

**Department of Early Childhood and Childhood Education  
Division of Education  
LEHMAN COLLEGE  
City University of New York**

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*The Division of Education prepares competent, qualified, ethical, and reflective practitioners for service in diverse communities.*

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**EDE 757** Ethics and Professionalism in Childhood Teaching

**Spring 2012**

**Wednesdays 4:15-5:55 plus one hour online**

**Dr. Aliex Ross**

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**Office: Carman Hall B43**

**office hours:**

**Tues. 2:00-3:45**

**Wed 2:00-3:45**

**PLEASE NOTE** This course is partially online. Some assignments require completion online. You **MUST** have access to the internet or use access provided by the College on campus at the IT center, Carman Hall room 108. If you do not participate in or complete the online component you will fail the class. The online assignments are specified in the course schedule on the day they are due. Some classes are **ALL** online; some are face to face with an additional hour online.

In order to access the online component, please log on to <http://www.cuny.edu>. Scroll down to the “log –in” icon (bottom left hand corner) and click on it. Follow directions for “register now” or, if you have used blackboard before, sign in with your username and password. Once you have created your Blackboard Username and password **WRITE IT DOWN HERE!!!**

Username \_\_\_\_\_

Password \_\_\_\_\_

**Course description:** Study of the Childhood Teaching Profession, its multiple historical, philosophical and social foundations. Analysis of teaching practices through the use of self-assessment as a form of evaluation and professional ePortfolio development. Examination of the purpose and meaning of teaching and the contribution made to the profession through analysis of their own experiences.

**3 credits**

Contact hours:

9 class sessions on campus with an additional one hour on line

5 class sessions completely online

**Prerequisites:**

Successful completion of Competency Area III A and step 5

**Co-requisites:**

EDE 756

**Place of Course in curriculum:**

Required

Elective

**Instructional Methods Implemented in the Course:**

- Reflection through writing; discussion and student presentations
- Constructivist projects
- Classroom demonstration and reporting
- Use of media and technology specifically related to course content
- Emphasis on small group work and decision making
- Creation of professional ePortfolio

**Required Text:**

Zubay and Soltis (2005) *Creating the ethical school*. Teachers College Press: NY.

**Required Handouts:**

Lortie, D.C. (1975). "The hand of history." In *Schoolteacher: A sociological study*. University of Chicago Press: Chicago. pp. 1-24.

Lowe, R. (1995). "Teachers through history: the myth of a golden age." In *Rethinking schools: An agenda for change*. Levine, Lowe, Peterson, Tenorio, eds. The New Press: NY. Pp. 240-245.

***Additional readings will be assigned as they relate to specific topics or as adjustment are made to the syllabus. Texts, are available for purchase in the bookstore.***

Anticipated Schedule -- subject to change

<b><i>Date and topic</i></b>	<b><i>Readings and Assignments due</i></b>
Feb 1 on campus meet in CA B55	Course introduction 1 hr online due before class Feb. 15: make sure you can sign onto TaskStream
Feb. 8 online	ALL ONLINE: assignment section – INTASC bring to class Feb. 15 Read Lortie and Lowe handouts Blog due before class Feb. 15: History of teaching and current dilemmas/issues
Feb. 15 On campus	INTASC review and profile of a teacher 1 hr online due before class Feb. 22: put assignments, headshot etc

meet in CA B55	on flashdrive
Feb. 22 On campus Meet in CA B55	Building your ePortfolio <b>Bring flashdrive with headshot and artifacts</b> 1 hr online: work on building your ePortfolio
Feb. 29 On campus Meet in CA B55	LCI and Building your ePortfolio con't <del>1 hr online: continue building your ePortfolio</del> <b>Reflective Statement Due</b>
March 7 online	ALL ONLINE: 2 Blog assignments– teacher/student cases and teacher/parent cases due before March 14
March 14 No class	No class – NCATE conference
March 21 On campus Meet in CA B55	<b>Peer portfolio review</b> 1 hour online: continue building your ePortfolio
March 28 online	ALL ONLINE: 2 Blog assignments -- teacher/teacher cases and teacher/administrator cases due before April 4
April 4 online	ALL ONLINE: Blog – teacher lore and the media due before class April 18 <b>Educational Philosophy due</b> (submit electronically through TaskStream)
April 11 No class	Spring break
April 18 online	ALL ONLINE: group work
April 25 On campus Meet in CA 223	<b>Teams 1 and 2 present Portfolios due</b> 1 hr online: assignment section – team presentation evaluation and blog – react to the topic
May 2 On campus Meet in CA 223	<b>Teams 3 and 4 present</b> 1 hr online: assignment section – team presentation evaluation and blog – react to the topic
May 9 On campus Meet in CA 223	<b>Teams 5 and 6 present</b> 1 hr online: assignment section – team presentation evaluation and blog – react to the topic

### **Student Outcomes Expected upon completion of the course (as related to the LUTE)**

Students who successfully complete this course will demonstrate:

Knowledge of:

- Professional leadership roles appropriate for teachers (LUTE themes 1 & 2)
- Current trends in teaching practice (LUTE theme 1)
- “teacher lore” of teachers past and present (LUTE themes 1, 2, 3, & 4)
- what is necessary, equitable, and just for the public good of all populations (LUTE themes 2, 3 & 4)
- advocacy role in schools and in diverse communities (LUTE themes 2, 3)

Ability to:

- act as a professional capable of taking leadership roles in programs and school settings (LUTE theme 1 & 2)
- analyze and examine “teacher lore” of past and present (LUTE themes 1, 2, 3, & 4)
- formulate personal goals for future teaching (LUTE theme 1)
- develop a professional ePortfolio (LUTE theme 2)
- recognize and identify current trends in teaching (LUTE theme 1)

Dispositions by:

- Developing a professional ePortfolio to reflect the continuing examination of personal attitudes, philosophy and skills in learning/teaching (LUTE theme 1)
- Committing to effective, reflective service and social action (LUTE themes 1, 2, & 3)
- Affirmation, respect and caring for culturally diverse children as well as those with a wide array of other special needs, support home language preservation and promote anti-bias approaches to action research (LUTE themes 2, 3, & 4)

LUTE theme 1: Building a Community of Learners

LUTE theme 2: Educating for Social Action

LUTE theme 3: Developing Human Capacity

LUTE theme 4: Attending to our Diverse Sociocultural Context

**Relevant ACEI standards addressed in the course:**

All of the ACEI standards are addressed in this course. Students will create a professional ePortfolio in which they provide evidence/artifacts demonstrating how they have met each of the INTASC Principles. The INTASC principles all align directly with the ACEI standards.

**Description of how each of the following is integrated within the course:**

Child development: Revision of educational philosophy, readings and discussions on historical and current trends in education all which include past and present theories on child development.

Bilingualism: Teams will research current educational topics in-depth (including but not limited to bilingualism) and present findings to the class.

Diversity: Teams will research current educational topics in-depth (including but not limited to diversity) and present findings to the class.

Inclusion of children with special needs: Teams will research current educational topics in-depth (including but not limited to diversity) and present findings to the class.

Technology: Students will create a professional ePortfolio, as well they will complete 7 class sessions and additional one hour sessions online utilizing Blackboard.

Aesthetics: Students will actively participate in workshops and discussions collaboratively planned and led by a Lincoln Center Institute Teaching Artist, as well as attend a performance of a piece of work at Lincoln Center.

### Assignments

All assignments must be typewritten, double-spaced in 12 point font. The list below represents the major assignments. Additional assignments may be required during the course of the term. Grades are weighted as follows: Reflective statement 20%; Team presentation 30%; Educational Philosophy 30%; Attendance and participation, including online assignments 20%.

#### **Team Presentation: Graded due April 25 or May 2 or 9**

Each team will choose an issue or dilemma facing the teaching profession. Team members should conduct in depth research on that topic. Each team **MUST include at least 4 internet resources and at least 4 professional journals** in their references. You may also consider including newspaper articles, other journals, videos, web sites, etc. Teams will have 45 minutes in which to present the results of their investigation to the class. Each team member will receive the same grade. A more detailed outline of the assignment will be handed out in class.

#### **Reflective Statement: Graded due Feb. 29**

Submit a self-development assessment which follows the outline below. Please make sure you clearly label "Part I and Part II". 5-7 pages.

Part I: Identify a teaching situation that you have experienced as being difficult

- a. What strengths did you bring to this situation?
- b. What were your weaknesses in this situation?
- c. What assistance did you need?
- d. What assistance if any did you receive?

Part II: Identify a situation where a peer or administrator gave you some criticism or suggestions regarding your teaching

- a. Describe how you reacted to this criticism and/or suggestion
- b. How were you able to redirect your teaching (if applicable)?
- c. How would you constructively criticize a peer in a similar situation?

#### **Educational Philosophy: Graded due April 4 – submit electronically through TaskStream**

This assignment has 3 parts: posting your original philosophy from EDE 722; posting a **NEW** philosophy and posting a reflection. Look back at the philosophy you wrote at the beginning of the program. Now that you have had many education courses and experiences how has your philosophy grown or changed. Edit your philosophy to include the new knowledge you have gained. **SAVE A SEPRARTE COPY OF YOUR BEGINNING PHILOSOPHY.** Please post your **original** philosophy through your ePortfolio on TaskStream. Post your **new** philosophy through your ePortfolio on TaskStream. Post a **reflection** (guidelines listed on TaskStream) through your ePortfolio on TaskStream.

A philosophy of education is a statement of your beliefs as an educator. The philosophy of education answers the questions: What do we know about how children learn best and based on that information what do we believe is the best way to teach children? A philosophy therefore should start with statements about what you know about how children learn best – quoting from the literature always gives strength to your argument. The philosophy should then discuss your beliefs in how to best teach children. As well it should include statements on how your beliefs connect to the LUTE philosophy. Feel free to include classroom environment and tone as well as pedagogical and instructional strategies. Some questions to help guide your thinking:

- What are the values & principles that guide my teaching?
- What do I believe children need to succeed in school and in life?
- How do I meet those needs in the classroom?
- What is the most important goal I have for my students?
- How do I reach that goal in my classroom?
- How does my philosophy reflect the LUTE?

### **Professional ePortfolio: pass/fail– due April 25**

Construct a Professional ePortfolio. This portfolio should be of a high quality and should be appropriate to bring to a job interview or to submit to an employer.

Include:

- Philosophy of Education – beginning and end of program and reflection
- Curriculum vitae (teaching resume) including:
  - Professional Experiences
  - Additional education
  - Membership in professional organizations
  - Community service
- Evidence that you have achieved the INTASC standards
  - Samples of teaching lessons
  - Samples of children’s work (remember to use pseudonyms and/or white out and names)
  - Samples of graduate work
  - \*\* remember one sample may encompass several standards

\*\*\* Make sure you explain HOW each piece of evidence shows that you have met the principle. Specific directions are posted on Taskstream.

### **No required fieldwork or observations.**

#### **Readings:**

All assigned readings are due on the dates they appear in the syllabus. Discussions of the readings will be held during class time.

Students are evaluated on the following:

1. Class attendance and participation -- you are expected to be at every class meeting on time and to contribute to discussion and activities. The class emphasizes collaborative

group process, as well as individual activity. Therefore attendance is mandatory. Absence in excess of one on campus session will result in the need to retake the course. As well, repeated lateness will result in a lower grade.

2. Completion of readings by date listed.

3. Satisfactory completion of assignments on time. Assignments that are submitted on time contribute to a meaningful dialogue between student and professor. For everyday an assignment is late, grades will be reduced by 1/3 a grade (e.g. A- to B+ or B to B-).

Requests for extensions will only be considered when made two days (48 hours) in advance.

Work may be revised, if handed in by the original due date. Revisions must be received by the deadline set for revisions. No late revisions will be accepted. *Please note that the revision of a piece of work does not guarantee a higher grade.* Assignments that are handed in late, regardless of whether or not an extension was granted, forfeit the opportunity to revise the work for a new grade.

Incompletes for the course will not be awarded, except in the case of unusually extenuating circumstances. Requests for incompletes should be addressed in writing to me in advance.

Reflective statement:

EXEMPLARY

SATISFACTORY

DEVELOPING

A/A-

B+/B/B-

C+/C/C-

<p><b>Organization</b> The paper is well written. It is logical, sequential, clear, fluent and has smooth transitions. It is well organized, and easy to follow and understand. Well edited and proofread. Resources are accurately noted and listed in APA format.</p>	<p><b>Organization</b> The paper is logical, and adheres to the assignment. Stronger organization would make it easier to follow. Needs additional editing and proofreading. Resources are accurately noted and listed in APA format.</p>	<p><b>Organization</b> The paper is difficult to understand and follow and does not adhere to the assignment. Needs much editing and proofreading. Resources are inaccurately noted and not listed in APA format.</p>
<p><b>Ideas/content</b> The situation is clearly defined and explained and meets the criteria of the assignment. Summary/conclusions are well thought out, accurate and well supported. Includes all of the required elements listed in the outline.</p>	<p><b>Ideas/content</b> The situation is defined and explained and meets the criteria of the assignment, although not always clear. Summary/conclusions are accurate, but could use stronger support. Includes most of the required elements listed in the outline.</p>	<p><b>Ideas/content</b> The situation is explained but is not clear and may not meet the criteria of the assignment. Summary/conclusions are vague and unsupported. Lacks most of the required elements listed in the outline.</p>
<p><b>Reflective</b> The paper is highly reflective. Student self-assess objectively and constructively. Thoughtful review of a personal situation.</p>	<p><b>Reflective</b> The student self-assess and reflects. Review of the personal situation is evident.</p>	<p><b>Reflective</b> Limited evidence of self-reflection or self-assessment.</p>



Educational Philosophy:

EXEMPLARY A/A-	SATISFACTORY B+/B/B-	DEVELOPING C
<p><b>Philosophy of Education</b> The paper is highly reflective and well supported. Thoughtful, well written review of a personal view of education. The paper is well written, edited and proofread. The writing is logical, sequential, and clear. Includes all of the required elements listed in the outline. Any resources are accurately noted and listed in APA format.</p>	<p><b>Philosophy of Education</b> The paper is reflective and supported. Some thought evident of review of a personal view of education. Could use additional editing and proofreading. The writing needs improvement in clarity. Includes the required elements listed in the outline. Any resources are accurately noted and listed in APA format.</p>	<p><b>Philosophy of Education</b> The paper lacks reflection and support. Very little thought provided of a personal view of education. Summary/conclusions are weak and not well supported. Lacks editing and proofreading. The writing lacks clarity. Lacks the required elements listed in the outline. Any resources are inaccurately noted and not listed in APA format.</p>

Team Presentation:

EXEMPLARY A/A-	SATISFACTORY B+/B/B-	DEVELOPING C+/C/C-
<p><b>Organization</b> The presentation is logical, sequential, clear, fluent and has smooth transitions. The presentation itself is seamless. Time is used efficiently and wisely. The outline is well written and organized, easy to follow and understand; resources are accurately listed in APA format.</p>	<p><b>Organization</b> The presentation is logical, although not always clear. Time could be used more efficiently and wisely. The outline follows the required elements, but lacks some clarity. Resources are accurately listed in APA format.</p>	<p><b>Organization</b> The presentation lacks clarity and is difficult to follow. Time is used more inefficiently. The outline lacks the required elements, and it is difficult to understand. Resources are inaccurately listed and not in APA format.</p>
<p><b>Ideas/content</b> The issue/dilemma is clearly defined and explained; the investigation undertaken by the team is clearly presented; summary/conclusions are well thought out, accurate and well supported. Includes all of the required elements listed in the outline</p>	<p><b>Ideas/content</b> The issue/dilemma is defined and explained, although not always clearly. Presentation of the investigation undertaken by the team could be stronger; summary/conclusions are accurate but could be better supported. Includes most of the required elements listed in the outline</p>	<p><b>Ideas/content</b> The issue/dilemma is not clearly defined nor explained. Presentation of the investigation undertaken by the team is vague; Summary/conclusions lack support. Lacks most of the required elements listed in the outline</p>
<p><b>Engaging/creative</b> The presentation is highly interactive. It engages the audience and uses visual aids and hands-on activities. The presentation is both informative and interesting.</p>	<p><b>Engaging/creative</b> The presentation is interactive. It occasionally engages the audience and uses some visual aids and/or hands-on activities. The presentation is somewhat informative and interesting.</p>	<p><b>Engaging/creative</b> The presentation is not interactive. It does not engage the audience. No evidence of visual aids or hands-on activities. The presentation lacks both information and interest.</p>
<p><b>Group Roles</b> All team members participated actively and equally.</p>	<p><b>Group Roles</b> Most team members participated actively and somewhat equally.</p>	<p><b>Group Roles</b> Team members do not participate actively or equally.</p>

## Team Presentation

Each team will choose an issue or dilemma facing the teaching profession. Team members should conduct in depth research on that topic. Each team **MUST** include **at least 4 internet resources and at least 4 professional journals** in their references. You may also consider including newspaper articles, other journals, videos, web sites, etc. Teams will have 45 minutes in which to present the results of their investigation to the class. Each team member will receive the same grade.

Your presentation should follow the outline listed below.

As well, a written copy of your outline following the format below should be handed out to the class and professor. Note: this should be an **OUTLINE** not a narrative paper.

### I. The issue/dilemma

- What is your issue/dilemma, define it and then explain why it is important to the teaching profession

### II. Investigation

- How did you investigate the issue dilemma?
- Where did you go?
- What did you read?
- Where did you find information?
- List your resources in APA format

### III. Conclusions

- Summarize the conclusions you came to as a result of your investigation/research
- During the presentation leave time for the class to make comments asks questions about the conclusions/issue. Create an opportunity for the class to relate the issue to their own teaching experience.

### IV. Recommendations

- This is the social action section of your presentation – how can we make change with regards to this issue/dilemma?
- Make some recommendations for steps, we as teachers, can make towards a solution or to ease the issue.
- Provide an opportunity for the class to participate in creating recommendations

Your presentation will be graded using the rubric handed out in class. Additionally, your peers will evaluate your presentation using the same rubric (although the grade will be determined by the instructor).

EDE 757

Prof. Ross

Portfolio grading sheet

Organization and innovation \_\_\_\_\_ (out of 10)

Reflection on Philosophy of Education \_\_\_\_\_ (out of 10)

Curriculum vitae \_\_\_\_\_ (out of 20)

INTASC Standards

5-6 points Artifact(s) provides compelling evidence that the standard has been met; responses to reflective prompts are insightful, original and/or creative.

3-4 points Artifact(s) provides convincing evidence that the standard has been met; responses to reflective prompts are complete.

1-2 points Artifact(s) does not provide convincing evidence that the standard has been met; responses to reflective prompts are vague.

0 points Artifact(s) missing or does not address standard; responses to reflective prompts are missing.

#1 \_\_\_\_\_ ( out of 6 points)

#2 \_\_\_\_\_ ( out of 6 points)

#3 \_\_\_\_\_ ( out of 6 points)

#4 \_\_\_\_\_ ( out of 6 points)

#5 \_\_\_\_\_ ( out of 6 points)

#6 \_\_\_\_\_ ( out of 6 points)

#7 \_\_\_\_\_ ( out of 6 points)

#8 \_\_\_\_\_ ( out of 6 points)

#9 \_\_\_\_\_ ( out of 6 points)

#10 \_\_\_\_\_ ( out of 6 points)

Subtotal INTASC standards \_\_\_\_\_ out of 60 points

TOTAL points \_\_\_\_\_

80 out of 100 points required to PASS

EXEMPLARY	SATISFACTORY	DEVELOPING
<p><b>Organization and innovation</b> The portfolio is well organized, and easy to follow and understand. Looks professional: appealing to look at and each section, diagram, photo is clearly marked. Includes all of the required elements listed in the outline.</p> <p><b>Technical Aspects</b> Grammatically and stylistically superior; sentences/paragraphs are well developed; no spelling and/or grammatical errors. APA style: Correct APA format; no errors Any resources are accurately noted and listed in APA format. Total 8-10 pts</p>	<p><b>Organization and innovation</b> The portfolio is well organized, and fairly easy to follow. Sections, diagrams, photos are marked, although not always clearly. Includes the required elements listed in the outline.</p> <p><b>Technical Aspects</b> Grammatically and stylistically sound; sentence/paragraph development is present but not perfected; no more than 5 spelling and/or grammatical errors. Minor errors in APA format. Total 5-7 pts</p>	<p><b>Organization and innovation</b> The portfolio lacks organization. It is difficult to follow and understand Sections, diagrams, photos are not marked. Lacks the required elements listed in the outline.</p> <p><b>Technical Aspects</b> Grammatically and stylistically poor; information is understandable, but ideas are not organized or developed; more than 5 spelling and/or grammatical errors. Major and multiple errors in APA format Total 0-4 points</p>
<p><b>Philosophy of Education</b> The paper is highly reflective and well supported. Thoughtful, well written review of a personal view of education.</p> <p><b>Technical Aspects</b> Grammatically and stylistically superior; sentences/paragraphs are well developed; no spelling and/or grammatical errors. APA style: Correct APA format; no errors Any resources are accurately noted and listed in APA format.</p>	<p><b>Philosophy of Education</b> The paper is reflective and supported. Some thought evident of review of a personal view of education. Could use additional editing and proofreading. The writing needs improvement in clarity.</p> <p><b>Technical Aspects</b> Grammatically and stylistically sound; sentence/paragraph development is present but not perfected; no more than 5 spelling and/or grammatical errors.</p>	<p><b>Philosophy of Education</b> The paper lacks reflection and support. Very little thought provided of a personal view of education. Lacks editing and proofreading. The writing lacks clarity.</p> <p><b>Technical Aspects</b> Grammatically and stylistically poor; information is understandable, but ideas are not organized or developed; more than 5 spelling and/or grammatical errors. Major and multiple errors in APA</p>

8-10 points	Minor errors in APA format 5-7 points	format 0-4 points
<b>Curriculum Vitae</b> Includes all necessary components. Well laid out, easy to read, follow. 16-20 points	<b>Curriculum Vitae</b> Includes most of the necessary components. Fairly well laid out, could use improvement in sequence. 10-15 points	<b>Curriculum Vitae</b> Lacks most of the necessary components. Poorly laid out, difficult to read, follow. 0-10 points
<b>INTASC</b> Artifact(s) provides compelling evidence that the standard has been met; responses to reflective prompts are insightful, original and/or creative. 5-6 points	<b>INTASC</b> Artifact(s) provides convincing evidence that the standard has been met; responses to reflective prompts are complete. 3-4 points	<b>INTASC</b> 1-2 points Artifact(s) do not provide convincing evidence that the standard has been met; responses to reflective prompts are vague. 0 points Artifact(s) missing or do not do not address standard; responses to reflective prompts are missing. 0-2 points

**Review of teachers in the Media**  
**EDE 757**  
**Prof. Ross**

Review how teachers are portrayed/perceived/presented by the media. You may choose one of several mediums in which to do this:

1. Review a film which focuses on teaching such as Conrack, Mr. Hollands Opus, Dangerous Minds, Dead Poets Society, etc.
2. Read and clip out an article from a newspaper, magazine or mainstream journal
3. Tape a news program which reports a segment on education
4. Tape a TV show which focuses on schools or teaching.

For the medium you have chosen addresses the following issues:

What does this piece of media say about education/teachers?

How are education and teachers presented? In what light? Positively or negatively?

What is the argument being made about education/teachers in this media piece?

Do you agree or disagree with the piece? Why?

Are there any gross generalizations/mistruths spoken in the piece?

What is this piece telling the general public who may not be familiar with education matters?

After you post you should also respond to 2 other classmates. Therefore you should post a total of 3 times on blackboard for this assignment.