

**Course Syllabus, Fall 2009**  
**Ed. 4321: Organization and Structure of Secondary Schools**  
**ASU College of Education – Curriculum & Instruction**

**Ed. 4321: Organization and Structure of Secondary Schools**  
**M-W-F: 5:00 – 5:50 p.m. CARR 208**

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**Office hours: M-W-F 3:45 – 4:45 p.m.; 6:00 p.m. by arrangement**

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**Required Text:** No textbook required. Students will use internet and other sources.

**Course Description:** A study of the structure, organization, and management of the secondary school system which focuses on state and local structures in Texas, with emphasis on what occurs in the classroom. Includes an examination of special student populations, historical development of public education, philosophy of teaching, legal and ethical aspects of teaching, multiple intelligences and learning styles, and career development via writing a resume.

**Delivery Method:** This course is delivered in three distinct ways: (1) traditional classroom meetings, (2) on-line assignments via Blackboard, and (3) field-based experiences. Class meetings will be held on the ASU campus to review assignments, discuss field experiences, and make presentations. Assignments and content material will be communicated to students both in the classroom and on-line via Blackboard. Students will submit some of their assignments on-line through Blackboard and others in class. Field experience will be the most essential learning experience of this course. Students will spend many hours on school campuses and at public school functions. The Director of Field Experiences at ASU will make the placements for students who engage in observations of classrooms and school operations in the San Angelo ISD. Permission to observe in schools other than the San Angelo ISD must be approved by the ASU course instructor. Personnel from the Office of Field Experiences will make a formal presentation to the class regarding the field experiences, including specific guidelines for professional, ethical and defensible behavior.

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**Course Goals:** Through the activities of this course, students will learn about the operation of a public school system with emphasis on what occurs in the classroom. By the end of the semester, the student will:

- compose a philosophy of education.
- observe and document the structure, organization and management of the secondary schools including school social and athletic events
- observe classroom activities, student interaction, and actively participate in appropriate fieldwork
- reflect on observations, lessons, and activities
- interview a teacher in a teaching field other than the student's major or minor
- prepare a presentation which addresses special populations and lead the class in a discussion of this topic
- discuss activities that address student learning styles and multiple intelligences of middle and high school students
- create a resume and a letter of interest suitable for submission to prospective employers

Students will master the course goals through three separate methods:

- analyzing and evaluating information from multiple sources
- synthesizing material from outside sources of information
- observing and reflecting on their field experiences

**TExES Competencies and Standards.** The following competencies from the PPR exam are addressed in Ed. 4321:

**Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.**

- Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.
- Accepts and respects students with diverse backgrounds and needs.

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- Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
- Understands cultural and socio-economic differences and how plan instruction that is responsive to those differences.

### **Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.**

- Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning , and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., work avoider, active learner, observer, group participant) impact student learning.
- Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic [Instructor's note: multiple intelligences]) into instructional practices

### **Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.**

- Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional.)

### **Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.**

- Uses knowledge of the structure of the state education system, including relationships among campus, local, and state components, to seek information and assistance.

**Assignments: (Total of 185 points)** There are 10 assignments which are briefly explained below. Detailed instructions for each assignment are provided by the instructor via the *Assignments* and *Course Documents* sites in Blackboard.

- 1. Multiple Intelligence and Learning Styles (20 points)** Perform an independent investigation of Howard Gardner's *Theory of Multiple Intelligences*. You may begin your reading at the web site given here. [/gardner.htm](#) <http://www.infed.org/thinkers> Write a paper that explains Gardner's theory to bring to class to be discussed and given to the instructor to be graded. Participate in class discussions of these intelligences.
- 2. Treasure Hunt (10 points)** Use the Internet and other sources to investigate the answer to important questions regarding public education in Texas. The questions will be provided by the instructor. Students will answer the questions and cite the source for each answer so that the correctness of responses can be verified. Bring a copy of this assignment to class for a discussion and to hand in to be graded.
- 3. Philosophy of Education (15 points)** Each student will write his/her personal philosophy of education and present it orally to the class and to hand in to be graded.
- 4. Historical Time-line (10 points)** Develop a timeline of significant stages of the development of education in the United States from the Pilgrims to today. Submit it in class for discussion and to be graded.
- 5. Professional Resume and Letter of Interest (20 points)** Using the pamphlet "Start Your Resume" and other information prepared by the ASU Office of Career Development, write a professional resume and a letter of interest suitable for use in applying for a teaching position. The grade will be "pass/fail", with re-writes required.
- 6. Teacher Interview (10 Points)** Interview a teacher in a teaching field other than the student's major or minor. The interview questions will be provided by the instructor. Bring this to class to discuss and to hand in to be graded.
- 7. Reflection on School Event (15 points)** Attend a school event and observe the interactions and behavior of students, teachers, administrators, parents and others. Write a report in which the student describes objectively what was observed, followed by the student's written personal opinion about the positive and negative aspects of what occurred at this event.

**8. Multi-cultural Presentation (20 points)** The student will select a multi-cultural topic to research and prepare an oral presentation to the class which gives the information learned about the topic and in which the student emphasizes the effects of this information on schools and teaching. The topic selected must be approved by the instructor.

**9. Organizational Structure of the Texas Public Education System (15 points)** Students will investigate the organization and structure of the public school system and create a chart or graph that depicts these structures and explains their purpose. Submit the assignment in class for discussion and to be graded.

**10. Field Experiences (50 Points)** Students will conduct observations in a secondary school and prepare a report to be discussed in class and submitted to the instructor to be graded. It must include a log of their observations, an objective recording of what was observed, a reflection on each specific observation, and an overall reflection on the total observation experience. No credit for this class may be earned unless all observations are successfully completed and documented in an acceptable way.

Because of its importance, the penalty for dishonesty regarding the completion of the field experience assignment is severe. A grade of "F" will be given for any falsification of the field experiences or for turning in the same field experience for this class that is also used in another class.

**11. Attendance (15 points)** In addition to the 185 points a student may earn by completing the 10 assignments listed above, there are 15 points possible relating to class attendance. Each time the student attends class, he/she will receive points for attendance and participation. A total of 15 points may be earned, and this point total represents a significant part of the total grade. The class discussions relate to the assignments, and the in-class interactions and discussions are important.

**Requirements for Submittals.** Use the APA Publishing Manual 5th Edition as the standard for citing sources. Correct grammar, composition, punctuation, spelling, and paragraphing are important. Avoid typographical errors. All of these are used in the grading rubric to determine the points earned for each assignment. Proof read papers carefully. In this class the student should write in a competent, professional manner.

The specific criteria regarding length, spacing, font style and size, headings, and cover pages for submission of each assignment will be provided in detail in the Assignments documents posted on Blackboard by the instructor.

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**Grading.** A grade sheet is provided in Grade Center on Blackboard. Grades are based on a point system. There are 200 total points possible. Points earned are determined by the student's attendance and the instructor's evaluation of the student's work.

A letter grade for the course will be assigned based on the following system:

180 – 200 points:	"A"
160 – 179 points:	"B"
140 – 159 points:	"C"
120 – 139 points:	"D"
119 or less points:	"F"

**Posting Assignments.** If assignments must be posted on Blackboard, they are to be posted no later than midnight of the date they are due. Assignments brought to class are due on the specified day the class meets. A penalty for late work will be imposed as explained in the Assignments document posted by the instructor.

**Communicating With the Instructor.** Each student must have access to and must check RamPort/Blackboard for e-mail, announcements and assignments on a daily basis. Failure to check correspondence from the instructor should be avoided in order for students to respond in a timely manner, thereby avoiding loss of points for late work.

**Cell Phone/Electronic Device Policy.** Cell phones, pagers, and other electronic devices must be turned off during class time.

**Course Calendar, Class Schedule and Assignment Due Dates.** A course calendar which provides details about class meetings, topics, assignments and due dates will be posted on Blackboard.

**Web Sites.** The following websites may be helpful throughout this course and the remainder of the student's certification program:

<http://blackboard.angelo.edu/> (access to Blackboard at ASU)

[www.tea.state.tx.us](http://www.tea.state.tx.us) (access to the Texas Education Agency website)

<https://secure.sbec.state.tx.us/sbeonline/virtcert.asp> (access to the State Board for Educator Certification in Texas) <http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/>

(access to the preparation manuals relating to the state certification tests which must be passed)

**Angelo State University Required Statements.** Honor Code: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. The penalty for plagiarizing will be an automatic “0” points for the assignment in question, except for the field experience assignment which carries a penalty of an “F” for the entire course if plagiarizing or falsification occurs regarding the field experience assignment. Students are responsible for understanding the Academic Honor Code which is contained in both print and web versions of the Student Handbook.

**Accommodations.** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request at the beginning of the semester so that appropriate arrangements can be made as soon as possible.