

University of North Carolina at Charlotte

New Graduate Curriculum Proposal

Department of Reading and Elementary Education

Establishment of an Elementary Education Specialization in the Curriculum and Instruction  
Ph.D. Program

## A. PROPOSAL SUMMARY AND CATALOG COPY

**Summary.** The Department of Reading and Elementary Education (REEL) proposes to add an Elementary Education specialization to the existing Ph.D. program in Curriculum and Instruction. This would add a fourth specialization to the three current specializations of Literacy Education, Mathematics Education, and Urban Education.

### **Proposed Catalog Copy.**

**EDCI 8152. Varieties of Constructivism in Elementary Education. (3G)** Examines Piaget's constructivism and various strands of constructivism that have arisen in the latter half of the 20<sup>th</sup> century. (*Alternate years*)

**EDCI 8153. Pro-seminar in Elementary Education. (3G)** Introduces candidates to elementary education faculty and their research programs to allow doctoral students to connect early in their program with faculty who will chair or serve on their committees. (*Fall*)

**EDCI 8154. History of Education in America. (3G)** In-depth study of the philosophic and historical events influencing the development of the contemporary school. Literature related to trends in curriculum, instruction, social justice, and school configuration will be emphasized. (*Spring*)

**EDCI 8155. Using Process and Outcome Data to Drive Continuous School Improvement. (3G)** Prerequisite: RSCH 8110. Consideration and study of how successful elementary schools collect and use data to drive their reform activities, with a focus on providing culturally and individually responsive instructional programs. (*Alternate Years*)

**EDCI 8156. Critical Issues in Elementary School Professional Development and Teacher Learning. (3G)** Foundations of professional development, opportunities for teacher learning to improve practices in curriculum development, instructional leadership, and classroom management, and an understanding of the influence of socially responsive professional development in urban elementary schools. (*Alternate Years*)

**EDCI 8157. Analysis of Inquiry Teaching and Learning in Elementary Schools. (3G)** Prerequisite: RSCH 8111. Focus on topics associated with inquiry teaching and learning in an elementary school setting including historical background; underlying theoretical and philosophical frameworks; models of inquiry instruction; and curricular implications. (*Alternate Years*)

**EDCI 8650. Critical Readings in Elementary Education Research (3G)** Critical review, analysis, and synthesis of current and historical literature having special significance for elementary education, with specific focus on research related to educational theory and practice and their implications for teaching at the elementary level. (*Alternate Years*)

**EDCI 8850. Independent Study in Elementary Education. (3G)** Prerequisite: Permission of the student's advisor. Independent study of an elementary education problem or issue under the supervision of an appropriate faculty member. May be repeated for credit. (*On demand*)

## B. JUSTIFICATION

1. The program goal of teaching for social justice in today's urban school settings requires a highly qualified teaching force, and a highly qualified teaching force requires a teacher educational faculty that generates new knowledge, investigates new solutions to educational challenges, and supports the professional development of the next generation of teachers. A new specialization in elementary education would meet these needs by:
  - focusing on excellent and responsive curriculum and instruction in the elementary school - the school level that has received the most attention from federal educational reformers.
  - providing the opportunity for teacher-leaders in this region of the state to develop a grounding in theory and practice and the research skills to find new solutions to challenges in meeting the educational needs of urban elementary school students as well as the overall society.
  - promoting a perspective of elementary education that will bring a sharp focus to the unique educational needs of K-6 children in urban areas of our state and across the nation.
  - contributing to the preparation of the next generation of teacher educators, who can positively impact the college/university teaching in the 47 approved elementary education teacher programs in North Carolina, by preparing doctoral level professionals who are committed to preparing highly qualified and culturally responsive teachers in 21<sup>st</sup> century schools. This is an area of pressing need recently highlighted by the North Carolina Department of Public Instruction and the UNC Tomorrow initiative.
2. Prerequisites/Co-requisites for courses: EDCI 8155 will require a prerequisite of RSCH 8110. EDCI 8157 will require a prerequisite of RSCH 8111.
3. Course Numbering: All courses will carry a number of 8000 or higher.
4. Effect On The Scope, Quality, And Efficiency Of The Ph.D. Program:

The addition of an Elementary Education strand will expand the scope of the existing program, which tends to view curricular and instructional issues through a broad Pre-K through 12<sup>th</sup> grade lens. That scope includes a variety of topics germane to middle and high school issues that are less relevant to elementary educators. Focusing on the elementary school will offer students a perspective that cries out for greater depth. Doctoral students who seek to specialize in elementary education, for school system leadership or for university level teaching and research, are currently steered away from their principle interest in elementary education. They are,

instead, forced to settle for a wide-lens perspective, which may be of value to some, but not to all.

In addition, several prospective doctoral students whose primary interests lie outside literacy, mathematics and urban education do not enroll in the existing C&I doctoral program because the array of specialization areas do not appeal to them. Most elementary educators are generalists. They seek expertise in the topics of effective teaching, student development, and the K-6 curriculum. One-third of the graduate students that responded to a recent survey put themselves in that category.

While it may seem oxymoronic to have a generalist specialization, that is indeed the nature of elementary education. To clarify, these scholars are experts, not in a particular content discipline, but on the education of young children. In fact, almost the entire faculty of the Department of Reading and Elementary Education is comprised of PhDs with similar preparations in well-established programs across the United States. Two Elementary Education specialists were just hired for positions that will begin in the Fall, 2008 semester. More are needed to staff positions in and outside of North Carolina.

A recent trend in large school district central offices is toward generalist supervisors, who can move comfortably among curricular areas, rather than the single-discipline experts of the past. This has always been the case in smaller districts that could not afford to hire administrators for every content area. Now it appears that large districts are moving in that direction.

If one considers that elementary educators comprise approximately fifty percent of the region's K-12 teachers, it appears that the existing program needs to expand to address unmet educational needs. From a marketing perspective, elementary educators offer a large, relatively untapped market.

A focus on elementary education allows students and professors to add depth to their studies. The situation in elementary schools is very different from other levels, due to the contrasts in the unique developmental needs of K-6 students, methods of organization and instruction, and societal demands. A specialization in elementary education will allow for closer examination of unique problems, including such issues as the effects of recess across the grade levels, early development of citizenship skills in various classroom configurations, appropriate introductory map and chronology instruction, and the effects of integrating multiple subject areas. Each of these topics, and dozens more, would be unlikely to be studied in the existing program, so this proposed specialization will attract and train a unique student whose interest lies outside the current choices.

### **C. IMPACT**

1. What group of students will be served by this strand? Graduate students seeking a Ph.D. with a specialization in elementary education who are not being served by the existing strands.

2. Effect on Existing Courses and Curricula:

a) Course Frequency: Each course in the 21-hour specialization will be taught once every two years at first, with the exception of the EDCI 8154, which could be offered more frequently since faculty in other specializations have shown an interest in allowing their students to take this course. When demand is sufficient, frequency for some courses will increase to once per year.

One course in particular, EDCI 8154: History of Education in America, will address an unmet need in the current program. Thus, it will probably be a popular course for students from other strands. The addition of that course reflects the interdisciplinary nature of the Curriculum and Instruction PhD program, and demonstrates how the new strand will support the others.

b) Effect on Content and Frequency of Other Courses: No effect is anticipated.

c) Anticipated Enrollment: 6-15 students per course

d) Effect on other courses' enrollment: A welcome increase in other EDCI courses is anticipated. Any decrease in the courses of other specializations will be balanced by the new students attracted to the Elementary Education specialization. This prediction is based on student choices in the current program.

e) Previous special topics courses: N/A

f) Catalog Copy affected: The Catalog would have to be revised to add the proposed specialization to the current Literacy Education, Mathematics Education, and Urban Education options.

#### **D. RESOURCES REQUIRED**

##### **1. Personnel**

a) Faculty Requirements and Effect on Load: Teaching courses in the new specialization would be limited to those faculty who are members of the graduate faculty. When each course is offered once every two years, only four sections would need to be added per year. Assuming that current graduate faculty members are assigned to teach the courses, there would be a slight increase in the need for part-time faculty. If and when some courses are offered once per year, there would be a demand for at least one additional full-time faculty member.

b) Qualified Faculty: These faculty members are well qualified to teach the proposed courses based on their training, service work, and research experience in those subjects;

Dr. Bob Audette (Ph.D., Special Education, Vanderbilt University) History of Education in America, Data Analysis for Continuous Elementary School Improvement

Dr. Leigh Ausband (Ed.D., Curriculum and Instruction, University of South Carolina) Pro-seminar in Elementary Education, Readings in Elementary Education Research

Dr. Marvin Chapman (Ed.D., Educational Administration and Supervision, University of North Carolina-Chapel Hill) Data Analysis for Continuous Elementary School Improvement

Dr. Sherell Fuller (Ph.D., Elementary Education, University of Virginia) Pro-seminar in Elementary Education, Readings in Elementary Education Research

Dr. Michael G. Green (Ed.D., Human Development, Harvard University) Varieties of Constructivism in Elementary Education, Pro-seminar in Elementary Education

Dr. Stephen Hancock (Ph.D., Teacher Education, Curriculum and Instruction, and Diversity, The Ohio State University) Theoretical Foundations for Elementary School Inquiry

Dr. Hal Jaus (Ed.D., Curriculum and Instruction, Indiana University) Analysis of Inquiry Teaching and Learning In Elementary Schools

Dr. Jeff Passe (Ph.D., Curriculum and Instruction, University of Florida) Theoretical Foundations for Elementary School Inquiry, History of Education in America

Dr. Jack Piel (Ph.D., Child Development/Mathematics Learning, Florida State University) Varieties of Constructivism in Elementary Education, Theoretical Foundations for Elementary School Inquiry

Dr. Drew Polly (Ph.D., Instructional Technology, University of Georgia) Analysis of Inquiry Teaching and Learning In Elementary Schools, Critical issues in Elementary School Professional Development and Teacher Learning

Dr. Kate Popejoy (Ph.D., Curriculum Studies, University of British Columbia) Analysis of Inquiry Teaching and Learning In Elementary Schools

Dr. Sarah Ramsey (Ph.D., Education, Oklahoma State University) Analysis of Inquiry Teaching and Learning In Elementary Schools, Critical issues in Elementary School Professional Development and Teacher Learning

Dr. Tracy Rock (Ph.D., Curriculum and Teaching, UNC-Greensboro) Theoretical Foundations for Elementary School Inquiry, History of Education in America

Dr. Maria Yon (Ed.D., Curriculum and Instruction, Virginia Tech) Theoretical Foundations for Elementary School Inquiry, History of Education in America

2. Physical Facility: When each course is offered once every two years, only four sections would meet each year. This would have a minimal effect on classroom space demands. If and when some courses are offered once per year, the demand for classroom space would be greater. Since the class size in doctoral courses tends to be smaller than at the undergraduate and master's levels, the program could make use of many smaller classrooms in the College of Education building, including department conference rooms for smaller sections.

3. Equipment and Supplies: None

4. Computer Needs: None

5. Audio-Video: None

6. Other resources: None

7. Funding Source: Doctoral student FTEs should cover a substantial portion of any additional costs.

#### **E. CONSULTATION**

1. Library Consultation: Letter attached.

2. Consultation with other departments: Letters attached.

#### **F. INITIATION AND CONSIDERATION OF THE PROPOSAL**

1. This proposal was presented to the REEL faculty and approved at its October, 2007 meeting by a vote of 18-0. There were no dissenting views.

**Must be 60 hours minimum. Must include the same distribution shown here: 15 urban, 15 research, 21 specialization, and 9 dissertation...but you can add to the total if necessary.**

The University of North Carolina at Charlotte Ph.D. in Curriculum and Instruction Elementary Education Strand		
Urban Education Core (15 hours)		
Required for all students:	Semester Taken	Grade Earned
▪ EDCI 8180 Critical Issues and Perspectives in Urban Education		
▪ EDCI 8182 Power, Privilege and Education		
▪ EDCI 8184 Globalization, Urbanization and Urban Schools		
▪ EDCI 8186 Social Theory and Education		
▪ PPOL 8689 Social Context of Schooling		
* PHIL 6241 Philosophy of Education (Strongly recommended if you have not had this course at the Master's level)		

<b>Research (minimum of 15 hours) – Must complete at least five research courses. The first four courses below (*) are required in the following order. The fifth required course will be selected in consultation with an academic advisor.</b>		
	Semester Taken	Grade Earned
* RSCH 8210 Applied Research Methods		
* RSCH 8110 Descriptive and Inferential Statistics		
* RSCH 8120 Advanced Statistics		
* RSCH 8111 Qualitative Research Methods		
Students must also take either the quantitative course or qualitative course below: RSCH 8140 Multivariate Statistics <i>or</i> RSCH 8121 Advanced Qualitative Methods		

<b>SPECIALIZATION COURSES (minimum of 21 hours)</b>		
	Term Taken	Semester Taken
▪ ELED 8050 Topics in Elementary Education		
▪ ELED 8152 Varieties of Constructivism in Elementary Education		
▪ ELED 8153 Pro-seminar in Elementary Education		
▪ ELED 8154 History of Education in America		
▪ ELED 8155 Using Process and Outcome Data to Drive Continuous		

School Improvement (Prerequisite Course – RSCH 8110)		
<ul style="list-style-type: none"> <li>▪ ELED 8156 Critical Issues in Elementary School Professional Development and Teacher Learning</li> </ul>		
<ul style="list-style-type: none"> <li>▪ ELED 8157 Analysis of Inquiry Teaching and Learning in Elementary Schools (Prerequisite Course – RSCH 8111)</li> </ul>		
<ul style="list-style-type: none"> <li>▪ ELED 8650 Critical Readings in Elementary Education Research</li> </ul>		
<ul style="list-style-type: none"> <li>▪ 6000 or higher-level courses from Arts and Sciences to strengthen content knowledge in a particular discipline, in consultation with your advisor. (Examples: HIST 6693. Historiography and Methodology; ENGL 6160. Introduction to the English Language; MATH 6100. Foundations of Mathematics.)</li> </ul>		
<ul style="list-style-type: none"> <li>• Other EDCI courses, in consultation with your advisor (Examples: EDCI 8113. Research in Mathematics Education; EDCI 8120. Literacy and Educational Public Policy; EDCI 8129. Linguistics and Language Learning; EDCI 8133 Multiculturalism and Children’s Literature; EDCI 8180 Critical Issues and Perspectives in Urban Education; EDCI 8681 Seminar in College Teaching)</li> </ul>		
<ul style="list-style-type: none"> <li>• Other doctoral courses (Examples: ADMN 8160 Educational Leadership; ADMN 8130 Educational Government &amp; Policy; EIST8101 The Adult Learner; RSCH 8113 Single-Case Research; RSCH 8296 Program Evaluation Research Methods in Education)</li> </ul>		

<b>Required for Dissertation (9 hours)</b>		
<ul style="list-style-type: none"> <li>▪ EDCI 8699 Dissertation Proposal Seminar (to be taken after successful completion of the comprehensive examinations and pre-proposal meeting with committee members)</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Dissertation (minimum of 6 hours)</li> </ul>		

## ELED 8152: Varieties of Constructivism in Elementary Education

1. **ELED 8152:** Varieties of Constructivism in Elementary Education
2. Catalog Description: **EDCI 8152. Varieties of Constructivism in Elementary Education. (3G)** Examines Piaget's constructivism and various strands of constructivism that have arisen in the latter half of the 20<sup>th</sup> century. (*Alternate years*)
3. Pre- or Co-requisites: none
4. Course Objectives
  - Students will learn how constructivist explanations differ from endogenous and exogenous explanations of development.
  - Students will learn the terminology and meanings underlying forms of constructivism.
  - Students will learn the relationship between educational constructivism and psychological constructivism.
  - Students will evaluate applications of constructivism in elementary school settings.
  - Students will learn how constructivism has been incorporated into multiple professional organizations for pedagogical purposes.
5. Instructional Method

The course will be structured as a seminar in which the professor presents material early in the semester. Small teams of students will present material later in the semester and lead class discussions.

6. Means of student evaluation
  - A written midterm exam covering varieties of constructivism (25%)
  - A small-group class presentation and discussion (20%)
  - A 15 – 20 page term paper (30%)
  - A cognitive development assessment of one child (25%)

Course grade based on weighted mean:

A = 90 or higher

B = 80 – 90

C = 70 – 80

U < 70

7. Specify policies that apply to this course:

Policy Statement #105, The Code of Student Academic Integrity: Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity for graduate students (see UNCC Catalog). This code forbids both cheating and complicity. Grading in this course assumes that student work is free from academic dishonesty of any type, and grades will therefore be adversely affected by academic dishonesty. In some cases, students who have violated the Code have been expelled from UNC Charlotte. In this course students may study together, and they may read and comment on each other's written work prior to its submission for credit. However, all elements of the Code of Student Academic Integrity apply to this course. **Explicitly, during exams students may not work together and may not transmit or receive any information from another person. For course work**



**products, students may not copy any files or portions of files for electronic reports. Students who violate the code of academic integrity will receive a “U” in the course (even for “complicity”).**

**NOTE:** The Department of Reading and Elementary Education has a policy for its students who receive an "x" designated grade due to an Academic Integrity violation. Elementary Education or Reading program graduate students with an "x" designated grade will not be approved for Admission to Candidacy so long as the "x" remains on the transcript (which effectively prevents program completion and awarding of the degree until the “x” penalty is removed).

### COMMITMENT TO DIVERSITY

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College’s learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

### INCLEMENT WEATHER POLICY

- This class regularly meets on the UNC Charlotte campus. Follow campus inclement weather policy. If any class is cancelled, the following class will take up with the prior week’s material (including exams and essays)
- Any other adjustments in course material, due dates, and assignments will be made on an “as needed” basis and announced in class.

### ATTENDANCE POLICY

Class attendance is the expected norm for all elementary education students and classes. Given this norm, attendance by itself is NOT a factor in determining course grade. However, the **ONLY** way to receive credit for in-class discussions and presentations is to be present and participate during the scheduled activities. **There is NO provision for making up important group activity outside of the scheduled class.**

### CONCEPTUAL FRAMEWORK

The Elementary Education program is built on a conceptual framework of principles and characteristics identified with effective teachers. In this course, a number of activities directly reflect elements of the conceptual framework and will be formally evaluated. These elements and their evaluation are identified below.

- Demonstrate highly advanced knowledge of human development and of student needs

- Make links among theory, research and practice as well as between content and pedagogy
- Demonstrate knowledge, high regard and adherence to the ethical standards of the field
- Use data to make professional decisions
- Demonstrate positive impact on student learning
- Demonstrate flexibility and adaptability
- Apply knowledge and skills to foster educational environments that are respectful of diverse backgrounds and cultures
- Provide developmentally appropriate, age appropriate, individually appropriate, and culturally responsive instruction

#### 8. Probable textbooks or resources

Green, M. (1990). Herbert Spencer's cognitive-developmental psychology: Historical connections with Piagetian theory. *Genetic Epistemologist*, 18 (2), 41-45.

Green, M., Piel, J. A., & Flowers, C. F. (in press). Reversing arithmetic misconceptions in elementary education undergraduates with short-term instruction using manipulatives. *Journal of Educational Research*.

*Journal of Constructivist Psychology*, multiple volumes (1987-current).

Kamii, C. (1993). Physical knowledge in preschool education: Implications of Piaget's theory. New York: Teacher's College Press.

Kamii, C., & Baker, L. (1999). *Young children reinvent arithmetic: Implications of Piaget's theory*. New York: Teacher's College Press.

Moshman, D. (1994). *Reason, reasons, and reasoning: A constructivist account of human rationality*. SAGE Publications.

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Washington, DC: National Council of Teachers of Mathematics.

Piaget, J. (1960). *The child's conception of the world*. Totowa, NJ: Littlefield, Adams.

Piaget, J. (1963). *The origins of intelligence in children* (2nd ed.). New York: Norton.

Piaget, J. (1965). *The child's conception of number*. New York: Norton.

Piaget, J. (1970a). Piaget's theory. In P. H. Mussen (Ed.), *Handbook of child psychology* (3rd ed.), Vol. 1. New York: Wiley.

Piaget, J. (1970b). *Structuralism*. New York: Basic Books.

Piaget, J. (1971a). *Genetic epistemology*. New York: Norton.

Piaget, J. (1971b). *Science of education and the psychology of the child*. New York: Viking.

#### 9. Topical outline of course content

1. Weeks 1 & 2  
Antecedents of constructivism
  1. Endogenous and exogenous explanations in epistemology
  2. The birth of constructivism: Kant and the search for knowledge
  3. John Herbert Spencer: *Principles of Psychology*
2. Weeks 3 - 10  
20<sup>th</sup> century constructivism
  1. Piagetian theory – genetic epistemology and cognitive development
  2. Piagetian research – early works on child development
  3. Piagetian research – later works on pedagogy and epistemology
3. Weeks 11 and 12
  1. Neo-constructivism
  2. Radical constructivism
  3. Social constructivism
  4. Guided constructivism
4. Weeks 13 and 14
  1. National Professional Organizations and Constructivism
  2. NCTM
  3. NSTA
  4. NCTE

## **ELED 8153: Pro-seminar in Elementary Education**

### 1. **ELED 8153:** Pro-seminar in Elementary Education

2. Catalog Description: **EDCI 8153. Pro-seminar in Elementary Education (3G).** Introduces candidates to elementary education faculty and their research programs to allow doctoral students to connect early in their program with faculty who will chair or serve on their committees. (Fall)

3. Prerequisite – none

4. Objectives of the course:

- Students will work with selected members of the Elementary Education faculty and learn more about their backgrounds and research interests, including their preferred research methodologies.
- Faculty will learn about doctoral students' interests, with possible subsequent collaborations for research presentations and publications. Students will evaluate research presentations in terms of scientific worthiness, based on criteria presented in seminar.
- Students will identify faculty likely to serve on their doctoral committees (due to similarity of research interests).

5. Instructional Method

Under the direction of an active research faculty member, doctoral students will read articles written or being prepared by program faculty in preparation for class, listen to related faculty presentation, then engage in a question-answer-discussion seminar led by and monitored by selected doctoral students.

6. Means of student evaluation

The course will be graded Pass/Fail, with no letter grade. To pass the course, students must document one or more of the following:

- attendance at 12 or more class meetings
- synthetic/analytic reports on three or more faculty members' research
- interview signature (professor initials on two 3 x 5 card) showing direct contact (student must actually contact and talk with two faculty in follow up interviews)

7. Specify policies that apply to this course:

- University integrity: Policy Statement #105, The Code of Student Academic Integrity, shall apply.
- Attendance: N/A
- Grading policy (Pass/Fail): See #6 above.
- Additional requirements: Internet capacity to access professor's publications.

8. Probable textbooks or resources:

Faculty publications will be made available to students prior to class presentations

Three weeks before their presentation, faculty will deliver to the course instructor either electronic or paper copies of:

- A brief (1 page maximum) vita
- 1 – 3 representative publications for students to read (course instructor will duplicate or distribute as appropriate)

9. Topical outline of course content:

- 1) Topics will be determined by elementary education doctoral faculty, who will work with the course instructor to make 1 – 3 published articles available through the internet.
- 2) Identified faculty will make a one-hour presentation of their current research, including its theoretical underpinnings, methodological issues and decisions about data collection, and impact and generalization of findings. Following faculty presentations, selected doctoral students will lead question-answer-discussion sessions with the faculty member and doctoral students.
- 3) Most elementary education faculty engaged in research will make seminar presentations as a way of recruiting accomplished students to their research projects.
- 4) Midway in the course each semester, students and instructor will use one class section to reflect on the timing, format, content, and processes of weekly presentations. The intent is to provide an opportunity to revise the remaining weekly activities if they are warranted.

Examples of weekly topical presentations:

Week	Faculty & Student Leaders	Content & Readings
1	Course Instructor	<ol style="list-style-type: none"> <li>1. Introduction to course, expectations, readings, work products</li> <li>2. Planning for faculty presentations and discussions</li> <li>3. Assigning students as discussion leaders for the semester's readings and presentations</li> </ol>
2	Michael Green, Ed. D. John A. Piel, Ph. D. (Sample presentation)	<ol style="list-style-type: none"> <li>1. Brief biographies</li> <li>2. Green, M., Piel, J. A., &amp; Flowers, C. (2008). Reversing Arithmetic Misconceptions in Elementary Education Undergraduates with Short-term Instruction Using Manipulatives. <i>Journal of Educational Research</i>.</li> <li>3. Piel, J. A., &amp; Green, M. (in Press) Teaching elementary school mathematics in the 21<sup>st</sup> century. Chapter 3.</li> </ol>
3, 4, 5	Other program faculty	Weekly topics and research articles
6	Course Instructor	<p>Midcourse Assessment</p> <ol style="list-style-type: none"> <li>1. Do any changes need to be made in structure, format, processes for remainder of semester?</li> <li>2. Are students doing an adequate job</li> </ol>

		<p>preparing for discussion leads? Do changes need to be made? Can a template be generalized from strong versus weak discussions.</p> <p>3. Should faculty alter their presentations in any substantive way? How so?</p>
7, 8, 9	Other program faculty	Weekly topics and research articles
8	Jeff Passe, Current events & social studies	<p>Rock, T., Heafner, T., Oldendorf, S., Passe, J., O'Connor, K., Good, A., Byrd, S. (2006). One state closer to a national crisis: A report on elementary social studies education in North Carolina schools. <i>Theory and Research in Social Education</i>, 34(4), 455-483.</p> <p>Passe, J. (2007) Placing children's voices at the center of current events through "sharing." <i>Social Studies and the Young Learner</i>, 18(1), 17-21.</p>
9	Drew Polly, Professional development	<p>Polly, D. (2006). Participants' focus in a learner-centered technology-rich mathematics professional development program. <i>The Mathematics Educator</i>, 16(1), 14-21.</p> <p>Mims, C., Polly, D., Shepherd, C., Inan, F. (2006). Examining PT3 projects designed to improve preservice education. <i>Tech Trends</i>, 50(3), 17-24.</p>
10, 11, 12	Other program faculty	Weekly topics and research articles
13	Course Instructor	Comparing presentations: the impact of theory, method, productivity, personality on selecting dissertation faculty.
14	Course Instructor	Selecting chairs and committee members, getting started with dissertation topics, avoiding conflicts between faculty, course evaluation.

## **EDCI 8154: History of Education in America**

1. **EDCI 8154:** History of Education in America
  2. Catalog Description: **EDCI 8154. History of Education in America. (3G)** In-depth study of the philosophic and historical events influencing the development of the contemporary school. Literature related to trends in curriculum, instruction, social justice, and school configuration will be emphasized. (*Spring*)
  3. Pre- or Co-requisites: none
  4. Objectives of the course
    - Students will be able to explain historical trends in education.
    - Students will be able to analyze current trends using historic analysis
    - Students will be able to analyze ways that the unique nature of American society has influenced historic and current issues in education.
    - Students will be able to apply historic analysis in developing potential solutions to major challenges in education and the overall society.
  5. Instructional Method: Instructional methods will include seminar discussions based on assigned readings, independent extensive research into a particular historical trend or philosophic foundation, student presentations based on their research, and small group activities to address major challenges in elementary education.
  6. Means of student evaluation
    - Final exam based on readings and class discussions (30%)
    - Independent student research project (30%)
    - Student presentations (20%)
    - Small group project (20%)
- A....90%, B....80%, C....70%
7. Specify policies that apply to this course:
    - University integrity: Policy Statement #105, The Code of Student Academic Integrity, shall apply.
    - Attendance: Students will receive a bonus point for keeping the number of absences under 2. Leaving class early or arriving late shall count as half an absence (after the first.)
    - Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades): See #6 above.
  8. Probable textbooks or resources

Beck, R. H., Cook, W. W., & Kerney, N. C. (1960). *Curriculum in the modern elementary school* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

- Flinders, D., & Thornton, S. (eds). (1997) *The curriculum studies reader*. London: Routledge.
- Harmon, D.A., & Jones, T.S. (Eds.) (2005) *Elementary education: A reference handbook*, Santa Barbara, CA: ABC-CLIO.
- Kaestle, C. F. (1983) *Pillars of the Republic: Common schools and American society, 1780-1860*.
- McClellan, B.E., & Reese, W.J. (eds). (1988) *The Social history of American education*. Champaign: U. of Illinois Press.
- Miller, R. (1997) What are schools for? *Holistic Education in American Culture*. Brandon, VT: Holistic Education Press;
- Parkerson, D.H., & Parkerson, J. (1998) *The emergence of the common school in the U.S. Countryside*. Lewiston, NY: Edwin Mellen.
- Perry, T., Steele, C., & Hilliard, A. (2003). *Young, gifted and Black: Promoting high achievement among African-American students*. Boston: Beacon Press.
- Rury, J.L. (2002) *Education and social change: Themes in the history of American schooling*. New York: Lawrence Erlbaum.
- Spring, J. (2000) *The American School, 1642-2000: Varieties of historical interpretation of the foundations and development of American education*(5th Ed.) New York: Longman.
- Sleeter, C. E., & Grant, C. A. (1994). *Making choices for multicultural education: Five approaches to race, class, and gender* (2nd ed.). New York: Merrill.
- Spodek, B., & Saracho, O. (Eds.) (2006) *Handbook of research on the education of young children*(2nd ed.). Mahwah, NJ: L. Erlbaum Associates.
- Tyack, D. (2003) *Seeking common ground: Public schools in a diverse society*. Cambridge, MA: Harvard University Press
- Urban, W. & Jennings, W. (1999) *American Education: A History* (2<sup>nd</sup> ed.). New York: McGraw- Hill.

## 9. Topical outline of course content

- Week 1: Introduction and Overview
- Week 2: Early Historical Foundations  
 a) Education among the indigenous population  
 b) The transplantation and transformation of English Educational Traditions
- Week 3: Education and the Building of a New Nation 1776-1830  
 a) Enlightenment, Education, and the American Experiment  
 b) The Social Foundations of Republican Theory
- Week 4: The Common Man and the Common School 1820-1860  
 a) The Common School



b) Horace Mann

Week 5: Class, Caste and Education in the South 1800-1900

- a) Common Schools in the South
- b) Reconstruction-Era Schooling

Week 6: The Birth of Modern Schools 1865-1890

- a) Federal influences
- b) Urban Schooling Issues
- c) Specialized education

Week 7: The Progressive Era 1890-1915

- a) John Dewey
- b) Centralization of schools
- c) Curricular Differentiation in High schools
- d) Immigration Issues

Week 8: Completion of Modern Schools 1915-1929

- a) The Cardinal Principles
- b) Teacher Associations and Unions

Week 9: The Great Depression Era 1929-1945

- a) School Finance Issues
- b) Educational Radicalism
- c) Child-Centered Progressivism

Week 10: Post War Education 1945-1960

- a) Cold War Issues
- b) Life Adjustment Curriculum
- c) Brown v. Board of Education
- d) Labor Issues

Week 11: The Pursuit of Equality 1960-1970

- a) Civil Rights and the Schools
- b) War on Poverty
- c) Romanticism

Week 12: State Activism 1970-1980

- a) Education for the Disabled

## **EDCI 8155: Using Process and Outcome Data to Drive Continuous School Improvement**

1. **EDCI 8155:** Using Process and Outcome Data to Drive Continuous School Improvement
2. Catalog Description: **EDCI 8155. Using Process and Outcome Data to Drive Continuous School Improvement. (3G)** Prerequisite: RSCH 8110. Consideration and study of how successful elementary schools collect and use data to drive their reform activities, with a focus on providing culturally and individually responsive instructional programs. (*Alternate Years*)
3. Pre-requisite: RSCH 8110: Descriptive and Inferential Statistics
4. Objectives for the Course
  - Identify the types and sources of data needed to answer questions about the quality of school programs with a focus on the learning to learn emphases of elementary schools.
  - Describe past and current trends in using data to reform and improve organizations including elementary schools.
  - Analyze and consider the replication potential for elementary schools of recent trends in data usage by successful organizations within and outside of education.
  - Demonstrate applications for determining which types of data have the greatest leverage in improving teachers' instruction and students' achievement in elementary schools.
  - Demonstrate the use of data to communicate to policy makers the costs and benefits of specific strategies for reforming and improving elementary schools.
5. Instructional Method

The course will be structured as a combination of course lecture, small group work, and whole class discussion.

6. Means of Student Evaluation

Students will complete the following assignments:

Key Questions and Answers about Learning to Learn. Students will review the research literature to contribute to a prioritized list of questions, the answers to which should drive improvement projects in elementary schools.

Descriptive Survey Analysis of Data Sources for Elementary Schools. Students will research available data, sources, and acquisition procedures for studying the quality of elementary schools in meeting their learning to learn purposes in North Carolina and across the nation.

Descriptive Survey Analysis of Data Sources for Non-Educational Organizations. Students will research and report on procedures for collecting and analyzing process and outcome data to improve quality in non-educational settings and the feasibility of their applications in elementary school environments.

Case Study of an Elementary School Improvement Project. Students will conduct a case study to determine the types of data used to improve teachers' instructional strategies and students' achievement strategies in elementary schools.

Proposal for an Elementary School Improvement Project. Students will use past and current data from an elementary school, as well as data from improvement projects in other schools and districts to support a school improvement proposal to a school board.

7. Specific Policies that Apply to This Course

- University integrity: Policy Statement #105, The Code of Student Academic Integrity, shall apply.
- Attendance: Students will receive a bonus point for keeping the number of absences under 2. Leaving class early or arriving late shall count as half an absence (after the first.)
- Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades): See #6 above.

8. Probable Textbook or Resources

Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2<sup>nd</sup> ed.) Larchmont, NY: Eye on Education.

Possible required readings for course:

- Ammerman, P.W. (1998). *The root cause analysis handbook: A simplified approach to identifying, correcting, and reporting workplace errors*. New York, NY: Quality Resources.
- Ardivino, J., Hollingsworth, J., & Ybarra, S. (2000) *Multiple measures: Accurate ways to assess student achievement*. Thousand Oaks, CA: Corwin Press, Inc.
- Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. *American School Board Journal*, 38-41.
- Bernhardt, V.L. (2000). *Designing and using databases for school improvement*. Larchmont, NY: Eye on Education, Inc.
- Bernhardt, V.L. (2000). New routes open when one type of data crosses another. *Journal of Staff Development*, 21(1), Pp. 33-36.
- Bernhardt, V.L. (2003). No schools left behind. *Educational Leadership*, 60(5), 26-30.
- Carr, N. (2001). Making data count: Transforming schooling through data-driven decision making. *American School Board Journal*, 34-37.
- Committee on the Foundations of Assessment. Pellegrino, J.W., Chudowsky, N. & Glaser, R. (Eds.). (2001) *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academy Press.
- Deming, W. E. (1986). *Out of the crisis*. Cambridge, MA: Massachusetts Institute of Technology.
- Goh, D.S. (2004). *Assessment accommodations for diverse learners*. Boston, MA: Allyn & Bacon.
- Guskey, T.R., & Bailey, J.M. (2001) Developing grading and reporting systems for student learning. In Guskey, T.R., & Marzano, R.J. (Series Eds.) *Experts in assessment*. Thousand Oaks, CA: Corwin Press Inc.

- Holly, P.J. (2003) *Conceptualizing a new path: Data-driven school improvement series*. Princeton, NJ: Educational Testing Service.
- Johnson, F. C., & Kattman, R. (Eds). (2003). *Successful applications of quality systems in K-12 schools*. Milwaukee, WI: American Society for Quality.
- Johnson, R.S. (2002) *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oaks, CA: Corwin Press, Inc.
- Joint Commission Resources. (2002). *Root cause analysis in health care: Tools and techniques*. Indianapolis, IN: Joint Commission Resources.
- Joyce, B., Wolf, J., & Calhoun, E. (1993). *The self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining our schools*. Portsmouth, NH: Heinemann Press.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Layton, C. A., & Lock, R. H. (2008). *Assessing students with special needs to produce quality outcomes*. Upper Saddle River, NJ: Pearson Education, Inc.
- Marzano, R.J. (2000). Analyzing two assumptions underlying the scoring of classroom assessments. Aurora, CO: Mid-continent Research for Educational Learning.
- O'Connor, K. (2002) *How to grade for learning: Linking grades to standards* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press Inc.
- Perlsten, L. (2007) *Tested: One American school struggles to make the grade*. New York, NY: Henry Holt & Co.
- Popham, W.J. (2001). Standardized achievement tests: Misnamed and misleading. *Education Week*, 21(3), 46.
- Popham, W.J. (2003). *Test better, teach better: The instructional role of assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Preuss, P.G. (2003). *School leader's guide to root cause analysis: Using data to solve problems*. Larchmont, NY: Eye on Education.
- Schmoker, M. (1996). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Smith, J., Lee, V., & Newmann, F. (2001). *Instruction and achievement in Chicago elementary schools*. Chicago: Consortium on Chicago School Research. Available: <http://www.consortium-chicago.org/publications/p0001.html>.
- Spendolini, M. J. (1992). *The benchmarking book*. New York, NY: American Management Association.
- Taylor, C. S., & Bobbitt-Nolan, S. (2008). *Classroom assessment: Supporting teaching and learning in real classrooms*. Upper Saddle River, NJ: Pearson Education, Inc.
- Wormeli, R. (2006). *Fair isn't always equal: Assessing & grading in the differentiated classroom*. Portland, ME: Stenhouse Publishers.
- Yin, R.K. (2003). *Case study research: Design and methods*. Thousand Oaks, CA: Sage publications, Inc.

## 9. Topical Outline of Course Content

First Class – Introduction to the course requirements and assignments.

Second Class – Discussion regarding the contributions of process and outcome data to evaluation and planning school improvements.

Third Class – Designing questions to be answered for determining elementary school improvement priorities and strategies within the learning to learn emphasis.

Fourth Class – Determining which data, data sources, and data acquisition procedures can best contribute to answers.

Fifth Class – The availability, use, benefits, and limitations of demographic data in planning improvements in elementary schools.

Sixth Class – The availability, use, benefits, and limitations of perception (attitude) data in planning improvements in elementary schools.

Seventh Class – Analysis of benefits and limitations of procedures to measure and evaluate teachers' instructional strategies including issues regarding process fidelity.

Eighth Class - Analysis of benefits and limitations of procedures to measure and evaluate elementary students' learning strategies including issues regarding process fidelity.

Ninth Class – Discussions regarding the measurement of the quality of elementary classroom level processes.

Tenth Class - Discussions regarding the measurement of the quality of elementary school level processes.

Eleventh Class – Discussion and activities in analyzing intersection data (demographic, perceptions, instructional strategies, learning strategies, classroom level, and school level processes) in elementary schools.

Twelfth Class – Continuation of discussion and activities in analyzing intersection data (demographic, perceptions, instructional strategies, learning strategies, classroom level, and school level processes) in elementary schools.

Thirteenth Class – Presentations of case studies.

Fourteenth Class – Presentations of school board proposals.

Fifteenth Class – Course debriefing.

## **ELED 8156: Critical Issues in Elementary School Professional Development and Teacher Learning**

1. Course Number and Title: **ELED 8156: Critical issues in Elementary School Professional Development and Teacher Learning**
2. Catalog Description: **EDCI 8156. Critical Issues in Elementary School Professional Development and Teacher Learning. (3G)** Foundations of professional development, opportunities for teacher learning to improve practices in curriculum development, instructional leadership, and classroom management, and an understanding of the influence of socially responsive professional development in urban elementary schools. (*Alternate Years*)
3. Pre- or Co-requisites: none
4. Objectives of the course
  - Examine learning theories and research related to teacher learning.
  - Compare and contrast learning theories related to teacher learning to learning theories focused on K-12 education.
  - Synthesize contemporary research studies about professional development and its impact on teachers' instructional practices and student learning outcomes.
  - Become familiar with the influence of educational accountability on professional development evaluation and research.
  - Use theory and research to explain historic and current trends in professional development.
  - Become familiar with professional development initiatives, including, but not limited to, professional development schools, professional learning communities, and lesson study.
  - Thoroughly examine one professional development initiative for its underpinning theory, research base, and influence on elementary education.
5. Instructional Method

This seminar will be interactive in nature and include focused lectures, guest speakers from experts in professional development, discussions of assigned readings and presentations of research projects.

Illustrative course activities include:

- Presentation of learning theory and contemporary research about teacher learning
- Assigned readings and discussions about readings that include research studies, theoretical papers and manuscripts discussing issues in professional development
- Guest speakers from professional development schools and professional learning communities
- Critical analysis of teacher learning theories compared to learning theories focused on K-12 education
- Independent research about professional development projects, and small group and whole class presentations related to students' independent work.
- A design for an effective professional development program based on learning theory and research

6. Means of student evaluation

- Independent research project
  - A. Overview paper (5%)
  - B. Paper tying research project to learning theory (20%)
  - C. Research paper examining the impact of the research project (20%)
  - D. Presentation (5%)
- Synthesis paper of learning theories (25%)
- Selection and analysis of topic-specific articles (15%)
- Reflections on assigned readings (10%)

Grades: A traditional 10-point scale will be used: A....90-100%, B....80-89%, C....70-79%

7. Specify policies that apply to this course

- University integrity: Policy Statement #105, The Code of Student Academic Integrity, shall apply.
- Attendance: Attendance will be required at all course meetings. Leaving class early or arriving late shall count as half an absence (after the first.)
- Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades): See #6 above.
- Additional requirements such as CPR, liability insurance, no phones or beepers in class (whatever are the requirements for that course).: none

8. Course Readings (on course reserves at the UNCC library)

- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- CEO Forum on Education and Technology. (1999). *Professional development: A link to better learning* (Year Two Report). Washington, DC: CEO Forum on Education and Technology.
- Cohen, D. (1990). A revolution in one classroom: The case of Mrs. Oublier. *Educational Evaluation and Policy Analysis*, 12, 327-345.
- Darling-Hammond, L. (1995). Practices that support teacher development. *Phi Delta Kappan*, 591-596.
- Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership*, 55(5), 6-11.
- Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(3), 81-112.
- Fennema, L., Carpenter, T., Franke, M., Levi, M., Jacobs, V., & Empson, S. (1996). A longitudinal study of learning to use children's thinking in mathematics instruction. *Journal for Research in Mathematics Education*, 27, 403-434.
- Fernandez, C. (2003). Learning from Japanese approaches to professional development: The case of lesson study. *Journal of Teacher Education*, 53, 393-405.
- Garet, M., Porter, A., Desimone, L., Briman, B., & Yoon, K. (2001). What makes professional development effective? Analysis of a national sample of teachers. *American Educational Research Journal*, 38, 915-945.
- Guskey, T. R. (2003). What makes professional development effective? *Phi Delta Kappan*, 84,

748-750.

- Guskey, T. R. (2005). Taking a second look at accountability. *Journal of Staff Development*, 26(1), 10-18.
- Hawley, W. D., & Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 127-150). San Francisco: Jossey-Bass.
- National Partnership for Excellence and Accountability in Teaching (NPEAT) (2000b). *Revisioning professional development: What learner-centered professional development looks like*. Oxford, OH: Author.
- National Staff Development Council (2001). NSDC Standards for Staff Development. Retrieved January 12, 2005 from <http://www.nsd.org/standards/index.cfm>.
- Putnam, R., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teaching? *Educational Researcher*, 29, 4-15.
- Richardson, V. (1990). Significant and worthwhile change in teaching practice. *Educational Researcher*, 19, 10-18.
- Sparks, D. & Hirsch, S. (2000). *A national plan for improving professional development*. (ERIC Document ED 442 779).
- Supovitz, J. A. (2001). Translating teaching practice into improved student performance. In S. H. Fuhrman (Ed.), *From the capitol to the classroom: Standards-based reform in the states. 100th Yearbook of the National Society for the Study of Education (Part II)* (pp. 81-98). Chicago, IL: University of Chicago Press.
- Wilson, S.M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. In A. Iran-Nejad & C.D. Person (Eds.). *Review of Research in Education*, (pp. 173-209). Washington, D.C.: American Educational Research Association.

Other readings informing the course:

- Darling-Hammond, L., & Sykes, G. (1999). *Teaching as the learning professional: Handbook of policy and practice*. San Francisco: Jossey-Bass.
- Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (2003). Linking teachers and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*, 19, 643-658.
- Fullan, M. G. (2006). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.
- Guskey, T.G., & Huberman, M. (1995) *Professional development in education: New paradigms and practices*. New York: Teacher's College Press.
- Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco: Jossey-Bass.
- Lieberman, A., & Miller, L. (1999). *Teachers: Transforming their world and their work*. New York: Teachers College Press.
- Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- National Research Council. (2000). *How people learn: Brain, mind, experience, and school*. (Expanded ed.). Washington, DC: National Academy Press.
- National Research Council. (2001). *Educating teachers of science, mathematics, and technology: New practices for the new millennium*. Washington, DC: National Academy Press.
- National Council for the Social Studies. (2000). *Powerful and authentic social studies (PASS)*. Author.



8. Topical outline of course content

Week	Topic	Readings
1-2	Theoretical and Philosophical Foundations of Professional Development	Putnam & Borko, 2002 Richardson, 1990 Darling-Hammond, 1995
3	Current Climate of Professional Development	CEO Forum, 1999 NSDC, 2000 Sparks & Hirsch, 2000
4-5	Prof. development models Professional learning communities Professional Development Schools Lesson Study	Fernandez, 2002 Wilson & Berne, 1999 Other selected articles on PDS, Professional Learning Communities
6-9	Evaluating and Researching Professional Development Designing Research Projects	Borko, 2004 Desimone et al., 2003 Fennema et al., 1996 Garet et al., 2001 Guskey, 2005 Suppovitz, 2001
10	UNCC Library- Finding articles based on their specific interests	Selected readings on locating research articles
11	Guest Speakers/Panel of Professional Developers	Selected readings based on the panel of speakers
12-14	Design of an effective professional development program Project feedback Article analysis	Darling-Hammond, 1998 Guskey, 2003 Hawley & Valli, 1999 NPEAT, 2000
15	Project Presentations	

## **EDCI 8157: Analysis of inquiry teaching and learning in elementary schools**

1. **EDCI 8157:** Analysis of inquiry teaching and learning in elementary mathematics, science, and social studies
2. Catalog Description: **EDCI 8157. Analysis of Inquiry Teaching and Learning in Elementary Schools. (3G)** Prerequisite: RSCH 8111. Focus on topics associated with inquiry teaching and learning in an elementary school setting including historical background; underlying theoretical and philosophical frameworks; models of inquiry instruction; and curricular implications. (*Alternate Years*)
3. Course Prerequisite - RSCH 8111: Qualitative Research Methods
4. Objectives of the course

- Students will examine the theoretical and philosophical underpinnings of inquiry teaching and learning.
- Students will define and describe inquiry teaching and learning.
- Students will identify common characteristics of inquiry.
- Students will synthesize common characteristics of inquiry to compare instructional strategies used in elementary mathematics, science, and social studies.
- Students will analyze the implications for inquiry teaching in elementary classrooms.
- Students will consider barriers to inquiry instruction including policy, teacher attitudes, and school structure.

### 5. Instructional Method

Instructional methods will include discussions on assigned readings, engaging in model inquiry activities, student research on issues related to inquiry teaching and learning, and student presentations of research.

### 6. Means of student evaluation

- Independent research project (50%)
- Issues paper (30%)
- Reflections on assigned readings (20%)

A....90%, B....80%, C....70%

Independent Research Project - The purpose of this project is to systematically answer a question related to inquiry teaching and learning through a self-designed, small scale research project. For this assignment, you will submit a project proposal, conduct the approved project, write a project final report, and present the completed project to the class.

#### A. Your proposal should include the following components:

- a. Statement of Purpose, Rationale, and Background
- b. Research Process
- c. Project Management
- d. Reference List

Note: An approved proposal is required in order to proceed with the project.

- B. You will develop and conduct an action research project that follows your proposal.
- C. The report will be an expansion of your proposal. You should have information to add to the following sections of the proposal: 1) statement of purpose, rationale, and background, 2) research process, and 3) source list. The research process will have the most significant additions, as you should include information about the data that was collected, how that data was analyzed, your interpretation of the data, how that analysis and interpretation answers your research question(s), what actions you will take now that your question(s) has been answered, and what new questions were raised from this project.
- D. In class, you will present an overview of your project including a statement of your problem or research question(s), background information, rationale for project, research procedures, results, implications, and further research.

### Issues Paper

The purpose of this assignment is to examine the current literature associated with an issue pertinent to inquiry teaching and learning. You will communicate your findings in a paper that presents a balanced perspective on your chosen issue. In your written assignment, please include:

- An introduction which situates your issue within the larger context of inquiry teaching and learning in elementary education, an organized synthesis of your review, and a conclusion.
- A list of references used for the review in current APA format.

### Reflections on assigned readings

The purpose of this assignment is to respond (in writing) to four of the assigned readings for the class. In your assignment, please include:

- Title of the reading to which you are responding.
- A brief synopsis of the reading.
- A reflection to at least two ideas/issues included in the reading. Your response should include:
  - Thorough description/interpretation of each idea/issue.
  - A thoughtful and substantial reflection related to that portion of the reading which includes how this reading may or may not affect your understanding of inquiry teaching and learning.

7. Specify policies that apply to this course:

Policy Statement #105, The Code of Student Academic Integrity, shall apply.

8. Probable Textbook

Audette, R.H., & Jordan, L.K. (2005). *Integrating inquiry across the curriculum*. Thousand Oaks, CA: Corwin Press.

Other resources:

- Anderson, R. D. (2002). Reforming science teaching: What research says about inquiry. *Journal of Science Teacher Education, 13*, 1-12.
- Beyer, B. K. (1971). *Inquiry in the social studies classroom: A strategy for teaching*. Columbus, OH: Charles E. Merrill.
- Bransford, J., Brown, A., & Cocking, R. (Eds.). (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Cook, L.S., Smagorinsky, P., Fry, P.G., Konopak, B., & Moore, C. (2002). Problems in developing a constructivist approach to teaching: One teacher's transition from teacher preparation to teaching. *The Elementary School Journal, 102*, 123-140.
- Hammerman, E. (2005). *Eight essentials of inquiry-based science, K-8*. Thousand Oaks, CA: Corwin Press.
- Keys, C.W., & Kennedy, V. (1999). Understanding inquiry science teaching in context: A case study of an elementary teacher. *Journal of Science Teacher Education, 10*, 315-333.
- Martinello, M.L., & Cook, G. E. (2000). *Interdisciplinary inquiry in teaching and learning* (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Prentice Hall.
- Okhee, L. (2002). Promoting scientific inquiry with elementary students from diverse cultures and languages. *Review of Research in Education, 26*, 23-69.
- Olson, S., & Loucks-Horsely, S. (Eds.). (2000). *Inquiry and the national science education standards: A guide for teaching and learning*. Washington, DC: National Academy Press.
- Richardson, V. (2003). Constructivist pedagogy. *Teachers College Record, 105*, 1623-1640.
- Rogers, S., Danielson, K., & Russell, J.F. (2000). Collaborating to promote effective elementary practices across seven school districts. *Peabody Journal of Education, 75*, 133-144.
- Short, K.G., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M.J., Crawford, K.M. (1996). *Learning together through inquiry*. Portland, ME: Stenhouse.
- Stipek, D. Feiler, R., Daniels, D., & Milburn, S. (1995). Effects of different instructional approaches on young children's achievement and motivation. *Child Development, 66*, 209-223.
- VanFossen, P.J., & Shiveley, J.M. (1997). Things that make you go, "hmmm...": Creating inquiry "problems" in the elementary social studies classroom. *Social Studies, 88*, 71-77.
- Wade, R.C. (2001). Social action in the social studies: From the ideal to the real. *Theory into Practice, 40*, 23-28.
- Wade, R.C. (2002). Beyond expanding horizons: New curriculum directions for elementary social studies. *The Elementary School Journal, 103*, 115-130.
- Weinbaum, A., Allen, D., & Blythe, T. (Eds.). (2004). *Teaching as inquiry: Asking hard questions to improve practice and student achievement*. New York: Teachers College Press.
- Windschitl, M. (2002). Framing constructivism in practice as the negotiation of dilemmas: An analysis of the conceptual, pedagogical, cultural, and political challenges facing teachers. *Review of Educational Research, 72*, 260-282.
- Wood, T., Scott Nelson, B., & Warfield, J. E. (2001). *Beyond classical pedagogy: Teaching elementary school mathematics (Studies in mathematical thinking and learning)*. Mahwah, NJ: Lawrence Erlbaum.

9. Topical outline of course content

The following are major topics that will guide course activities:

- Theoretical, Philosophical, and Historical Foundations of Inquiry Learning
- Models of inquiry
- Implications of inquiry teaching and learning
- Critique of inquiry strategies
- Issues specific to inquiry in elementary mathematics, science, and social studies

week	Focus questions
1	What is the historical and theoretical foundation of inquiry teaching and learning in elementary classrooms?
2-3	What are defining characteristics of inquiry teaching and learning? What is the role of the teacher and student in inquiry teaching and learning?
4-5	What are the various forms of inquiry teaching and learning? What distinguishes inquiry teaching and learning from other pedagogy?
6-7	How do the national standards for social studies, mathematics, and science support inquiry teaching and learning in elementary classrooms?
8-11	How is inquiry teaching and learning implemented in elementary classrooms (social studies, mathematics, and science)? What are the barriers to implementing inquiry teaching and learning in elementary classrooms? Student presentations – What does inquiry teaching and learning look like in elementary classrooms (social studies, mathematics, and science)?
12	How effective is inquiry teaching and learning for special populations in elementary classrooms?
13	How do elementary teacher education programs support and model inquiry teaching and learning? What are the barriers to modeling inquiry teaching and learning in elementary teacher education programs?
14-15	Student presentations – What are major issues related to inquiry teaching and learning?

## EDCI 8650: Readings in Elementary Education Research

1. **EDCI 8650:** Readings in Elementary Education Research
2. Catalog Description: **EDCI 8650. Critical Readings in Elementary Education Research (3G)** Critical review, analysis, and synthesis of current and historical literature having special significance for elementary education, with specific focus on research related to educational theory and practice and their implications for teaching at the elementary level. (Alternate Years)
3. Pre- or Co-requisites: none
4. Objectives of the course
  - Students will critically analyze elementary education research.
  - Students will synthesize current and historical literature related to a specific issue, idea, concept, or strategy in elementary education.
  - Students will identify issues in elementary education research specific to urban environments.
  - Students will read and interpret a variety of research studies conducted from a range of theoretical perspectives and research paradigms.
5. Instructional Method: Instructional methods will include whole class and group discussion, reflection, and critical analysis of assigned readings, independent review of literature, peer teaching, and student presentations.
6. Means of student evaluation
  1. Independent review of literature (50%)
  2. Student presentation (30%)
  3. Reflections on assigned readings (20%)

A....90%, B....80%, C....70%

7. Specify policies that apply to this course:

Policy Statement #105, The Code of Student Academic Integrity, shall apply.

8. Possible textbooks or resources

Branz-Spall, A.M., Rosenthal, R., & Wright, Al. (2003). Children on the road: Migrant students, our nation's most mobile population. *Journal of Negro Education*, 72, 55-62.

Brooks-Gunn, J., Klebanov, P.K., & Duncan, G.J. (1996). Ethnic differences in children's intelligence test scores: Role of economic deprivation, home environment, and maternal characteristics. *Child Development*, 67, 396-408.

Bullough, R. (2001). *Uncertain lives: Children of promise, teachers of hope*. New York: Teachers College Press.

deMarrais, K.B., & Le Compte, M.D. (1995). *The way schools work: A sociological analysis of education* (2<sup>nd</sup> ed.). White Plains, NY: Longman.

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## 9. Topical outline of course content

- 1) Controversial topics in elementary education
- 2) Historical topics in elementary education
- 3) Issues specific to elementary education in urban settings
- 4) Teacher voices
- 5) Student voices

week	topic
1-2	Role of educational (elementary) research; Reading educational research
3	Sources for educational research related to elementary education
4-5	Historical and recurring topics and issues in elementary education research (i.e. parental involvement, race, achievement gaps, inequity of resources)
6-8	Immerging topics and issues in elementary education research specifically related to educating elementary students in urban settings (i.e. transience, language differences, cultural differences, poverty, school resources, NCLB, culturally responsive teaching)
9	Research supporting students' voices and student advocacy
10-11	Controversial topics and issues educational research (i.e. Journal of Educational Controversy (winter 2007); ebonics, the bell curve)
12-13	Preparing elementary teachers for urban settings; supporting practicing teachers in urban settings
14-15	Student presentations – literature synthesis related to selected topic, issue, policy, or strategy.

**To:** Jeff Passe, Department of Reading and Elementary Education

**From:** Judy Walker, Education/Curriculum Materials Librarian

**Date:** January 2, 2008

**RE:** Consultation on Library Holdings

**Course/Program:** ELED 8XXX Readings in Elementary Education Research

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker                      **Date:** January 2, 2008

**Please Check One:**

Holdings are superior \_\_\_\_\_

Holdings are adequate     X    

Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_

Holdings are inadequate \_\_\_\_\_

**Comments:**

Since this course has been developed as part of the Department of Reading and Elementary Education's proposal to add a specialization of elementary education to the College of Education's existing Curriculum and Instruction PhD program, it will draw from a variety resources already in place for that program as well as the Master's program. The library is continually adding new resources and will work closely with the department to insure that candidates in the program will have access to the resources they need to complete the program.



**To:** Jeff Passe, Department of Reading and Elementary Education

**From:** Judy Walker, Education/Curriculum Materials Librarian

**Date:** January 2, 2008

**RE:** Consultation on Library Holdings

**Course/Program:** ELED 8XXX: Varieties of Constructivism in Elementary  
Education

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker      **Date:** \_\_\_\_\_

**Please Check One:**

- Holdings are superior \_\_\_\_\_
- Holdings are adequate   X
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
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**Comments:**

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**To:** Jeff Passe, Department of Reading and Elementary Education

**From:** Judy Walker, Education/Curriculum Materials Librarian

**Date:** January 2, 2008

**RE:** Consultation on Library Holdings

**Course/Program:** ELED 8XXX: Theoretical Foundations for Elementary School  
Inquiry

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker      **Date:** January 2, 2008

**Please Check One:**

- Holdings are superior \_\_\_\_\_
- Holdings are adequate   X
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
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**Course/Program:** ELED 8XXX: Theoretical Foundations for Elementary School  
Inquiry

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**To:** Jeff Passe, Department of Reading and Elementary Education

**From:** Judy Walker, Education/Curriculum Materials Librarian

**Date:** January 2, 2008

**RE:** Consultation on Library Holdings

**Course/Program:** ELED 8XXX: History of Elementary Education in America

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker      **Date:** \_\_\_\_\_

**Please Check One:**

Holdings are superior \_\_\_\_\_

Holdings are adequate   X  

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**Comments:**

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**To:** Jeff Passe, Department of Reading and Elementary Education

**From:** Judy Walker, Education/Curriculum Materials Librarian

**Date:** January 2, 2008

**RE:** Consultation on Library Holdings

**Course/Program:** ELED 8XXX: Data Analysis for Continuous School Improvement

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker      **Date:** January 2, 2008

**Please Check One:**

Holdings are superior \_\_\_\_\_

Holdings are adequate   X  

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**Comments:**

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**To:** Jeff Passe, Department of Reading and Elementary Education

**From:** Judy Walker, Education/Curriculum Materials Librarian

**Date:** January 2, 2008

**RE:** Consultation on Library Holdings

**Course/Program:** ELED 8XXX: Critical issues in Elementary School Professional Development and Teacher Learning

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker      **Date:** January 2, 2008

**Please Check One:**

- Holdings are superior \_\_\_\_\_
- Holdings are adequate   **X**
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
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**To:** Jeff Passe, Department of Reading and Elementary Education

**From:** Judy Walker, Education/Curriculum Materials Librarian

**Date:** January 2, 2008

**RE:** Consultation on Library Holdings

**Course/Program:** ELED 8XXX: Analysis of Inquiry Teaching and Learning in  
Elementary Mathematics, Science and Social Studies

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker      **Date:** January 2, 2008

**Please Check One:**

- Holdings are superior \_\_\_\_\_
- Holdings are adequate   X
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**From:** Hancock, Dawson  
**Sent:** Tuesday, March 18, 2008 9:01 AM  
**To:** Cook, Leslie  
**Cc:** Spooner, Melba; Jones, Jeanneine; Passe, Jeff  
**Subject:** REVISED PhD proposal

Leslie:

Jeff Passe and I met last Friday and revised the attached proposal for the elementary education strand of the PhD in Curriculum and Instruction program. The three changes upon which we agreed are:

1. RSCH 8110 (Descriptive and Inferential Statistics) will be a mandatory prerequisite for ELED 8145 (Using Process and Outcome Data to Drive Continuous School Improvement);
2. RSCH 8111 (Qualitative Research Methods) will be a mandatory prerequisite for ELED 8147 (Analysis of Inquiry Teaching and Learning in Elementary Schools); and
3. The RSCH course sequence outlined in the original proposal has been modified; the correct sequence is contained in the attached proposal.

With these changes, I support the attached proposal.

Dawson