Early Childhood, Elementary and Middle Level Education Department ELE 2000: The Teacher and the School

Fall **2012**

Tuesday/Thursdays 1:00-1:50 1501 Buzzard

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Office Hours: T/TH 10:00-11:00; 12:15-12:45; W 9:00-10:30

Office Phone: 581-7889 (WebCT e-mail preferred)

Unit Theme:

Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Course Description:

ELE 2000: The Teacher and the School (2-1-2). Observation and data collection techniques, professional issues in teaching, characteristics of schools, curricular organizations, effective teachers, 13 clock hours of structured observation.

Prerequisites & Concurrent Enrollment:

Concurrent enrollment in ELE 2320 is desirable, or permission of department chair.

Course Purpose:

ELE 2000 is designed to introduce the university student to public schools and to the issues confronting public education. This freshman/sophomore level course is structured to provide background information and experiences for potential elementary and middle level education majors with general and middle school options.

Course Textbooks:

Ryan, K. & Cooper, R. (2007). Those who can, teach. Boston: Houghton Mifflin.

Supplemental Materials:

- 1. You need to purchase *The ELE 2000 Protocol*, which includes required forms, observation reports' requirements, and selected assignments for this class. The ELE 2000 Protocol is purchased at Panther Print and Copy Center in the Student Union. Assignments and due dates will be announced in class during the course of the semester. Included in the packet is the *ELE 2000 Syllabus*.
- 2. You must also purchase a license to Live Text (electronic portfolio) for a one-time fee that covers your entire time at EIU plus one year after. The licenses are available in the Bookstore or online at livetext.com. This electronic portfolio will provide you with a valuable technology tool, as well as valuable assessments of your efforts, and will assist you in developing a showcase portfolio to supplement a resume when applying for teaching positions. If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Teaching Models:

The Information-Processing Models

• Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

The Social Family Models: Building the Learning Community

When we work together, we generate a collective energy that we call synergy. The social models of
teaching are constructed to take advantage of this phenomenon by building learning communities.
Essentially, "classroom management" is a matter of developing cooperative relationships in the
classroom. The development of positive school cultures is a process of developing integrative and
productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). Models of teaching. (8th ed.). Boston: Pearson.

Dispositions:

Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement:

For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:

Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS)
- http://www.isbe.il.us/profprep/PDFs/ipts.pdf
- Association for Childhood Education International (ACEI) http://www.acei.org/Synopsis.htm
- Illinois Core Language Arts Standards (ICLAS) http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Illinois Core Technology Standards (ICTS) http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

Outcomes specific to ELE 2000

- Learn about educational issues, both current and historical, that influence K-8 schools.
- Through field work, document observations that highlight the similarities, differences and complexities in K-8 classrooms.
- Model appropriate professional behavior.
- Interact with children, teachers, administrators and peers during observation times in elementary classrooms.
- Engage in personal reflection through field observations, written assignments and course content in order to help determine whether teaching is the appropriate career for each individual student.

Course Requirements	Demonstrated Competencies	Aligned Standards
Technology	Performance includes knowledge, use, and application of WebCT and LiveText. Focus is on increasing student technology skills and enabling students to utilize technology products of the classroom and to post online.	IPTS 7 ACEI 5.1 ICTS 1, 2, 5, 8 ICLAS 1, 2 Dispositions: EC
Professionalism	Performance includes fulfillment of course requirements (including submission of all required paperwork) and school and classroom guidelines. Dispositions of inquiry, serious effort, and dedication to excellence will be expected. Appropriate dress, cleanliness, smiles, ready conversation with children will be typical of the professional teacher candidate. Focus is on the participants' joy and well-being in the classroom.	IPTS 11 ACEI 5.1 ICTS 2, 5, 8 ICLAS 1, 2 Dispositions: EC, IWS, PEP, SDE
Field Experience Documentation	Fulfillment of the instructor's guidelines for field work may include: • Log of practicum hours • Completion of Field Experience 1 rubric form by the cooperating teacher, including signature • Submission of LiveText rubric • Completion of observation reports as outlined in the ELE 2000 protocol packet	IPTS 2, 10 ACEI 5.1, 5.2, 5.4 ICTS 1, 5, 8 ICLAS 1, 2 Dispositions: EC, IWS, PEP, SDE
Participation Through Completion of Course Outlines	Performance includes attendance and contribution during class meetings, support of peer classmates, children, and classroom teachers during the practicum. Focus is on responsible, enthusiastic, and effective communication and cooperation with university supervisor, classroom teacher, children, and peers. Additionally, the students will create chapter outline notes as a means to learn the material before class lectures, and as a means to study the material for quizzes and exams.	IPTS 10, 11 ACEI 5.1 ICTS 2, 5, 8 ICLAS 2 Dispositions: EC, IWS, PEP, SDE

Core Assignments	Brief Description	Approximate Weight & Due Date
13 hours of documented observation time	Students will log in 13 hours of classroom observation time out in K-8 schools. Teacher signature verifying their attendance is required. Most of these observations will be done in the Charleston/Mattoon area, with one specific observation required to be completed outside this area.	Required to pass the course
Professional Development Requirement	Students will be expected to attend at least one student group meeting during the semester, and have at least 3 hours of involvement with children during the semester. Verification documents will be required.	Required to pass the course
Professional Development Requirement Agreement	In the protocol packet is a single page that outlines the professional development requirements for ELE 2000, Block 1 and Block 2. The form needs to be completed, signed and turned in during the semester, documenting the student's understanding of and agreement with these requirements. This will be an in-class assignment.	Required to pass the course
LiveText Submissions	The purchase of LiveText is required during the semester. Two different documents will need to be submitted through LiveText: 1) the Department Letter of Intent and 2) the template for Field Experience 1	Required to pass the course
Test of Academic Proficiency (TAP) Diagnostic Scores	A hard copy of the test results showing scores from the: Test of Academic Proficiency (TAP) Diagnostic Scores	Required to pass the course (See pages 6c, 6d, 6e, 6f and 6g in Protocol Packet for full
or	or	information on this requirement.)
Test of Academic Proficiency (TAP) Scores	actual Test of Academic Proficiency (TAP) Scores for the State of Illinois	Additional information that becomes available
or	or	will be announced in class.
ACT test (with writing portion included) composite score of 22 or	ACT test (with writing portion included) with a composite score of 22 or higher	
higher	must be submitted by the due date.	

Core Assignments	Brief Description	Approximate Weight & Due Date
Field Experience I Rubric	The white Field Experience I Rubric is to be completed and signed by the teacher you observe for Observation 1, A Day in the Life of a Teacher. This signed form needs to be turned in by the due date.	Required to pass the course
Background/Fingerprint Check	A background check and/or fingerprint check is required for ELE 2000 to observe out in the schools.	Required to pass the course
	If prior to July 1, 2012 you had an Illinois State Police Criminal History name based search (EIU Criminal Background Check form), your first background check requirement will be considered met. The Dean's office will notify your ELE 2000 professor of your clearance.	(see pages 6a and 6b in Protocol Packet for full information on this requirement)
	If you did <u>not</u> have the Illinois State Police Criminal History name based search done <u>before</u> July 1, 2012, then listed in the area below this table are the dates for fall 2012 when the fingerprint check may be completed. Information from the fingerprint check will be forwarded to the Dean's office who will then communicate with the ELE 2000 professor to determine teacher candidates' eligibility to begin observations out in the schools.	
	YOU MAY NOT GO OUT TO ANY SCHOOL FOR AN OBSERVATION UNTIL THE DEAN'S OFFICE HAS YOUR BACKGROUND CHECK/FINGERPRINT CHECK ON FILE, AND YOUR ELE 2000 PROFESSOR HAS RECEIVED NOTIFICATION FROM THE DEAN'S OFFICE INDICATING YOUR ELIGIBILITY TO BEGIN OBSERVATIONS.	

Core Assignments	Brief Description	Approximate Weight & Due Date
Observation Reports	A total of 7 observation reports need to be written as a means of reflection during the 13-hour field experience requirement. The content and focus of each observation report will vary; please see the ELE 2000 protocol packet for specific information for each observation. All observation reports are to be submitted to WebCT through the Assignments link by due date. No late reports will be accepted.	2 observation reports will be computed into midterm grades Last day for submission is 11:59 pm on Dec. 4, 2012 7 reports X 15 possible points each = 105 POSSIBLE POINTS 30%
Participation Through Completion of Chapter Outlines	Preparedness for class and regular attendance is expected. Using a template, students will read each assigned chapter, take notes and create a chapter outline for each book chapter. Chapter outlines will be submitted through the WebCT Assignment link for review and assessment by the professor. Hard copies will also be required to bring to class on designated days. All chapter outlines are to be submitted to WebCT through the Assignments link by the varying due dates. No late chapter outlines will be accepted.	16 chapter outlines X 3 possible points each = 48 POSSIBLE POINTS Due dates listed in syllabus
7 online quizzes, Midterm Exam and Final Exam	A total of 7 open-note, open-book quizzes will be made 7 quizze	

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR

********************* Note on Background/Fingerprint Check ********************

YOU ARE NOT PERMITTED TO GO OUT TO OBSERVE IN CLASSROOMS FOR ELE 2000 UNTIL DOCUMENTATION FROM THE DEAN'S OFFICE HAS BEEN RECEIVED INDICATING THAT YOU HAVE SUCCESSFULLY PASSED THE BACKGROUND/FINGERPRINT CHECK REQUIREMENT.

A fingerprint technician from Accurate Biometrics is on campus weekly during most of the academic year to meet the fingerprinting needs of EIU teacher education candidates. To make an appointment to be fingerprinted on one of these dates go to the Department of Student Teaching & Clinical Experiences and sign up for a specific time slot. In some cases the technician may be able to take walk in appointments but this practice is not advised.

Fingerprint Dates for Fall 2012 (appointments are from 8:30-4:00 unless noted)

Aug. 29	Sept 18	Oct. 9 (9-1)	Nov. 20 (12-4)
Sept. 4	Sept 26	Oct 24 (12-4)	Dec. 5 (9-1)
Sept 13	Oct. 2	Nov. 7 (9-1)	

The current fee for criminal history checks is \$30.

<u>The syllabus is tentative and subject to change</u>. Specific guidelines for other requirements (selected assignments in the ELE 2000 Protocol, in-class activities, etc.) will be discussed in advance of due dates. Attendance and participation are essential. <u>If you are absent, you obviously cannot participate</u>. Observation reports, selected assignments, and other assignments are to be turned in on time.

NO LATE WORK (including quizzes and chapter outlines) WILL BE ACCEPTED.

Grading Scale: A=100-92%; B=91-82%; C=81-72%; D=71-62%; F=below 61%

Note: A grade of C or better is **required** of those who are planning to continue their professional course work in the teacher preparation program of the Early Childhood, Elementary, and Middle Level Education department.

COURSE OUTLINE

(May be subject to change depending on local/state/federal concerns and legislation; global events; university and/or department issues; and students' interests.)

PART #1: Schools and Students

"A great variety of motivations lead people to select teaching as their occupation and often the same person has more than one reason for choosing teaching. Teaching, like other professions, often attracts people because of the rewards it offers them. The reward of teaching can be divided into extrinsic and intrinsic rewards. In deciding whether to become a teacher, you can draw on a number of sources of useful experiences, including actual encounters with teachers and children, vicarious classroom experiences, guidance from friends and acquaintances .in the profession, and – most important – your own personal reflections" (Ryan & Cooper, 2007, p. 1).

Class Session	Session Content	Reading Assignment	Due
1: Aug 21	Introduction		
2: Aug 23	Why Teach?	Ch 1	Chapter Outline Through WebCT (due by 1:00 pmno late submissions acceptedthis holds for all chapter outline assignments listed below)

Class Session	Session Content	Reading Assignment	Due
3: Aug 28	Education and Schooling	Ch 2	Chapter Outline Through WebCT
4: Aug 30	Dispositions Module 1	Bring salmon-colored	Bring hard copy of chapter outlines 1 & 2 for in-class activity
5: Sept 4	No class, take online quiz 1	packet to class	Online quiz 1
3. Sept 4	Two class, take omme quiz 1		Begin to think about Purchasing
6 9 16	C.1 ID:	CI 2	LiveText and registering account
6: Sept 6	School Diversity	Ch 3	Chapter Outline Through WebCT Suggested Observation Write Up
7: Sept 11	Social Problems and Schools	Ch 4	Chapter Outline Through WebCT
8: Sept 13	Curriculum	Ch 5	Chapter Outline Through WebCT

PART #2: Teachers

"Teachers are required to make many decisions as they plan for instruction, implement teaching strategies, and evaluate outcomes of their planning and strategies. Four major types of attitudes affect teachers' behavior: 1.) attitude toward self; 2.) attitude toward children; 3.) attitude toward peers and parents, and 4.) attitude toward the subject matter. A teacher should have an intimate knowledge of the subject matter being taught, both the instructional content and the discipline from which it derives. To be able to recognize and interpret classroom events appropriately, a teacher should be familiar with theoretical knowledge and research about learning and human behavior. Effective teachers demonstrate a repertoire of teaching skills that enable them to meet the different needs of their students. Research has identified a number of these skills in, to name a few areas, classroom management, effective questioning, and planning techniques" (Ryan & Cooper, 2007, p. 149).

Class Session	Session Content	Reading Assignment	Due
9: Sept 18	Dispositions Module 2	Bring salmon-colored packet to class	Bring hard copy of chapter outlines 3, 4 & 5 for in-class activity
10: Sept 20	No class, take online quiz 2		Suggested Observation Write Up Online quiz 2
11: Sept 25	Effective Teachers	Ch 6	Chapter Outline Through WebCT
12: Sept 27	School Technology	Ch 7	Chapter Outline Through WebCT Suggested Observation Write Up
13: Oct 2	Ethical and Legal Issues	Ch 8	Chapter Outline Through WebCT
14: Oct 4	Dispositions Module 3	Bring salmon-colored packet to class	Bring hard copy of chapter outlines 6, 7 & 8 for in-class activity
15: Oct 9	No class, take online quiz 3		Online quiz 3 LiveText Letter of Intent
16: Oct 11	MIDTERM EXAM (in auditorium) Chapters 1-8		Suggested Observation Write-Up (midterm grades will be computed with TWO observation reports included in the total number of possible points)

PART #3: Foundations

"Philosophical knowledge has a fundamental role in clarifying questions of education. Philosophical thought has distinct characteristics that contribute to the way we know the world...Philosophies of education...have many practical implications for the classroom teacher. Psychological theories, particularly constructivism, influence modern educational thought. Teachers need to have a philosophy to guide their practice. Many develop eclectic personal philosophies that incorporate elements of several major philosophical views. Discovering your personal philosophy is a lifelong process, but it should begin now" (Ryan & Cooper, 2007, p. 263).

Class Session	Session Content	Reading Assignment	Due
17: Oct 16	Philosophy of Education	Ch 9	Chapter Outline Through WebCT
18: Oct 18	History of Education	Ch 10	Chapter Outline Through WebCT

Class Session	Session Content	Reading Assignment	Due
19: Oct 23	Dispositions Module 4	Bring salmon-colored	Bring hard copy of chapter
		packet to class	outlines 9 & 10 for in-class
			activity
			Suggested Observation Write Up
20: Oct 25	No class, take online quiz 4		Online quiz 4
21: Oct 30	School Government	Ch 11	Chapter Outline Through WebCT

PART #4: The Teaching Profession

"Many factors influence the availability of teaching jobs. At the present time, some teaching fields face a severe shortage, while in other fields, the supply and demand seem balanced...Certain job-hunting strategies will increase your chances of locating the right job for you. You may have to spend considerable time and energy preparing materials for your job search. Licensure requirements differ from state to state for both general and specialized areas of teaching. A wide variety of careers are available to people trained as teachers. Should you be unable to secure a teaching position or wish to change careers after you have taught, the skills you have acquired in teacher education can be transferred to related occupational areas. No matter what the job market may be at a particular moment, there has never been a surplus of good teachers. Better-prepared teachers will find it easier to gain employment and will improve the teaching profession and its public image" (Ryan & Cooper, 2007, p. 392).

Class Session	Session Content	Reading Assignment	Due
22: Nov 1	School Reform	Ch 12	Chapter Outline Through WebCT Bring hard copy of chapter outlines 11 & 12 for in-class activity Suggested Observation Write Up
23: Nov 6	No class, take online quiz 5		Online quiz 5
24: Nov 8	Job Options in Education	Ch 13	Chapter Outline Through WebCT Suggested Observation Write Up
25: Nov 13	New Teachers	Ch 14	Chapter Outline Through WebCT Bring hard copy of chapter outlines 13 & 14 for in-class activity
26: Nov 15	No class, take online quiz 6		Online quiz 6
Nov 20			
NO CLASS			
Nov 22			
NO CLASS			
27: Nov 27	Professionalism	Ch 15	Chapter Outline Through WebCT
28: Nov 29	Why Teach?	Ch 16	Chapter Outline Through WebCT Bring hard copy of chapter outlines 15 & 16 for in-class activity Suggested Observation Write Up

Class Session	Session Content	Due
29: Dec 4	No class, take online quiz 7	Online quiz 7 Last day for Observation Reports; WebCT closes at 11:59 pm for submission Last day for: 1. Pink Log Sheet 2. Hard Copy White Rubric Field Experience Form 3. Purple Sheet 4. LiveText for Field Experience 1 5. Print out of TAP Test Scores OR TAP Diagnostic Test Scores OR ACT (with writing portion) composite score of 22 or higher
30: Dec 6	Conclusion	
FINAL	FINAL EXAM (in auditorium)	
EXAM	Chapters 9-16	
Thursday		
December 13		
12:30-2:30 pm		

POINT TOTALS:

1.	Observation 1 Report	15
2.	Observation 2 Report	15
3.	Observation 3 Report	15
4.	Observation 4 Report	15
5.	Observation 5 Report	15
6.	Observation 6 Report	15
7.	Observation 7 Report	15
8.	Quiz 1	15
9.	Quiz 2	15
10.	Quiz 3	15
11.	Quiz 4	15
12.	Quiz 5	15
13.	Quiz 6	15
14.	Quiz 7	15
15.	Chapter 1 Outline	3
16.	Chapter 2 Outline	3
17.	Chapter 3 Outline	3
18.	Chapter 4 Outline	3
19.	Chapter 5 Outline	3
20.	Chapter 6 Outline	3
	Chapter 7 Outline	3 3 3 3 3
22.	Chapter 8 Outline	3

REQUIRED TO PASS THE COURSE:

- 1. 13 documented hours in schools (pink sheet)
- 2. Professional Development Agreement
- 3. Completed PDR sheet (purple sheet)
- 4. Completed and signed white Rubric form
- 5. LiveText Letter of Intent
- 6. LiveText Field Experience 1 Assignment
- 7. **Score Report** from the TAP Diagnostic Test **OR** the actual TAP Test **OR** ACT (with writing portion) score of 22 or higher
- 8. Background/Fingerprint check prior to observing out in the schools

NOTE: Failure to submit any one of these 8 items will result in a grade no higher than a D at the end of the semester, regardless of the number of points earned in the course.

23. Chapter 9 Outline	3
24. Chapter 10 Outline	3
25. Chapter 11 Outline	3
26. Chapter 12 Outline	3
27. Chapter 13 Outline	3
28. Chapter 14 Outline	3
29. Chapter 15 Outline	3
30. Chapter 16 Outline	3
15. Midterm	40
16. Final	40

= 338 possible points

*note: Two (2) missed chapter outlines during the semester is permitted without grade penalty for emergencies. When the formula for computing averages at the end of the semester is entered into WebCT, these two allowed missed reports will be factored in. Therefore, it is possible for a student to have a final percentage higher than 100 at the end of the semester if perfect scores were earned on every assignment, quiz, midterm and final exams, and the student submitted all chapter outlines.

Suggested Journals for Review:

Educational Leadership Social Education Principal Journal of Staff Development Teaching K-8 Instructor Educational Forum Teacher

Suggested Internet Sites for Review:

Illinois State Board of Education American Federation of Teachers Education Link Library The Global Schoolhouse National Education Association Library of Congress Global/School Net Foundations EdLinks Classroom Connect

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ELE 2000 References

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Sizer, T. R. (1985). Horace's compromise. Boston: Houghton Mifflin.

Spring, J. (2000). The American school, 1642-2000 (5th Edition). New York: McGraw-Hill. U.S. Congress Office of Technology Assessment. (1995). Teachers and technology: Making the connection. Washington, DC: U.S. Government Printing Office. Wynne, E. (1980). Looking at schools. Lexington, MA: D.C. Heath Publishing. ***** Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.