to illustrate the lived experiences of different realities impinging on education. Although the Instructor has mapped out a structure for the course, and will provide a context for discussions, his role is primarily that of a facilitator, aiming to ensure that we touch on an eclectic and germane mix of issues in an equitable and rigorous manner. We will be using WebCT in this class, which will enhance class discussions, be an effective tool for group assignments, and also allow us to present work individually and collectively. I believe

that we, as a group, can best learn from each other by working through issues and problems at different levels concurrently, taking into consideration the real-life dilemmas we face in education.

4. Knowledge-based Rationale

At the Master's level, Found 6902: Sociological Bases of Education is a component of/an option in various teacher education and educational leadership programs, and addresses diversity at the foundational level. In analyzing educational problems, concepts and practices, students in Found 6902 identify particular perspectives and agendas, revealing a variety of sources and the differences among them. In the spirit of democratization of schooling, the deconstruction of hierarchical thinking, inequitable power relations, and privilege, students will use the sociological approach to better understand the meaning of education as well as its impact on society. Diverse perspectives are sought in order to enhance our understanding of the human condition, the notion that education is based on a political construct, and, importantly, that we are all implicated, especially in education, in the construction of knowledge, identify and experience with regard to of ourselves and others. When "truths" are to be rounded out by requiring the perspectives of "others", schools become inclusive and responsive to the broad needs of a diverse and complex society. Critical analysis and interrogation motivates the ongoing and ever broadening pursuit of diverse, multiple perspectives. Dimensions of time, power, and culture (variables of gender, race, class, lifestyle, ability, personal history, and other dimensions) are recognized as inescapable and critical elements to be considered and reflected upon in the design of evolving, inclusive school practices and the democratization of society. An understanding of the impact, influence and relationship that the outside world has on the formal (and informal) processes of teaching and learning are a fundamental rationale underpinning this course, especially if we are to achieve a more humane, sensitized and deliberate engagement with democracy, diversity and social justice.

5. Academic Guidelines

- a. A fundamental principle for the teaching and learning in this course is the free and open exchange of ideas in a climate of mutual respect, reinforcing an academic environment in which we can expand our horizons at the individual and collective levels.
- b. ***Academic Dishonesty:*** Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards will result in an "F" for the course. All candidates are expected to comply with generally accepted professional ethics of Academic Honesty in meeting their course requirements (<http://penguinconnection.ysu.edu/handbook/Policies/POLICIES.shtml>). Candidates are expected to submit materials that are respectful of intellectual property rights, as well as complying with all Federal Copyright Laws (<http://www.copyright.gov/>). Any breach of this code of ethics will be handled according to the YSU Student Handbook. Any proven acts of cheating,

plagiarizing, or engaging in any form of academic dishonesty, could result in a severe disciplinary action, an “F” grade for the assignment or course, and possible referral to the Office of Student Affairs for disciplinary action.

- c. Diversity and equity are concepts of central importance within an academic context, and we should be cognizant of the experiences, approaches and presence of our colleagues. Everyone should be made to feel comfortable in our classroom.
- d. Attendance in class, preparation to discuss readings and assignments, submitting work on time, and following the structure and rhythm of the class are the responsibility of students.
- e. The readings for this course are extremely important, and will assist students greatly as they undertake the three required assignments. In terms of quantity, there is not a large volume to read for this course but the readings demand critical reflection to be fully understood.
- f. Being able to write clearly, in good English, in a structure and style that is both effective and easy to follow, is important for this course. Students are encouraged to re-read and re-work their assignments before submitting them. The Instructor’s website contains a summary of points that will assist in writing an effective paper.
- g. In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me privately to discuss your specific needs. You must be registered with CSP Disability Services, which is located at Wick House, and provide a letter of accommodation to verify your eligibility. You can reach CSP Disability Services at 330-941-1372.
- h. The instructor will be available at designated times, before and after class, through WebCT and by telephone. This syllabus is purposely detailed so as to provide a clear guide to where we are headed, what is expected, and how assignments will be evaluated. Please contact me through WebCT as opposed to e-mail as I will be checking and responding to queries this way on a daily basis.
- i. ***Americans with Disabilities Act:*** Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. In accordance with University procedure, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the office of Equal Opportunity and Disability Services at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services’ (330-941-1372) intake procedure.
- j. ***Candidate Disposition Alert Process:*** The purpose of this alert is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the

BCOE faculty as necessary standards to effectively serve all students or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

- k. ***Incomplete Grade Policy:*** An incomplete grade of an "I" may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A written explanation of the reason for the "I" and a date (which must be within one year) by which all course requirements will be completed, must be forwarded to the Ohio Registrar for inclusion in the student's permanent record, with copies to the student and department chairperson.

The instructor will initiate a grade change upon completion of the course requirements. If no formal grade change occurs within one year, the "I" automatically converts to an "F". If graduation occurs within the one-year time period, the "Incomplete" grade will be converted to an "F" prior to graduation.

Department chairs are granted authority to convert grades of "I" into final grades in cases where instructors may have severed connections with the University or have become incapacitated before converting the grade.

- l. ****Critical and Essential Tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area (NAEYC). These tasks assess a candidate's ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. [Applies for Undergraduate courses and Master ECE & Literacy courses: For 6902, the Critical Task is considered to be an Essential Task, meaning that the consequence of failing on this particular activity does not constitute failure in the course. Data are gathered on this activity to improve the course and provide assessment reporting to the students, the College and assessment bodies.]***

6. Course Assignments and Evaluation

1. Assignment A: Critique of chapter in the textbook

- i) Each student will critique a chapter from the Lund and Carr textbook, which will involve a 1200-word (double-spaced, size 12 font) analysis of the issues raised therein. This chapter must be different than the one required for Assignment B.
- ii) To support thinking, reflection and analysis throughout the course, as well as for this assignment, students are encouraged to review the daily press clippings of the Association for Supervision and Curriculum Development website at <http://www.smartbrief.com/ascd/> . Social Justice News at <http://edchange.org/mailman/listinfo/socialjusticenews> edchange.org and DiversityInc at <http://www.diversityinc.com/public/register.cfm> are also excellent resources.
- iii) The selected issue should be framed succinctly, and should include some description of the article, why it is an issue, what the central premises are, and then proceed to a critical analysis, aiming to get between and under the issue. Students must incorporate at least 5 peer-reviewed references, some of which can be drawn from the textbook.
- iv) In addition, students should prepare **3 questions** for the class to reflect on, and also present any other pertinent information they feel appropriate in a reflection at the end of the paper.
- v) While there is some flexibility, students should include the following in their framework:
 - a. Issue
 - b. Background
 - c. Context
 - d. Critical analysis
 - e. Discussion
 - f. Reflection
 - g. Questions for reflection
 - h. References

TIME-FRAME: Assignments are due through WebCT to me by September 17.

GRADING: Written critical report 15 points

2. Assignment B: Critical Pedagogical Analysis in Groups (*)

- i) In groups of two (or three, depending on the number of students in the class), students will critique a chapter in the Lund and Carr text, which will include:
 - a) a 15-minute oral presentation, to be followed by a 15-minute class discussion; and
 - b) a roughly 15-page (double spaced, size 12 font) written critical report on the theme presented.
- ii) The objective is to use a critical pedagogical framework to diagnose the issue, and to explore, using academic, empirical and applied examples, the scope, depth and resonance of the educational question at-hand.
- iii) The oral presentation and written report should use the selected chapter as a starting-point, and then proceed to a fuller, richer analysis of the main issue(s).

- iv) For the oral presentation, the presenting group should prepare a 1-2 page outline for distribution to classmates of the key issue(s), the context, strengths and weaknesses of the chapter, an analysis, and some points/questions to stimulate reflection and debate.
- v) The written report should address, in an academic format, the following: a) on overview of the issue(s); b) the key issues or themes; c) a critical analysis of the piece, with reference to a minimum of **ten** academic references; d) reference to empirical, applied research; and e) some reflection and discussion on the importance of the issue in education. It may be helpful to employ a factor analysis when undertaking this assignment, analyzing the problem from a range of angles, looking at the political, economic, social, legal, pedagogical, and philosophical factors. Another way of augmenting the analysis is to consider the vantage-points of various stakeholders in relation to the issue raised, including students, teachers, principals, supervisory officers, state officials, decisionmakers, parents, community groups and others. Added to this could be a critique of the salience of identity, which would consider race, ethnicity, class, gender, religion, sexual orientation, etc..
- vi) As with the first assignment, while there is some flexibility, students should include the following in their framework:
 - a. Issue
 - b. Background
 - c. Context
 - d. Critical analysis
 - e. Discussion
 - f. Reflection
 - g. Questions for reflection
 - h. References

As this work builds on the work we have been cultivating in class, there is the expectation that the writing and analysis will be enhanced in this assignment.

- vii) As this is a group-assignment, it is imperative that students find the time to constructively work together, and also to craft a series of concepts, ideas and analysis that will coherently address the chapter selected. Work should be divided up evenly, and every possible effort should be made to discuss issues in a respectful and engaging manner. This assignment attempts to put into practice the first step to transformational change, involving diverse people in a common project to ascertain how best to achieve a common goal. It will be important to map out a comprehensive plan for presenting and writing up the assignment, and, then, in a disciplined manner, proceed with the required work.

(*) Although encouraged, students are not obligated to work in groups, and may choose to do this assignment individually.

TIME-FRAME: Students will formalize their groups for this assignment during the second week, and will select, in priority order, three chapters that they would like to work on. A schedule of times and designated chapters will be drawn up, which will be shared with students through WebCT. They will then start to undertake the research, and will present their findings (30 minutes), including the methodological implications, starting in

the third class. Final papers of no more than 12 pages (double-spaced, size 12 font) are due on November 1.

<i>GRADING:</i>	Presentation	15 points
	Written critical report	25 points

NOTE: The amount of time available for presentations may vary, depending on the size of the class.

3. Assignment C: Media Analysis Project (**)

- i) Each student, either individually or in groups of two, will undertake a critical media analysis, which will involve:
 - a. Monitoring the media during a one-week period, including one or more of the following: reading one newspaper daily (even if it's through the internet), listening to one radio newscast daily, and watching one news telecast daily.
 - b. Students should keep a log of what they read, hear and watch, analyzing what is said, by whom, and how. What is the context for the news?, what perspectives are elucidated?, and does the news vary from medium to medium or from newscast to newscast? How is race portrayed? What are the particular political vantage-points? How does this connect with and to education?
 - c. The objective is to critique how the media functions, and then to analyze the implications in relation to education.
 - d. In addition, students should undertake the same analysis of the daily news program produced by democracynow.org, which is downloaded in podcast form. By monitoring the mainstream news alongside democracynow.org, some interesting and provocative discussion will be generated.
 - e. From this assignment, students should have a clearer idea of the role of the media in informing and educating the public, or the contrary, and also whether there is a high level of media literacy in the US. Also relevant will be the connection to our education-system. Is there one?
- ii) The presentation should involve a critical analysis, using some of the techniques we have discussed throughout the course, and should engage the class in discussion.
- iii) The written paper should involve a critical analysis of the student's media-observation, be clearly written, and be no more than 3000 words. Appendices can be added, if necessary. The analysis should include:
 - a. the context
 - b. the methodology
 - c. factors/criteria/issues
 - d. findings
 - e. discussion
 - f. implications
 - g. reflection
 - h. at least 5 peer-reviewed references must be used for this project.
- iv) The paper is due on December 3.

(**) The paper for this assignment will constitute an ESSENTIAL TASK, which will be evaluated using the rubric in Appendix 2.

GRADING: Presentation 5 points
Paper 20 points

NOTE: The amount of time available for presentations may vary, depending on the size of the class.

4. Participation

In order to augment the learning that will take place during class-time, we will also be using WebCT as a fundamental vehicle for submitting work, communicating with one another, and, particularly, discussing and debating ideas, themes and propositions flowing out of the course. Therefore, students are asked to submit Reflections of roughly 250 words during the ELECTRONIC CLASSES on the themes stipulated in the course outline. Students should be critical in drafting these Reflections, and also feel free to comment on the postings of colleagues in engaging the class to consider complex and problematic issues from a range of vantage-points. Participation also includes actively participating in class, and leading the discussion on one chapter in the Macedo and Steinberg book. We will also be communicating regularly through WebCT in relation to the assignments, which will all be submitted on on-line.

Grading: Participation 20 points

7. Grading Summary

1. OVERVIEW OF ASSIGNMENTS

1. Assignment A: Critique of a Lund and Carr chapter	15
2. Assignment B: Critical Pedagogical Analysis (Lund and Carr chapter)	40
3. Assignment C: Media Analysis	25
4. Participation (preparedness, readings, engagement, WebCT)	20
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TOTAL	100

NOTE: Contributions to class lectures and discussion will positively affect grades while each absence will negatively do so.

2. GRADING FRAMEWORK

A = 90-100 (exceptional work)
B = 80-89 (very good work)
C = 70-79 (good work)

D = 60-69 (incoherent knowledge of course content)
F = 59 and below (inadequate grasp of course content)

3. EVALUATION CRITERIA

a. Participation

Students should attend class, and be prepared, having done the required readings or assignments, and be engaged so as to contribute to class-discussions. Quality is much more important than quantity. Raising pertinent questions and issues will also be of value to the class, and will be considered in the evaluation-process. **Participation through WebCT is also an important part of this course.**

b. Papers

In addition to what is described above for these assignments, it will be important for students to write clearly and effectively at an advanced academic level, focusing on a critical analysis, moving well beyond a description of phenomena, incorporating academic references and data. The Instructor will be looking for a clear statement of purpose and identification of the issue(s), a clear, coherent structure and organization for the text, solid arguments that frame the paper, and a strong, relevant and justifiable conclusion. The Instructor's website contains information on writing effectively as well as some suggestions for undertaking and developing a critical analysis.

c. Presentations

In addition to what is described above for the presentations, as with the papers, students should consider critically analyzing and presenting their subject-matter in an engaging format that will facilitate group-discussion. Prepare some questions and issues for the class to ponder. Focus on a few areas that require further enquiry, and seek to de-mystify the concepts, terminology and problematic issues related to the topic-area. **Powerpoint presentations are encouraged.** Students should do all of the readings so as to be able to participate in discussions.

<h2>8. Readings and Resources</h2>

There are two required texts for this course, which will be available in the YSU bookstore.

Lund, Darren E. and Carr, Paul R. (2008). *Doing democracy: Striving for political literacy and social justice*. New York: Peter Lang Publishing. (ISBN 978-0-8204-9745-7)

Macedo, D. and S. Steinberg, (eds). (2007). *Media Literacy: A Reader*. New York: Peter Lang Publishing. (ISBN 978-0-8204-8668-0)

Please refer to my web-site at <http://www.coe.yosu.edu/~paulcarr/> for a listing of internet resources that will be helpful in undertaking research educational research.

9. 6902 FALL 2009 – DR. PAUL R. CARR
Organization of Course

6902 – Fall 2009 – Dr. Paul R. Carr

For ELECTRONIC WEEKS, we will not be meeting physically but will be submitting postings and assignments through WebCT.

- Week 1 – August 27
- Week 2 – September 3
- Week 3 – September 10
- Week 4 – September 17
- Week 5 – September 24
- Week 6 – October 2
- Week 7 – October 9
- Week 8 – October 16
- Week 9 – October 23
- Week 10 – October 30
- Week 11 – November 5 (ELECTRONIC WEEK)
- Week 12 – November 12 (ELECTRONIC WEEK)
- Week 13 – November 19
- Week 14 – November 26 (off for Thanksgiving)
- Week 15 – December 3
- Week 16 – December 10

Week 1

- a. Introductions
- b. Multicultural quiz (it doesn't count)
- c. General discussion on the purpose of education
- d. Review of course outline and requirements
- e. Video-clips

NOTE: Students will select a times for their presentations as well as forming teams for the group assignment.

Week 2

- a. Instructor presentation on critical pedagogy and research
- b. Video-clips
- c. Media activity (television)
- d. Discussion of media analysis (please bring the Saturday Vindicator to class)

Week 3

- a. Instructor presentation on democracy and education
- b. Chapters 1-3 in Macedo and Steinberg text + Chapter 1 and the last chapter (Lund and Carr text)
- c. Democracynow.org

Week 4

- a. Assignment 1 due via WebCT
- b. Instructor presentation on Whiteness
- c. Activity on deliberative democracy

Week 5

- a. WebCT posting (250 words) on: Chapters 4-6 in Macedo and Steinberg text
- b. Discussion of Lund and Carr text
- c. Students will lead discussions on chapters in Macedo and Steinberg text (a 7-10 minute overview of the chapter, plus any relevant analysis and 1-2 questions is what is required)

Week 6

- a. Students will lead discussions on chapters in Macedo and Steinberg text (a 7-10 minute overview of the chapter, plus any relevant analysis and 1-2 questions is what is required)
- b. Discussion on media analysis + *thick* and *thin* democracy

Week 7

- a. Read this article: “But What Can I Do?” Fifteen Things Education Students Can Do to Transform Themselves In/Through/With Education at <http://freire.education.mcgill.ca/ojs/index.php/home/article/view/56/31> and then submit a WebCT posting of 250 words.
- a. Students will lead discussions on chapters in Macedo and Steinberg text (a 7-10 minute overview of the chapter, plus any relevant analysis and 1-2 questions is what is required)

Week 8

- a. Student presentations (Assignment B)

Week 9

- a. Student presentations (Assignment B)

Week 10

- a. Student presentations (Assignment B)

Week 11 ELECTRONIC CLASS

- a. WebCT posting (250 words): What is democracy, and how is it relevant in/to/for education?
- b. Assignment B is due through WebCT

Week 12 ELECTRONIC CLASS

- a. WebCT posting: Submit final Posting re: political literacy in education: should we be concerned about it?

Week 13

- a. Student presentations (Assignment C)

Week 14 THANKSGIVING – NO CLASS

Week 15

- a. Submit Assignment C via WebCT
- b. Student presentations (Assignment C)

Week 16

- a. Student presentations (Assignment C)
- b. WebCT: What can be learned from critically interrogating the world, and should this be a fundamental part of the educational puzzle? AND Are we headed in the right direction with regards to how we educate young people? (There are no right or wrong answers but I'm hoping that the course has stimulated some critical thinking around the meaning and purpose of education).

APPENDIX 1

FOUND 6902 and College, State and National STANDARDS

The National Council for Accreditation of Teacher Education is an accrediting agency established to help increase the quality of departments, schools, and colleges of education. NCATE accreditation is a voluntary peer review process of the professional education units responsible for the preparation of teachers and other professional school personnel based on national standards developed by professors and practitioners. Accredited institutions are reviewed on a five-year cycle.

For this course, the two standards that will be specifically addressed are:

- Standard 1: Candidate Knowledge, Skills, and Dispositions
- Standard 4: Diversity

To learn more about the standards and NCATE, please go to <http://www.ncate.org/>.

The Beeghly College of Education Conceptual Framework guides the conceptualization of teaching and learning in the College. For this course, while respect of all components, a particular emphasis is placed on the following: ethical (R2), fair (R3), logical (R4) and critical (R6).

Reflection in Action: The Educator as Reflective Practitioner

BCOE Institutional Standards & Outcome Statements

R1: Reflective practice is *Reasoned*.

Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions.

Outcomes:

- A. Candidates use research, theory, and wisdom of practice to inform their pedagogy.
- B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.
- C. Candidates utilize evaluation results for evidence-based decision-making.
- D. Candidates employ reflective professional judgment across all facets of their practice.

R2: Reflective practice is *Ethical*.

Candidates act in a moral, legal, and principled manner in professional practice.

Outcomes:

- A. Candidates apply ethical and legal practices in performing their professional responsibilities.
- B. Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.
- C. Candidates value and apply the professional code of conduct particular to their area.

R3: Reflective practice is *Fair*.

Candidates exercise democratic fairness, principled concern, and humane care in their professional activities.

Outcomes:

- A. Candidates demonstrate professional, collaborative, and inclusive dispositions both in their field placements and within their courses.
- B. Candidates foster inclusive environments, and respect the backgrounds of and beliefs held by their students or clients.
- C. Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner.
- D. Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.

R4: Reflective practice is *Logical*.

Candidates think analytically in a deliberately consistent and rationally defensible manner.

Outcomes:

- A. Candidates think systematically and analytically about professional practice and professional decision-making.
- B. Candidates appropriately apply knowledge of research to their professional practice.

R5: Reflective practice is *Effective*.

Candidates apply professional knowledge in a consciously purposeful and deliberate manner.

Outcomes:

- A. Candidates are proficient in the procedures, techniques, and methods of their respective fields.
- B. Candidates are proficient in the content of their respective fields.

R6: Reflective practice is *Critical*.

Candidates use professional knowledge, objectively applying it to their own professional actions and the professional actions of others to the benefit of their students and clients.

Outcomes:

- A. Candidates evaluate their own effectiveness by giving attentive consideration to the positive growth of their students/clients.
- B. Candidates assess the needs for professional development and actively engage in professional activities to expand their knowledge, experiences and relationships.

R7: Reflective practice is *Technical*.

Candidates attend to procedural details and optimize the use of technologies appropriate to professional practice.

Outcomes:

- A. Candidates effectively and appropriately integrate various technologies into their work as teachers, counselors and administrators to maximize P-12 student learning.
- B. Candidates utilize technology to enhance their own professional development.
- C. Alignment: Ohio Standards for the Teaching Profession and BCOE Conceptual Framework

Alignment: Ohio Standards for the Teaching Profession and BCOE Conceptual Framework

Standard Number	Teacher Standards	Conceptual Framework 'R'	Conceptual Framework
1	Students: Teachers understand student learning and development, and respect the diversity of the students they teach.		
1.1	Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	R4B	R4: Reflective practice is Logical. R4B: Candidates appropriately apply knowledge of research to their professional practice.
1.2	Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	R4B; R5A	R4: Reflective practice is Logical. R4B: Candidates appropriately apply knowledge of research to their professional practice. R5: Reflective practice is Effective. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields.
1.3	Teachers expect that all students will achieve to their full potential.	R3C	R3: Reflective practice is Fair. R3C: Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner.
1.4	Teachers model respect for students' diverse cultures, language skills and experiences.	R3B	R3: Reflective practice is Fair. R3B: Candidates foster inclusive environments and respect the backgrounds of and beliefs held by their students or clients.
1.5	Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.	R3C; R5A; R2B	R3: Reflective practice is Fair. R3C: Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner. R5: Reflective practice is Effective. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields. R2: Reflective practice is Ethical. R2B: Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.
2	Content: Teachers know and understand the content area for which they have instructional responsibility.		
2.1	Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	R5B	R5: Reflective practice is Effective. R5B: Candidates are proficient in the content of their respective fields.
2.2	Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	R5A; R1A; R1D	R5: Reflective practice is Effective. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields. R1: Reflective practice is Reasoned. R1A: Candidates use research, theory and wisdom of practice to inform their pedagogy. R1D: Candidates employ reflective professional judgment across all facets of their practice.
2.3	Teachers understand school and district curriculum priorities and the Ohio academic content standards.	R2B	R2: Reflective practice is Ethical. R2B: Candidates demonstrate knowledge of education policies at the local, state, and national level for instructional decision-making.

2.4	Teachers understand the relationship of knowledge within the content area to other content areas.	R5B; R1A	R5: Reflective practice is <i>Effective</i>. R5B: Candidates are proficient in the content of their respective fields. R1: Reflective practice is <i>Reasoned</i>. R1A: Candidates use research, theory and wisdom of practice to inform their pedagogy.
2.5	Teachers connect content to relevant life experiences and career opportunities.	R5A; R4A	R5: Reflective practice is <i>Effective</i>. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields. R4: Reflective practice is <i>Logical</i>. R4A: Candidates think systematically and analytically about professional practice and professional decision-making.
3	Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.		
3.1	Teachers are knowledgeable about assessment types, their purposes and the data they generate.	R1B	R1: Reflective practice is <i>Reasoned</i>. R1B: Candidates apply the appropriate knowledge of assessment and evaluation to their practice.
3.2	Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	R1B	R1: Reflective practice is <i>Reasoned</i>. R1B: Candidates apply the appropriate knowledge of assessment and evaluation to their practice.
3.3	Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	R1C	R1: Reflective practice is <i>Reasoned</i>. R1C: Candidates utilize evaluation results for evidence-based decision-making.
3.4	Teachers collaborate with and communicate student progress with students, parents and colleagues.	R3A; R3D	R3: Reflective practice is <i>Fair</i>. R3A: Candidates demonstrate professional, collaborative and inclusive dispositions both in their field placements and within their courses. R3D: Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.
3.5	Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	R1C	R1: Reflective practice is <i>Reasoned</i>. R1C: Candidates utilize evaluation results for evidence-based decision-making.
4	Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.		
4.1	Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	R2B	R2: Reflective practice is <i>Ethical</i>. R2B: Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.
4.2	Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	R5A; R4A	R5: Reflective practice is <i>Effective</i>. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields. R4: Reflective practice is <i>Logical</i>. R4A: Candidates think systematically and analytically about professional practice and professional decision-making.
4.3	Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	R5A	R5: Reflective practice is <i>Effective</i>. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields.
4.4	Teachers apply knowledge of how students think and learn to instructional design and delivery.	R1A	R1: Reflective practice is <i>Reasoned</i>. R1A: Candidates use research, theory and wisdom of practice to inform their pedagogy.

4.5	Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.	R3C; R5A	R3: Reflective practice is <i>Fair</i>. R3C: Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner. R5: Reflective practice is <i>Effective</i>. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields.
4.6	Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	R5A; R4A	R5: Reflective practice is <i>Effective</i>. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields. R4: Reflective practice is <i>Logical</i>. R4A: Candidates think systematically and analytically about professional practice and professional decision-making.
4.7	Teachers use resources effectively, including technology, to enhance student learning.	R7A	R7: Reflective practice is <i>Technical</i>. R7A: Candidates effectively and appropriately integrate various technologies into their work as teachers, counselors and administrators to maximize P-12 student learning.
5	Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.		
5.1	Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	R3B	R3: Reflective practice is <i>Fair</i>. R3B: Candidates foster inclusive environments and respect the backgrounds of and beliefs held by their students or clients.
5.2	Teachers create an environment that is physically and emotionally safe.	R3C	R3: Reflective practice is <i>Fair</i>. R3C: Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner.
5.3	Teachers motivate students to work productively and assume responsibility for their own learning.	R1C; R5A	R1: Reflective practice is <i>Reasoned</i>. R1C: Candidates utilize evaluation results for evidence-based decision-making. R5: Reflective practice is <i>Effective</i>. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields.
5.4	Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	R5A; R4B	R5: Reflective practice is <i>Effective</i>. R5A: Candidates are proficient in the procedures, techniques, and methods of their respective fields. R4: Reflective practice is <i>Logical</i>. R4B: Candidates appropriately apply knowledge of research to their professional practice.
5.5	Teachers maintain an environment that is conducive to learning for all students.	R3B; R3C	R3: Reflective practice is <i>Fair</i>. R3B: Candidates foster inclusive environments and respect the backgrounds of and beliefs held by their students or clients. R3C: Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner.
6	Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.		
6.1	Teachers communicate clearly and effectively.	R3A	R3: Reflective practice is <i>Fair</i>. R3A: Candidates demonstrate professional, collaborative and inclusive dispositions both in their field placements and within their courses.
6.2	Teachers share responsibility with	R3D	R3: Reflective practice is <i>Fair</i>.

	parents and caregivers to support student learning, emotional and physical development and mental health.		R3D: Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.
6.3	Teachers collaborate effectively with other teachers, administrators and school and district staff.	R6B	R6: Reflective practice is <i>Critical</i>. R6B: Candidates assess the needs for professional development and actively engage in professional activities to expand their knowledge, experiences and relationships.
6.4	Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	R3D	R3: Reflective practice is <i>Fair</i>. R3D: Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.
7	Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.		
7.1	Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	R2A; R2C	R2: Reflective practice is <i>Ethical</i>. R2A: Candidates apply ethical and legal practices in performing their professional responsibilities. R2C: Candidates value and apply the professional code of conduct particular to their area.
7.2	Teachers take responsibility for engaging in continuous, purposeful professional development.	R6A; R4B	R6: Reflective practice is <i>Critical</i>. R6A: Candidates evaluate their own effectiveness by giving attentive consideration to the positive growth of their students/clients. R4: Reflective practice is <i>Logical</i>. R4B: Candidates appropriately apply knowledge of research to their professional practice.
7.3	Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.	R6B	R6: Reflective practice is <i>Critical</i>. R6B: Candidates assess the needs for professional development and actively engage in professional activities to expand their knowledge, experiences and relationships.

APPENDIX 2

ESSENTIAL TASK – CRITICAL ANALYSIS - Media Analysis with a Connection to Education

(This rubric is aligned with the BCOE Conceptual Framework [R], the National Board for Professional Teaching Standards [P], the Ohio Standards for Principals [OP], and the Ohio Standards for the Teaching Profession [OT])

	Unsatisfactory 1	Satisfactory 2	Competent 3	Exemplary 4
<p>Presentation (5 points) R1, R6 P4, P5 OP2 OT2</p> <p>Paper (20 points) R1, R4 P2, P5 OP2 OT2 (5 points)</p> <p>R3, R6 P4 OP4 OT1 (5 points)</p> <p>R3, R5 P1, P4 OP5 OT6 (5 points)</p> <p>R1, R3, R5 P4 OP2 OT2 (5 points)</p>	<p>Candidate:</p> <ul style="list-style-type: none"> presents information and analysis in an uncritical manner; displays minimal, contextualized knowledge of topic; demonstrates a weak critical analysis, inconsiderate of diverse perspectives; does not incorporate a meaningful connection to education in the analysis; produces a paper that is poorly written (limited vocabulary, grammatical problems and structural issues). 	<p>Candidate:</p> <ul style="list-style-type: none"> presents information and analysis in a satisfactory manner; displays satisfactory, contextualized knowledge of topic; demonstrates a good critical analysis, inclusive of diverse perspectives; incorporates a meaningful connection to education in the analysis; produces a paper that is well written (enhanced vocabulary, and few grammatical problems and structural issues). 	<p>Candidate:</p> <ul style="list-style-type: none"> presents information and analysis in an innovative manner; displays a well-developed, contextualized knowledge of topic; demonstrates a strong critical analysis, inclusive of diverse perspectives and nuanced interpretations; incorporates a strong and critical connection to education in the analysis; produces a paper that is extremely well written (enhanced and appropriate vocabulary, and practically no grammatical problems or structural issues). 	<p>Candidate:</p> <ul style="list-style-type: none"> presents information and analysis in an innovative and engaging manner; displays an excellent, contextualized knowledge of topic; demonstrates an insightful critical analysis, inclusive of diverse perspectives and nuanced interpretations, and moves well beyond description to include original analysis; incorporates an extremely well-developed, critical connection to education in the analysis; produces a paper that is flawlessly written (enhanced, appropriate and accurate vocabulary, and virtually no grammatical problems or structural issues).

