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EDLD 502.50: Philosophy of Education

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THE UNIVERSITY OF MONTANA
Phyllis J. Washington College of Education and Human Sciences
Department of Educational Leadership

EDLD 502: PHILOSOPHY OF EDUCATION

Adjunct Professor: Robert DoBell, Ed.D.

E-mail: Robert.DoBell@mso.umt.edu

Course Text

Ozmon, H. (2012) Philosophical foundations of education. (9th Ed). Upper Saddle River, San Francisco: Pearson.

Focus of the Course

This course will examine the major systematic philosophies of education and contemporary theories highlighted with a spotlight on the development of the 5 religions in the world and associated societies. Knowledge of these philosophies of education and theories of schooling will be applied to the study of current issues and problems in education (aims of education, methods of education, curriculum, and role of the teacher) and to the development of educational policy and practice. The importance of developing a clear and understandable philosophy of education relative to theory and practice will be emphasized.

Course Objectives

Instruction and interaction in this course will address the following knowledge and performance-based standards for students pursuing graduate course work and/or a degree- Students will be able to: (a) Be aware of the major proponents and sources of the major systematic philosophies of education and theories of contemporary schooling; (b) Communicate the basic premises of the major systematic philosophies of education and theories of contemporary schooling; (c) State the aims of education, methods of education, curriculum, and role of the teacher advocated by each major systematic philosophy of education and theories of contemporary schooling; and (d) Analyze contemporary policy and practice educational issues in light of educational philosophies and theories of education.

Areas of Study

Purposes of Educational Philosophy: Branches of philosophy; Purposes of educational philosophy (inspirational, analytical, prescriptive, and investigative); Educational philosophy as theoretical and practical study.

Systematic Philosophies of Education and Theories of Schooling:

- 1. Focus on the development of the 5 religions in the world and a spotlight on the cultures and educational philosophies that arise from the established religions in the world.
- 2. Traditional Philosophies of Education: Idealism, Realism, and Eastern Philosophies
- 3. Modern Philosophies of Education: Pragmatism, Existentialism, Re-constructionism and Behaviorism
- 4. Contemporary Theories of Education: Progressivism, Essentialism.
- 5. Brief understanding of Analytic Philosophy and Marxism

Contemporary Issues in Educational Policy: The analysis of educational practices and the philosophies that they utilize.

Course Expectations

- Regular and consistent class attendance and active student participation in all class activities are required to facilitate the attainment of course objectives and to receive credit for this graduate course.
- Students are required to be current in the assigned reading for the course and to submit required papers and projects in a timely manner. Late assignments may be subject to point deductions.
- APA 7th edition format is required for the all assignments in this course.

Course Outcomes

Students upon completion of this course should be able to:

	ISLIC	NCATE
1. Identify current teaching/educational/faculty proposed changes and their impact on higher education;	1,2,4	1,6
2. Recognize the uniqueness of students and the responsibility to educated all;	1,2	3,6,5,1,7,4
3. Recognize effective teaching methods	2	3.2, 3.6
4. Discriminate between various effective teaching design	2	3.4
5. Recognize internal and external constituents	1,4	3.1, 10.4
6. Compose a response to a contemporary issue in higher education and successfully defend the stated position.	1	3.4

Evaluation Criteria

Each student's final grade will be based upon the following distribution of points: 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), below 59 (F).

Grade points will be accumulated in the following areas:

- 1. Class Discussion (100 points):** Each student will have responsibility for taking a leadership role in facilitating discussion on assigned classroom readings and **topics weekly postings by midnight on Sunday for the discussion that started on the previous Monday. Your initial post should be made by Wednesday of each week! Please do not wait until later in the week to post.** The course will run Monday-Sunday in format with a start date of September 12, 2022 and a completion date of Friday November 18, 2022. 10 points per week will be available for the discussion board posts. **These assignments will be worth 30% of the semester grade.**
- 2. Each completed philosophy worksheet will be worth 10 points (A total of 100 points after you have completed all 10 philosophical worksheets):** Essentially this is an outline of the assigned chapter of the reading in the text. These forms will need to be turned into the Moodle under the assignment for the specific week that they are assigned. Students when completing these outlines will be required to show and demonstrate a basic understanding of the philosophies and contemporary theories of education and their application to educational practices. Indicate specific educational methods or pedagogies utilized today in education and show how they are based in the Philosophies we cover. **These assignments will be worth 30% of the semester grade.**
- 3. Writing of your "Educational Philosophy" (100 points):** Maximum of 3-4 double-spaced typed pages. In this philosophy it is expected that you include references to the philosophies covered in the class content and how they have influenced you. It is expected that you would cite from the text and other appropriate references/resources when you write this educational philosophy. **This must be written using 3rd person and follow APA scholarly academic writing. This assignment will be worth 40% of the semester grade.**

Missions

- The University of Montana Mission Statement***

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

- *College of Education Mission Statement*

The College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

- *Educational Leadership Mission Statement*

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

CONCEPTUAL FRAMEWORK

The Professional Leadership Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Leadership Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- 1) *Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will utilize previous subject knowledge and address actual educational problems in their development of their understanding of Leadership in the College and University Administration.*

- 2) *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is

personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students will participate in a variety of group projects and be assessed in ability to be a contributing member to class discussions and supporting their classmates.*

3) *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. They are also expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

Online Format:

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance by entering in the Moodle Discussions at a **minimum of three times** in each Moodle forum, be current in the assigned readings, participate in all activities and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion (show citations to support your position) and (refer to Professional Standards for Student Performance). Assignments should be submitted in a timely manner.

Written assignments will reflect the individual's original work and, when appropriate, follow the style articulated in the *Publication Manual of the American Psychological Association* (APA). All references to works by other authors must be properly cited. All written assignments must (a) include a title page (Appendix B), (b) be double spaced, (c) use 12-point font, (d) utilize indented paragraphs rather than business block format, (e) be left justified rather than full justification (f) numbered in the top right hand corner. Please turn in all papers using Microsoft word and submit to the Moodle where the assignment is indicated to be turned in by the specified deadline.

Each written assignment must contain a cover page (see Appendix A).

Class Lectures **Required:**

Each of the 10 weeks we will have class lectures notes or (PowerPoints) will be opened (available to students). The lectures will be presented through notes, MS PowerPoint slides or PDFs.

Weekly Moodle Class Discussions **(Required)**

Moodle Discussions:

Class participation points will be awarded for **each forum** from these Moodle discussions. Please post your initial post by Wednesday of each week. Please do not wait until later in the week to post. You will need to (a) post your original

thread in each Moodle forum and (b) respond to your at least 2 of your classmate's original discussion threads during the week: Beginning Monday and ending Sunday at midnight. Discussion posts in each forum will be graded each week. Points may not be awarded for postings occurring after the midnight Sunday unless additional time has been asked for and afforded to the student by the instructor.

- Each class discussions forum will be monitored for student participation.
- For each class students will receive one of the following scores for their participation:
 - 10 points for thorough contributions that stimulate discussion including interacting with other students in the group, **citing references** to support your answer, **and substantive information is included.**
 - 8 points substantive information but no citations
 - 5 points for contributing only in a cursory manner ("I agree with Mary is not sufficient for a substantive answer").
 - 0 points for not participating
- Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling. I sometimes have typos too, so I know it is easy to do but be thoughtful when you write your answers and when you write your assignments.

Submitting Assignments:

Assignments will be submitted electronically utilizing the Classroom Moodle that has been established. Save your documents using the format and assignment names listed below. *Please follow the provided format and spell each assignment as it is in the example.* Your saved assignment should contain the following information in the order provided in the example (including spaces).

[Your First Name] [Your Last Name] EDLD 502 Assignment Name

Example for Judy Jones:

Judy Jones EDLD 502 Assignment # 1 Assignment Name

- Using Your umconnect e-mail Account:
Correspondence to you regarding this course will utilize your umconnect account. While it is recommended that you check your umconnect account regularly. We will be using the assigned Moodle platform as the LMS for the course.
- Needing Help:
If you encounter problems regarding this Moodle Course please contact UOnline at the following URL: <https://www.umt.edu/umonline/> There is also a Tech Support area within the menu of the course shell.

For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:

IT Central Help Desk: (406) 243-4357, itcentral@umontana.edu

Moodle technical support: 243-4999

General registration information:

Registration Help Desk (Griz Central), (406) 243-6077

ACCOMMODATIONS:

We want to be sensitive to any special needs that you may have. If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

Schedule of Assigned Readings, Presentations, and Deadlines

1. Week #1 September 12-18th 2022

Reading: Chapter 1 Pages 1-38

Assignment:

PowerPoint - **IDEALISM AND EDUCATION**

Assignment Outline #1: Idealism and Education **Due: September 18th**

Moodle Discussion Questions:

- Explain the development of idealism and its place in philosophy.
- What was the development of modern idealism and which philosopher was most impactful?
- Explain idealism as a philosophy of education.
- Explain a critique of idealism in education.

2. Week #2 September 19-25, 2022

Reading: Chapter 2 Pages 39-76

PowerPoint - **REALISM AND EDUCATION**

Assignment Outline #2: Realism and Education **Due: September 25th**

Moodle Discussion Questions:

- How did the classical traditions lay the ground work for the philosophical approaches into the future?
- How did Francis Bacon and John Locke influence the development of modern realism?
- How can we see the philosophical approach to contemporary realism today in public schools in the Western world? (Philosophy question here not specific examples)
- Please describe specifically some elements of contemporary realism that has ties to the work we do today in public schools.

3. Week #3 September 26-October 2, 2022

Reading: Chapter 3 Pages 77-112

PowerPoint - **EASTERN PHILOSOPHY, RELIGION, AND EDUCATION**

Assignment Outline #3: Eastern Philosophy, Religion, and Education **Due: October 2nd**

Moodle Discussion Questions:

- How important is education in Eastern philosophy and religion, and how does this compare with Western educational views? Does Eastern religious and philosophical thought continue to impact educational views today? Explain.
- Consider how Eastern philosophical and religious views treat relations with other human beings. How is this educationally significant? Take a position on whether this should play a role in education today and defend that position.
- Discuss some major differences between Western and Eastern thought on education.
- Describe a positive and a negative feature of Eastern thought for education today. Explain your position and defend it with specific examples.
- How do you compare religion and philosophy? Can a religion be a philosophy? Discuss similarities and differences.
- Discuss Christianity in terms of its similarities and difference with other religions and philosophies?
- What effect has globalization had on Eastern beliefs?

4. Week #4 October 3-9, 2022

Reading: Chapter 4 Pages 113-151

PowerPoint- **PRAGMATISM AND EDUCATION**

Assignment Outline #4: Pragmatism and Education **Due: October 9th**

Moodle Discussion Questions:

- Compare what Dewey borrowed from Bacon and Locke, (or from Rousseau and Darwin), in developing his philosophy of education. How did he use their insights in developing his own views on education, and how did he differ?
- Discuss pragmatist educational aims and methods. How do they differ from older philosophical outlooks, how are they similar, and what use should they have in education today?
- Critique Dewey's view that creative intelligence grows out of seeking solutions to the problems in individual and social life. What elements make up Dewey's view of education as growth, and what impact, if any, should this have on educational theory and practice?
- Cornel West has suggested that pragmatism should have a "prophetic" role, that is, it should provide cultural criticism to help us address contemporary issues such as race. What other kinds of contemporary issues need this kind of critical analysis today? Suggest some directions for education this criticism might provide?
- What pragmatic influences can you find in today's schools? What are some things pragmatists might object to?

5. Week #5 October 10-16, 2022

Reading: Chapter 5 Pages 152-183

PowerPoint- **RECONSTRUCTIONISM AND EDUCATION**

Assignment Outline #5: Reconstructionism and Education **Due: October 16th**

Moodle Discussion Questions:

- Why did George Counts criticize progressivism? Critique Counts' views by identifying and analyzing a major strength and a major weakness of the reconstructionist point of view.

- According to reconstructionists, what kind of person would make the best teacher? How does this view reflect major ideas within reconstructionist philosophy? Assess the effectiveness of teachers as social activists.
- "Chaos" theorists see the world in terms of vitality, turbulence, and volatility. What do they mean by this and what philosophical basis does it rest upon? How does this impact education, particularly regarding standardized tests, the "bell curve," and predictability in education?
- Do you believe that educators should take "neutral" positions in their classrooms, or do they have an obligation to speak out about what they perceive as social ills? Are there any "neutral" positions?

6. Week #6 October 17-23, 2022

Reading: Chapter 6 Pages 184-216

PowerPoint- **BEHAVIORISM AND EDUCATION**

Assignment Outline #6: Behaviorism and Education **Due: October 23rd**

Moodle Discussion Questions:

- Describe two of the leading philosophical underpinnings of behaviorism. Evaluate how these underpinnings affect behavioristic education, and defend your position with evidence and argument.
- Why does Skinner believe that the notion of human freedom can be a detrimental influence? How does he justify his opposition? Critique his argument and provide a justification for your response.
- How do behaviorists provide a defense against the argument that the controllers of human behavior may become too powerful and condition people toward adverse aims? Take a position on whether this defense is adequate and justify your position.
- Describe at least two ways that behavioristic values have been incorporated into today's teaching. Provide an interpretation as to whether these developments are educationally sound, and back your argument.
- Constructivism has risen in opposition to behaviorism. Why? What are the underlying tenets of constructivism that make it different from behaviorism and how are these differences reflected in the educational process? Critique constructivism's idea of the learner constructing his or her own version of reality. How does this compare with the behaviorist view of the student's role in education?

7. Week #7 October 24-30, 2022

Reading: Chapter 7 Pages 217-248

PowerPoint- **EXISTENTIALISM AND EDUCATION**

Assignment Outline #7: Existentialism and Education **Due: October 30th**

Moodle Discussion Questions:

- What is hermeneutics and what uses does it offer for educational theory and practice? How does it help us clarify individual perception? How does it aid teaching?
- Discuss how educators may help to develop the "authentic person" that existentialists extol. What is an "authentic person" and can authenticity be developed through education? Some philosophers think that Socrates was a good example of authenticity. Do you agree or disagree?

- Many people find it difficult to see how Sartre could consider himself a Marxist and be an existentialist. Is there any necessary conflict between the two? Can an individual live effectively apart from social relations? What role does education play in individual and social well-being?
- In existentialist education, the teacher plays a crucial role. What intellectual characteristics should a person have to be a teacher from the existentialist point of view? Conversely, what should an existentialist teacher avoid?
- Why do you think there are Christian existentialists and how do their ideas differ from mainstream Christian thinking?

8. Week #8 October 31-November 6, 2022

Reading: Chapter 8 Pages 249-279

PowerPoint- **MARXISM AND EDUCATION**

Assignment Outline #8: Marxism and Education **Due: October 6th**

Moodle Discussion Questions:

- How did Hegel's philosophy influence Marx's views, and how did Marx change Hegel's position to fit his materialist conception of history?
- What role did the idea of "socialist consciousness" have in the aims of Marxist-Leninist education? How does this concept relate to Marx's belief that fundamental changes were needed in society? How does the concept of the collective play a role in Marxist-Leninist education?
- What do neo-Marxists believe is the best kind of education? Does the development of a critical consciousness reflect the basic ideas of Marx? Why or why not?
- How would you assess the growth or demise of communist ideas in today's world?
- Why do Marxists see the ownership of private property as an issue of concern? How is education used to support existing economic interests, and how may education be used to change these conditions? What problems or benefits would be encountered in following a Marxist theoretical approach?
- What is the important role the teacher and the educational environment play in Marxist educational theory? What characteristics does a Marxist teacher need to be successful, and what kind of learning environment should be nurtured?
- Do you think that human nature can be changed as a result of education as Soviet educators like Makarenko and Krupskaya believed? What role does Makarenko suggest that parents play in this respect?

9. Week #9 November 7-13, 2022

Reading: Chapter 9 Pages 280-310

PowerPoint- **ANALYTIC PHILOSOPHY AND EDUCATION**

Assignment Outline #9: Analytic Philosophy and Education **Due: November 13th**

Moodle Discussion Questions:

- Consider the claim by analytic philosophy that most philosophical problems reside in confused linguistic and conceptual meanings. Are the problems addressed by philosophy of education primarily matters of language, or are they more than that? How can linguistic and conceptual clarification help education?
- Develop a critical appraisal of how linguistic analysis differs from other philosophies in its approach to education. What kind of curriculum do they want and why? What

are their aims for education, and why? How does analytic philosophy differ from traditional philosophies on these matters?

- Advocates maintain that philosophical analysis has always been used in philosophy. Give examples of how analysis is used in other philosophies (such as idealism, realism, etc.). Show their similarities and differences with the analytic approach to knowledge. How do these similarities and differences impact on educational theory?
- From the analytic perspective, what is the main role of the teacher? What should the teacher strive to impress on students about the relation between logic and language?
- What do analytic philosophers mean by "value-laden language," and how does this influence education? Give examples and explain how value-laden language affects our daily lives.

10. Week #10 November 14-18 2022

Reading: Chapter 10 Pages 311-343

PowerPoint- **POSTMODERNISM AND EDUCATION**

Assignment Outline #10: Postmodernism and Education **Due: November 18th**

Philosophy of Education Paper: **Due: November 18th**

PHILOSOPHY OF EDUCATION RUBRIC FOR GRADING

Final	100 points	EDLD 502 Philosophy of Education		
Personal Educational Philosophy		Excellent	Acceptable	Unacceptable
	100 points	90-100	70-89	69-0
Indicated the Philosophical Systems they were influenced by and why	15	14-15 Understood and indicated comprehensively	11-13 Included some and understood to some degree	10 and below Did not include or only addressed tangentially
Stated how their Educational Philosophy was influenced by stated philosophies that were studied, and cites from the text or other authors to support this position	15	14-15 Understood and indicated comprehensively, had good citations to support the position	11-13 Included philosophies and understood to some degree, used cites some of the time	10 and below Did not include or only addressed tangentially
Indicated the Educational Aims of their philosophy based on the educational aims of the philosophies studied and included	15	14-15 Understood and indicated comprehensively the educational aims and supported their position	11-13 Addressed the educational aims and supported their position most of the time	10 and below Did not include or only addressed tangentially

Educational methods or activities have been included and cited to support their educational philosophy	15	14-15 Understood and indicated comprehensively the methods with cites	11-13 Included methods and activities and supported their position	10 and below Did not include or only addressed tangentially
Key Proponents of the theories they use as advocating a particular philosophy(ies) and included in their philosophy	10	9-10 Understood and indicated some proponents	7-8.99 Included some proponents but did not show a good understanding of why they were included	6.99 and below Did not include or only addressed tangentially
Critique: major advantages and disadvantages of the philosophies they have included	10	9-10 Understood and indicated comprehensively the advantages and disadvantages of the philosophies indicated	7-8.99 Included a few of the advantages and disadvantages	6.99 and below Did not include or only addressed tangentially
Program practices associated with their orientation in their philosophy	10	9-10 Understood and indicated comprehensive program practices	7-8.9 Name a few program practices	6.99 and below Did not include or only addressed tangentially
Mechanics and Grammar	10	9-10 Followed APA and used appropriate grammar	7-8.9 Followed APA most of the time and appropriate grammar	6.99 and below Did not use APA and had grammar errors

APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL

APPENDIX B

Name of the Assignment

Your Title

by

Your Name

Submitted to

Robert DoBell, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 502 Philosophy of Education

The University of Montana

Fall 2022

Appendix C

Field Experience Requirements for the Department of Educational Leadership – Established Fall 2011

M.Ed. Program Leading to Principal Licensure

Students who were accepted into the program **beginning Fall 2011:**

Each student will be required to perform and document a minimum of 216 hours of field experience. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed and documented relating to each standard.

Under each standard there are recommended and required activities for each of the six standards. This list appears on the department website. All students must participate in the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to with the portfolio at least 2 weeks prior to the culminating presentation.

Students who were accepted into the program **prior to Fall 2011:**

Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form for must be turned in with the portfolio at least two weeks prior to the culminating presentation.

Licensure/Endorsement Program

Students who were accepted into the program **beginning Fall 2011:**

Each student will be required to perform and document a minimum of 27 hours of field experience per course taken. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed relating to each standard.

Under each standard there are recommended activities and required activities for each of the six standards. This list appears on the department website. All students must perform the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to the department prior to recommendation for licensure.

Students who were accepted into the program **prior to Fall 2011:**

Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. Documentation of this field experience must be turned in to the department at least two weeks prior to the recommendation for licensure.

Then for M.Ed. Program Leading to Principal Licensure

Students who were accepted into the program **beginning Fall 2011:**

Each student will be required to perform and document **a minimum of 216 hours of field experience**. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed and documented relating to each standard.

Under each standard there are **recommended and required*** activities for each of the six standards. **This list appears on the department website.** All students must participate in the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to with the portfolio at least 2 weeks prior to the culminating presentation.

Students who were accepted into the program **prior to Fall 2011:**

Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form for must be turned in with the portfolio at least two weeks prior to the culminating presentation.

Those **required activities in red below** the student must do and keep artifacts for the field work and are part of the 216 minimum required hours. .

The **recommended activities are in black print below** and the students also must keep artifacts for these activities if they are part of the 216 minimum required hours.

- A. Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;
 1. Participate on a building or district committee to create a vision for a district, building or program.
 - 2. Interview internal and external publics and ask what the vision of the district means to them.**
 - 3. Attend a school board meeting and summarize the role vision has played in decisions.**
 4. Investigate the historical process of how a school district or school arrived at their current vision.
 - 5. Interview administrators on how they utilize the vision in their decision making.**
 6. Review school district communication documents to see how the district vision is disseminated through symbols, stories, ceremonies and other activities.

- B. Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;
 - 1. Work with the person in your school or local district to learn the process for inputting AIMS data (or comparable student data system) or attend an AIMS training.**

2. Investigate the historical process of how a school district or school arrived at their current school culture.
 3. Interview an individual within the institution who is responsible for professional development.
 4. Determine how best practice is identified and transferred.
 5. Participate on a professional development committee.
 6. Interview the curriculum specialist in your district about a specific curriculum or part of a curriculum about the development of, criteria for selection, criteria for changing curriculum.
 7. Short interviews with teachers who use the curriculum regarding the implementation and the selection process. How well does the curriculum address the state standards?
 8. Interview a minimum of three parents regarding school curriculum.
 9. Conduct a clinical supervision cycle with a faculty member (this can be an actual evaluation or for practice purposes only).
- C. Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;
1. Meet with a district business manager, or other individual who has budget development and oversight responsibility, regarding the relationship between budget decisions and the district's vision and mission.
 2. Attend, or participate in, a district budget meeting.
 3. Interview an administrator regarding the development of the district's crisis plan.
 4. Interview a building safety coordinator about the building safety plan (risk management).
 5. Investigate how your district ensures that playground equipment is safe.
 6. Attend or participate in a collective bargaining meeting.
 7. Tour the school's physical plant including boiler and mechanics.
 8. Discuss school records with the district or building clerk.
 9. Locate the building's MSDS sheets and read the policies on their use.
 10. Review the districts insurance checklists.
 11. Locate the comprehensive 5 year plan and interview a committee member about its development.
- D. Collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;

1. Investigate how the school or district addresses students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
 2. Investigate the implementation of Indian Education for All in your school or a local district. This investigation should include curriculum, curriculum resources, and professional development.
 3. Participate in the organization and/or facilitation of Indian Education for All activities.
 4. Review the previous year Office of Civil Rights report for a school district.
 5. Review the demographics of the community and discuss the sociological implications of the demographics with a school district leader.
 6. Participating in community and/or school-community meetings or events. Assist in planning events.
 7. Investigate through interviews with administrative leaders how they collaborate with families and community members.
 8. Present at community service organization meetings regarding the school district.
 9. Review school district communication documents to see how the Indian Education for All information is disseminated through symbols, stories, ceremonies and other activities
- E. Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;
1. Interview an administrator regarding an ethical dilemma that he/she has faced.
 2. Interview a minimum of 5 educators regarding their concept of integrity, fairness and ethics.
 3. Locate the Code of Ethics for teachers and interview a teacher or teachers about the implications of the code.
 4. Review the board policies on ethics and interview a board member on the implications of the policies.
- F. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and
1. Examine how your district responds to, and influences the larger political context in order to promote the success of all students.
 2. Examine how your district responds to, and influences the larger social context in order to promote the success of all students.
 3. Examine how your district responds to, and influences the larger economic context in order to promote the success of all students.
 4. Examine how your district responds to, and influences the larger legal context in order to promote the success of all students.

5. Examine how your district responds to, and influences the larger cultural context in order to promote the success of all students.
6. Review board policy for the hierarchy of communication in a school district and interview an administrator about its implications.
7. Attend a community organization meeting (i.e. Rotary, City Council, Elks, Chamber of Commerce, County Commissioners, Fair Board).

Log Please see EDLD website for schemata to keep track of hours.

Artifacts (by standard)

Documentation for experience can consist of a one page summary log noting the type of leadership activity, duration of the activity (# of hours) and signature of the mentor or person in the activity.

Suggested Readings

In addition to the classic and seminal works referenced in your textbook, the following references are listed for your information:

Aquinas, Thomas. *Basic Writings*. New York: Random House, 1905.

Aquinas, Thomas. *Summa Theologica, Vols. 1-3 (Translated by the Fathers of the English Dominican Province)*. New York: Benziger Brothers, 1947..

Bloom, A. *The Closing of the American Mind*. New York: Simon & Schuster, 1987.

Dewey, J. *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan, 1916.

Dewey, J. *Reconstruction of Philosophy*. London: University of London Press, 1921.

Dewey, J. *The Quest for Certainty: A Study of the Relation of Knowledge and Action*. New York: Minton, Balch, and Company, 1929.

Dewey, J. *Experience and Education*. New York: Macmillan, 1938.

Freire, P. *Pedagogy of the Oppressed (Translated by Myra Bergman Ramos)*. New York: Seabury Press, 1970.

Gay, P. *John Locke on Education*. New York: Teachers College Bureau of Publications, 1964.

Hirsch, E.D., Jr. *The Schools We need and Why We Don't Have Them*. New York: Doubleday, 1996.

Illich, I. *Deschooling Society*. New York: Harper and Row, 1970.

Illich, I. *After Deschooling What?* New York: Harper and Row, 1973.

James, W. *Essays in Pragmatism* (edited by Aubrey Castell). New York: Hafner Publishing Company, 1948.

Jervis, K., & Montag, C. (Eds.). *Progressive Education for the 1990s: Transforming Practice*. New York: Teachers College Press, 1991.

Note: This syllabus is subject to changes.