**CAMPBELLSVILLE UNIVERSITY**

 **COURSE SYLLABUS**

# PLEASE TYPE. DATE

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

TEXTBOOK Required Not Required

Author

Title

Publisher

Date of Publication

WORKBOOK

Author

Title

Publisher

Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

*Campbellsville University*

**School Of Education**

**G2, 2017**

**ED 604-01 Introduction to Teaching**

Instructor:

Office Phone:

Office Hours:

Cell Phone:

 Email:

*Campus Security numbers:  Office* ***(270) 789-5555,*** *Cell* ***(270) 403-3611***

**“Empowerment for Learning”**



**Textbook:**

Kauchak, D. & Eggen, P. (2017). *Introduction to Teaching: Becoming a Professional*. Upper

 Saddle River, NJ: Pearson.

**Pre-requisites**: None

**Course Description:** This course is designed to familiarize students with the broad field of education. Emphasis is given to historical, social, and philosophical foundations of education in America. Through the study of the history of education, emphasizing diversity in the United States, the focus will be on changing conceptions of teachers and teaching. Examination will be made of the influence of different philosophical movements on schools and schooling to inform students as they formulate their own evolving philosophy of teaching. Students will investigate government and finance of American education including recent innovations such as charter schools, vouchers, and school choice. Students will examine how ethics and law influence rights and responsibilities of teachers and students.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with****Assessment****(point values)** | **Kentucky Teacher Standards** | **AMLE** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **NCSS** | **NCTE** | **CAEP Standards** | **NCTM Middle** | **NSTA** |
| Field Experience Assignments 250 pts.Obj. | 1.2, 3.3, 3.4 | 3b, 5d | 1.2, 3.3 | 3a, c, f, 9e, 10c | 4 | 1.1, 1.4 | 5.2, 7.2 | 2.1 | 4a, c | 1c |
| Weekly Quizzes80 pts. Obj:  | 3.3, 3.5 | 3a, b, 5a, b | 3.3 | 2d, 3a, f, 9e, 10c | 1, 4, 5, 6 | 1.1, 1.4, 1.5, 1.6, 1.8, 1.10, 2.1 | 5.2, 7.2 | 1.1, 1.3 | 4a, c | 1c |
| Discussion Forums80 pts.Obj:  | 3.3, 3.5 | 3a, b, 5a, b | 3.3 | 2d, 3a, f, 9e, 10c | 1, 4, 5, 6 | 1.1, 1.4, 1.5, 1.6, 1.8, 1.10, 2.1 | 5.2, 7.2 | 1.1, 1.3 | 4a, c | 1c |
| Philosophy of Eduction100 pts.Obj:  | 3.3, 3.4, 3.5 | 3a, 5b, d | 3.3 | 9e, 10j | 4 |  | 5.2, 7.1 | 1.1, 1.3 | 4d | 3c, 4c,  |
| Class Participation80 pts.Obj:  | 3.3, 3.5 | 3a, b, 5a, b | 3.3 | 2d, 3a, f, 9e, 10c | 1, 4, 5, 6 | 1.1, 1.4, 1.5, 1.6, 1.8, 1.10, 2.1 | 5.2, 7.2 | 1.1, 1.3 | 4a, c | 1c |

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

 Standard 3 The Teacher Creates and Maintains Learning Environment

**Association for Middle Level Education *(AMLE)***

 3a Middle Level Philosophical Foundations

 3b Middle Level Organization and Best Practices

 5a Professional Roles of Middle Level Teachers

 5b Advocacy for Young Adolescents and Developmentally Responsive Schooling

 Practices

 5d Dispositions and Professional Behaviors

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

 KTS 3.3 Values and supports student diversity and addresses individual needs

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

 InTASC 2 Learner Differences

 InTASC 3 Learning Environments

 InTASC 9 Professional Learning and Ethical Practice

 InTASC 10 Leadership and Collaboration

**International Literacy Association Standards (*ILA)***

Standard 1 Foundational Knowledge

 Standard 4 Diversity

 Standard 5 Literate Environment

 Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

 Standard 2 Clinical Partnerships and Practice

**National Council for the Social Studies *(NCSS)***

* 1. Culture and Cultural Diversity

1.4 Individual Development and Identity

1.5 Individuals, Groups, and Institutions

1.6 Power, Authority, and Governance

1.8 Science Technology and Society

1.10 Civic Ideals and Practices.

2.1 History

 **National Council of Teachers of English *(NCTE)***

5.2 Candidate use data about their students’ individual differences, identities, and

 funds of knowledge for literacy learning to create inclusive environments that

 contextualize curriculum and instruction and help students participate actively in

 their own learning in English Language Arts.

 7.1 Candidate model literate and ethical practices in English Language Arts teaching,

 and engage in/reflect on a variety of experiences related to English Language

 Arts.

 7.2 Candidates engage in and reflect on a variety of experiences related to English

 Language Arts that demonstrate understanding of and readiness for leadership

 collaboration, ongoing professional development, and community engagement.

 **National Council of Teacher of Mathematics *(NCTM)* Middle**

4a Exhibit knowledge of pre-adolescent and adolescent learning, development, and

 behavior and demonstrate a positive disposition toward mathematical processes

 and learning.

 4c Incorporate knowledge of individual differences and the cultural language diversity

 that exists within classrooms and include culturally relevant perspectives as a

 means to motivate and engage students.

 4d Demonstrate equitable and ethical treatment of and high expectations for all

 students.

 **National Science Teachers Association *(NSTA)***

1c Show an understanding of state and national curriculum standards and their impact

 on the content knowledge necessary for teaching P-12 students.

 3c Plan fair and equitable assessment strategies to analyze student learning and to

 evaluate if the learning goals are met. Assessment strategies are designed to

 continuously evaluate preconceptions and ideas that students hold and

 understandings that students have formulated.

 4c Design and demonstrate activities in a P-12 classroom that demonstrate ethical

 decision making with respect to the treatment of all living organisms in and out

 of the classroom. They emphasize safe, humane, and ethical treatment of

 animals and comply with the legal restrictions on the collection, keeping, and use

 of living organisms.

**SPECIFIC OBJECTIVES:**

Upon completion of this course, candidate will have gained an understanding of:

1. Historical foundations of education in the United States including the changing conceptions of teaching and learning
2. Philosophical foundations of education
3. Role of schooling in a diverse society
4. Structure and organization of classrooms and school systems
5. Relationships with parents and the community to enhance student learning
6. Legal aspects of education, including but not limited to teacher’s rights, student’s rights, and their impact upon the accessibility of education
7. Individual differences (e.g., multicultural, gender, socioeconomic, academic

**COURSE TASKS/Requirements:**

**Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, studyquestions and reflective writing assignments.

**Field Experiences (250 pts.)** Candidates will conduct the following field experience assignments and write a 5-6 page reflection to be submitted **with the completed, signed Field Experience Summary Form for each experience.**  Candidates will also set up an account and **log all field hours in the KFETS system at** [**www.epsb.ky.gov/**](http://www.epsb.ky.gov/)**.**This is field report that goes directly to the state.

* Interview two teachers, one a first-year teacher and the other a veteran with at least five years’ experience. (2 hours total) Ask them the following questions:
1. Why did you choose to teach? What are some reasons that influenced your decision?
2. What are some of the most rewarding aspects of teaching?
3. What are some of the most difficult parts of teaching?
4. Are you more or less confident in your ability to help kids learn than you were before you started teaching?
5. How effective was your preservice teacher-preparation program in helping you learn to teach? What would have made it more effective?
6. Do you plan to stay in teaching, or do you plan to move to a different job or profession? If you plan to leave teaching, what are your reasons for leaving?
7. If you were asked to describe the process of teaching in one sentence, how would you describe it?
8. Do you believe teaching is a profession? Why or why not?
9. What advice do you have for a beginning teacher in developing professional knowledge about content, instructional techniques, and student learning?
10. How helpful is the Professional Code of Ethics for Kentucky School Certified Personnel in professional decision making?
11. How do you use technology in preparing instructional materials? In instruction? In assessing student learning? In maintaining student records? In communicating with parents?
* Observe a classroom with several cultural minority students for the following (2 hours total):
1. Where do they sit?
2. Who do they talk to and make friends with?
3. Do they attend to the class and are they involved?
4. Do they participate in classroom discussions?
5. What does the teacher do to build upon the strengths an differences in these students?

**OR**

Observe the classroom for gender and classroom interaction (2 hours total):

1. Note the number of boys and girls in the class.
2. Where were the boys and girls seated?
3. Did boys and girls raise their hands to respond equally?
4. Record the number of times boys and girls were called on. Were they equal?
5. Did the number of management interventions vary by gender?
6. How gender-neutral was the class? What could this teacher do to make his/her class

more gender neutral and a better place for boys and girls to learn?

 Analyze your observational data for both assignments on the basis of the information in

 Chapter 3.

* Attend a local school board meeting (2 hours total)
1. What is the demographic composition (males, females, minorities, etc.) of the board? How does this compare with national figures? How does this compare with local demographics?
2. Of the five school board functions (see figure 7.2) which took the most time during the meeting? Least?
3. What role did teachers play in the meeting?
4. Were any controversial issues discussed? How did the board resolve these issues?
5. Based on your observations, how can school boards be made more responsive to constituents needs?
* Candidates will complete the remainder of the Clinical (Field) Experience (9 hours) by selecting from the following experiences and clearly logging the hours (9) on the Clinical Experience Summary Form. Please have the cooperating public school teacher sign the form to verify time spent in the classroom or diverse setting. All hours are submitted in **KFETS**.
1. Three (3) field hours- Elementary Level
2. Three (3) field hours- Middle Level
3. Three (3) field hours- High School Level
4. Three (3) field hours for collab/co-teach task- 2 hours observing, 1 hour presentation
5. Two (2) Participation in an after-school ELL program
6. Two (2)hours tutoring, before or after regular school hours
7. One (1) hour with a parent program
8. One (1) field hours- Faculty Meeting, PLC/Team meeting
9. One (1) field hour- Site Based Council Meeting

**Quizzes (80 pts.)** Candidates will take weekly quizzes that address the major topics of this course.

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Philosophy of Education (100 pts.)** Write a Philosophy of Education Statement (PES) that is five-six pages long which clearly states your philosophy of education that includes your responses to the following questions:

1. What is the purpose of schooling?
2. What should teachers teach (curriculum)?
3. What and how should teachers teach (instruction and teaching methods)?

Your statement should **connect** your personal philosophy of education to the School of Education’s Conceptual Framework and to major educational philosophies and philosophers. Your PES should also **provide insight** into your own beliefs about education and **provide critical reflection** on these personal beliefs. Additionally, **evaluate** your beliefs in relation to the SOE Conceptual Framework and the beliefs of educational philosophies and philosophers. This PES should clearly communicate ideas, be well-organized, and use appropriate grammar, spelling and use APA format correctly.

**EVALUATION Process and expectations:** Student work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition all rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

 **GRADING SCALE:** A 90-100%

 B 80-89%

 C 70-79%

 D 60-69%

 F 0-59%

**RUBRICS:**

**ED 604 Introduction to Teaching**

**Field Experience Reflection**

 **Scoring Guide**

**100 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-89** | **70-79** | **Below 70** |
| **General Assignment****KTS:** 1.2, 3.3, 3.4**InTASC:** 3a, c, f, 9e, 10c**CAEP**: 2.1 | Reflection contains information from each interview, observation, or experience in equal amounts. | Reflection contains information from each interview, observation, or experience, but some more developed than the others. | Reflection contains information from most of the interviews, observations or experiences. | Reflection only contains information from one of the interviews, observations, or experiences.  |
| **General Assignment****KTS:** 1.2, 3.3, 3.4**InTASC:** 3a, c, f, 9e, 10c**CAEP**: 2.1 | Overall topics/headings are developed and supported with information from each interview, observation, or experience woven throughout. | The reflection for the interviews, observations, or experiences are in separate un-integrated sections of the paper. | The reflection contains a list of interview or observation questions and answers with little real reflection. | Reflection contains little information. |
| **Length** | Five-six pages of content | Four full pages of content | Three full pages of content | Fewer than three full pages of content |
| **Support****KTS:** 1.2, 3.3, 3.4**InTASC:** 3a, c, f, 9e, 10c**CAEP**: 2.1 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections****KTS:** 1.2, 3.3, 3.4**InTASC:** 3a, c, f, 9e, 10c**CAEP**: 2.1 | Reflection makes clear connections to ED 604 content | Reflection makes loose connections to ED 604 content. | Reflection makes little connection to ED 604. | No attempt is made to connect the experience to ED 604. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Discussion Forum Scoring Guide**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment****KTS:** 3.3, 3.5**InTASC:** 2d, 3a, f, 9e, 10c**CAEP:** 1.1, 1.3 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support****KTS:** 3.3, 3.5**InTASC:** 2d, 3a, f, 9e, 10c**CAEP:** 1.1, 1.3 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections****KTS:** 3.3, 3.5**InTASC:** 2d, 3a, f, 9e, 10c**CAEP:** 1.1, 1.3 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment****KTS:** 3.3, 3.5**InTASC:** 2d, 3a, f, 9e, 10c**CAEP:** 1.1, 1.3 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences.  | **1-2** sentences. |

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

 **Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

**Resources**

Au, W. (2011). Teaching under the new Taylorism: High stakes testing and the standardization of

 of the 21st century curriculum. *Journal of Curriculum Studies*, 43(1), 25-45.

Beach, J. (2007). The ideology of the American dream: Two competing philosophies in education,

 1776-2006. *Educational Studies*, 41(2), 148-164.

Brighouse, H. (2007). Educational justice and socio-economic segregation in schools. *Journal of*

 *Philosophy of Education*, 41(4), 575-590.

Curtis, C. (2012). Why do they choose to teach-and why do they leave? A study of middle school

 and high school mathematics teachers. *Education,* 132(4), 779-788.

Engel, L. (2008). Experiments in democratic education: Dewey’s lab school and Korczak’s

 children’s republic. *Social Studies*, 99(3), 117-121.

Galindo, R. (2011). The nativistic legacy of the Americanization era in the education of Mexican

 immigrant students. *Educational Studies*, 47(4), 323-346.

Labaree, D. (2012). School syndrome: Understanding the USA’s magical belief that schooling can

 somehow improve society, promote access, and preserve advantage. *Journal of Curriculum*

 *Studies*, 44(2), 143-162.

Lekan, T. (2009). Disabilities and educational opportunity: A Deweyan approach. *Transactions of*

 *the Charles S. Pierce Society*, 45(2), 214-230.

Morettini, B. (2014). Going back to school: Why STEM professionals decide to teach through

 alternative certification programs. *Journal of the National Association for Alternative*

 *Certification*, 9(2), 3-23.

Nash, M. (2013). Cultivating our “musical bumps” while fighting the “progress of popery”: The

 rise of art and music education in the mid-nineteenth century United States. *Educational*

 *Studies*, 49(3), 193-212.

Othner, D., Jones-Sanpei, H., Akos, P., & Rose, R. (2013). Improving middle school student

engagement through career-relevant instruction in the core curriculum. *Journal of Educational Research*, 106(1), 27-38.

Ramirez, A. (2010). Why teach? Ethnic minority college students’ views on teaching. *Multicultural*

 *Education*, 17(3), 29-35.

Richardson, T. (2012). Disrupting the coloniality of being: Toward de-colonial ontologies in

 philosophy of education. *Studies in Philosophy and Education*, 31(6), 539-551.

Roberson, S. & Woody, C. (2012). Declaring civil war on essentialist teaching. *Clearing House*,

 85(5), 207-212.