



EDFN 211: Social Foundations of Modern Education

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Class Schedule
Monday EDFN 590 5-8pm
Tues/Thur 10:50-12:05pm and
Tues EDSE321/521 2:00-4:45pm

"Bethechanaevou wishtosee in the world." Gandhi

Fall 2022

My Philosophies

#1: You are more important to me as a person than just as a student in my class.

What does this mean? It means that I truly respect and appreciate you as a person who can contribute your story and life experiences to our class. My hope is that you will feel supported enough that you will take some good educational risks this semester. **"There is no comfort in the growth zone and no growth in the comfort zone."**

#2: I am a social constructivist/social reconstructionist.

What does this mean? I will encourage you to collaborate and sometimes ask you to step out of your comfort zone for the sake of learning experientially. **"Education is not the filling of a pail, but the lighting of a fire."** ~William Butler Yeats

#3: I love teaching.

What does this mean? I am enthusiastic and committed to supporting each of you so you can become the best teacher you can be. I will challenge you to be excellent!

"What the best and wisest parent wants for his own child, that must the community want for all of its children." ~John Dewey



Continued on



Ask me about this pre-professional organization.

OFFICE HOURS

**Mondays
1:00-4:30pm**

**Thursdays
2:00-3:30pm**

*and by
appointment*

*In person and
Zoom
appointments
available. Email
me to schedule.*

What will we be chatting about?

General Topics: We will explore the cultural dimensions of education through the study of the history, philosophy, sociology, anthropology, economics, and politics of education.

Primary Goal: To challenge you to be intellectually and morally thoughtful about learning, teaching, and schooling.

The emphasis in this course of the Foundations Bloc level explores the ideas and values of learning, teaching and schooling, not the methods and techniques of teaching. Your thoughts may be challenged as you participate in a required field experience in an urban, multicultural school and during our class discussions.

This is a journey: At this stage, you are encouraged to continue your inquiry of your personal journey as a teacher. "Being" a teacher is an ongoing, active process of learning and development throughout your career. Throughout your journey, you are encouraged to ask yourself, "Is this the road for me? What impact can I make on the profession? Am I willing to be a change agent?" Self-reflection will be valued in this course.

Catalog Description: This course provides an analysis of the philosophical, anthropological, sociological, economic and historical foundations of the contemporary PK-12 school system in the United States; more specifically how issues of race, ethnicity, language, gender, disability, sexual orientation, geography, socioeconomics and religion influence the profession of teaching in particular grade level contexts.

Course Accommodations

The Office of Learning Services coordinates academic accommodations and related services for students who meet eligibility criteria set forth by the Americans with Disabilities Act. This generally includes students with learning and physical disabilities, but extends to those who have a handicapping condition that substantially limits a major life activity such as learning. If you meet eligibility criteria, you are expected to contact the Office of Learning Services (871-5554). In addition, please talk to me the first week of class about how I can support you most effectively. I am committed to meeting the needs of all my students.



More information can be found at the following website:
http://nbpts.org/the_standards/the_five_core_proposition

National Board Propositions

(use to reflect on your personal growth as a teacher)

- Proposition 1:** Teachers are committed to students and their learning.
- Proposition 2:** Teachers know the subjects they teach and how to teach those subjects to students.
- Proposition 3:** Teachers are responsible for managing and monitoring student learning.
- Proposition 4:** Teachers think systematically about their practice and learn from experience.
- Proposition 5:** Teachers are members of learning communities.



#4: *I am an advocate for the power diversity brings to all learning situations.*

What does this mean? I will attempt to explore diversity and inclusion in the full sense of the terms and challenge you to do the same.

One of the tasks of the progressive educator...is to unveil opportunities for hope, no matter what the obstacles may be.
~Paulo Freire



What is the Bloc and why do it?

Our goal is to ensure that you develop **reflective practice**. Your beliefs and assumptions must be conscious and well thought out if they are to be the basis for your responsive pedagogical practice. We are guided by Pennsylvania’s Code of Professional Practice and Conduct for Educators (<http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=15&Q=76982>), a document that calls us to value “the worth and dignity of every person” in the context of “democratic principles”(Sec. 3.a). Specifically, the Code directs us to “exhibit consistent and equitable treatment of students, fellow educators and parents,” and to “respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest” (Sec. 4. (4)). This respect is more than a matter of personal interaction; it requires that we “accept the value of diversity in educational practice,” and commit to mastering and making use of instructional strategies that take account of each student’s circumstances and meet each student’s needs (Sec. 4.b (5)). To do this, we must be “open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment” (Sec. 4.b (8)).



Conceptual Framework

All members of the Millersville University’s Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.



Learning Communities of Inquiry and Action: We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.



Focus on Students: We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students’ individuality, diversity, and cultures.



Exemplary Professional Practices: We will demonstrate the knowledge, skills, and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community, and will serve as catalysts for positive and responsible change.

Full text of the Conceptual Framework-
<http://www.millersville.edu/education/>

The Questions We Will Tackle this Semester

- A. How are teaching and learning, schooling and education related? What is the responsibility of the teacher? (**personal/professional questions**)
- B. What is the purpose of schooling in a democracy and how should it be carried out? How has this question been answered in the United States and how would the student answer it? (**philosophical questions**)
- C. Is there one “American Culture”? Whose knowledge, culture, and way of life are privileged and preserved in contemporary schooling? How do race, ethnicity, gender, religion, language, income, family, and culture impact schooling? Are there differences in how these influences affect urban, suburban, and rural schools? How does schooling impact race, ethnicity, gender, religion, language, income, and family? Can school construct a culture that respects the cultural background of the children in school? (**socio-cultural questions**)
- D. How did we get the educational system that we have? Which individuals, events, social forces and common values shaped our educational system? (**historical questions**)
- E. What is the structure of the U.S. public educational system? How does it work? How is power generated? How does it flow in the system? Can/should the structure be changed? (**political questions**)
- F. Who pays the bill? Who benefits from the money spent? Is there equal educational opportunity? Is the system fair? (**economic questions**)



How will we get there?

We will reach our goal by reading, responding to and exploring the assigned educational texts and by critically reflecting on your experience in urban schools in light of these texts. The essential questions noted above will frame our critical thinking and conversations. Additional readings and supplemental activities will be assigned as appropriate. You will need to access your Millersville email account and D2L regularly for course updates and materials.

IMPORTANT UNIVERSITY POLICIES

Academic Honesty: Your integrity is important!

You are expected to adhere to the Millersville University Policies for Academic Honesty. If you are not familiar with these policies, check the undergraduate student catalog. I use Turnitin© as well as other software to check for plagiarism.

Title IX: *Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report to the person designated in the University [Protection of Minors policy](#) sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.***

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.millersville.edu/titleix



ATTENDANCE POLICY

You are an important part of class!

I will do my best to make our class time meaningful and I hope you will attend every class. If you are absent, you miss a lot and I find it hard to get to know you well enough to recommend you for APS. If you do need to miss class, please be professional and contact me. I really want you to be successful this semester.

This course is part of your preparation for a professional career in education, and your interaction with classmates is vital to this course. Therefore, attendance is mandatory and difficult to “make up.” Your regular attendance and active participation will be an expectation for both our class sessions and the 8-day field experience. **Please notify me prior to the start of class should an emergency arise and you must miss a class meeting.** This mirrors your reality as a future teacher who must contact their employer if they need to miss school for any reason and is part of your professional preparation. Any missed class meetings will require you to work with classmates to understand what you missed during class. More than two unexcused absences is a significant cause for concern and will result in your final grade being lowered by a full letter grade. Excessive absences may require you to withdraw from the class and/or Foundations Bloc and retake the courses in a later semester.

COVID-19 Related Absences

Please refer to the University Coronavirus guidelines at <https://www.millersville.edu/coronavirus/index.php>

Appeals: As with any academic issue, students may exercise their right to appeal adverse attendance decisions. Please refer to the current undergraduate catalog for the complete Academic Appeal procedure.

Let's stay healthy and take care of each other.

Cool Things You Will Be Able to Do...

- ✓ Describe the current conditions of the profession of teaching within the United States and the rights and responsibilities of a public school teacher.
- ✓ Identify how your worldview affects you as a teacher and the children in the classroom.
- ✓ Compare your own perspective with the expectations of a teacher as stated in the Pennsylvania Code of Conduct.
- ✓ Identify our own personal worldviews (educational philosophy).
- ✓ Explain how our worldview has been influenced by socio-economic status, race, ethnicity, language, age, disability, religion, geography, gender, education, and sexual orientation among other factors.
- ✓ Compare and contrast this worldview with the worldview of others, as well as the children that we may be teaching.
- ✓ Identify socio-cultural characteristics of English Learners (EL) including educational background and demographics.
- ✓ Describe how EL's cultural communication styles and learning styles affect the learning process.
- ✓ Describe how EL's cultural values affect their academic achievement and language development.
- ✓ Identify bias in instruction, materials, and assessments. Observe culturally and/or linguistically diverse instructional settings.
- ✓ Reflect on culturally responsive pedagogy.
- ✓ Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.
- ✓ Describe historical and environmental factors that have influenced the various types of schooling that are within the public system and in the private sphere.
- ✓ Explain the historical development of the governance of our educational system at the local, state, and national levels.
- ✓ Analyze in what ways have diverse cultural values, beliefs and practices influenced and have been influenced by our educational system over the course of history in the United States.
- ✓ Compare and contrast the effects of policy and demographics on urban, rural, and suburban schools and children.
- ✓ Analyze the ways that diverse cultural values, beliefs and practices influenced and have been influenced by the politics and power distribution in our educational system.
- ✓ Describe and analyze the system of school funding in Pennsylvania and its impact on the quality of education for all children.
- ✓ Analyze the equality and equity questions regarding school funding and resource distribution at the local, state, and national levels of government and determine how have diverse cultural values, beliefs and practices influenced and have been influenced by our educational system.

Professional Behaviors

At Millersville University, we support the development of professional behaviors and believe that all teacher candidates can learn and grow. The professional behaviors all teacher candidates are expected to develop center on these five categories: (1) Demonstrate Professional Communication, (2) Demonstrate Honesty and Integrity, (3) Demonstrate a Respect for Diversity and the Civil Rights of Others, (4) Demonstrate Professional Relationships and (5) Demonstrate a Commitment to Becoming a Professional. The professional behaviors of all teacher candidates are continuously assessed by the Professional Education Unit, which includes staff, faculty, and field-based partners. Candidates will be evaluated by teams of content and education faculty who will discuss each candidate individually. Candidates will begin with a rating of "Developing Professional." Faculty will change these ratings based on evidence. Candidates who receive ratings of Unprofessional Behavior, will then receive a "not recommend" to their next program transition point and a formal review process will automatically be required consistent with the procedures in the Professionalism Policy. Teacher candidates may consult the evaluation criteria and the full policy available in the Teacher Education Handbook, located on the Dean of the College of Education and Human Services' webpage: http://www.millersville.edu/education/files/teacher-education-handbook/GrowthMindset_ProfessionalismEvaluation

Required Textbooks

Ayers, William & Alexander-Tanner, Ryan. (2010). *TO TEACH The journey, in comics*. New York: Teachers College Press. ISBN 978-0-8077-5062-9

Love, Bettina. (2021). *We Want to Do More Than Survive*. ISBN: 9780807028346

Recommended Textbooks

- Ayers, W., et al. (2008). *City Kids, City Schools*. New York: The New Press.
- Delpit, Lisa. (2006). *Other People's Children-Cultural Conflict in the Classroom*. New York: New Press.
- Emon, Christopher*. (2016) *For White Folks who Teach in the Hood and the Rest of Y'all Too*. USA: Beacon Press.
- Kozol, J. (1991). *Savage Inequalities*. New York: Crown.
- Kozol, J. (2005). *Shame of the Nation*. New York: Crown.
- Kozol, J. (2009). *On Being a Teacher*. Oxford: Oneworld.
- Milner, R.H. (2015). *Start Where You Are But Don't Stay There*. Cambridge: Harvard Press.
- Pope, D.C. (2001). "Doing School" *How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students*. New Haven: Yale University Press.
- Shalaby, C. (2017). *Troublemakers*.
- Sizer & Sizer. *The Students Are Watching-Schools and the Moral Contract*
- Wink, J. and Wink, D. (2004). *Teaching Passionately: What*



How will I get feedback?

You will have the opportunity to demonstrate what you have learned in a variety of ways. It is my sincere hope that you will be more focused on learning goals (gaining knowledge and understanding) rather than just on performance goals (grades) this semester. Please submit work on time to get full credit.

100-94%= A 82-80%= B- 69-67%= D+
93-90%= A- 79-77%= C+ 66-63%= D
89-87%= B+ 76-73%= C 62-60%= D-
86-83%= B 72-70%= C- below 60%= F

Successful completion of the virtual field experience is a required part of the Foundations Bloc; therefore, it is a requirement to pass this course.