

POWER AND JUSTICE

The study of undergraduate foundations of American Education, FDN 3800, is organized around three central themes: 1. Curriculum, 2. Knowledge, Emotion, and Identity, and 3. Power and Justice.⁽¹⁾

Foundations of American Education FDN 3800

The Power and Justice Guiding Questions

What characterizes a just society, and what role, if any, must schools play in the pursuit of justice?

What is the purpose of schooling in a democratic society?

Why do we have public schools?

How should we view the children, adolescents, teachers, and other school personnel whose lives come together in this place we call “school”?

How might we make sense of conflict in society, and in educational institutions?

How does social class impact educational outcomes?

How do race and ethnicity impact educational outcomes?

What connections are there between race and social class? What is “sexual identity”?

How does schooling affect identity in general, and sexual identity in particular?

What is the teacher’s responsibility for ethical behavior and the creation of meaning?

What does it mean to behave ethically?

How does the organization and administration of schools, and government policy, influence power and justice in schools?

⁽¹⁾ Please see the document entitled “Rationale” for a more detailed explanation regarding the ways in which Foundations of American Education, FDN 3800, addresses the learning needs of pre-service teachers, and aligns with NCATE and DPI standards.

⁽²⁾ Please see the FDN 3800 “Disposition” document.



NCATE and NC DPI standards that are enacted in FDN 3800⁽¹⁾

The following NCATE standards are continuously addressed in the “Power and Justice” segment of Foundations of American Education, FDN 3800. ⁽¹⁾

Standard 1: Candidate Knowledge, Skills, and Dispositions ⁽²⁾

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools. NC DPI Standards

POWER AND JUSTICE, CONT.

The study of undergraduate foundations of American Education, FDN 3800, is organized around three central themes: 1. Curriculum, 2. Knowledge, Emotion, and Identity, and 3. Power and Justice.(1)

Foundations of American Education FDN 3800

The Power and Justice Guiding Questions

What is the difference between education and schooling?

How is education as a process different from education as an outcome?

How do we as human beings decide how we should live, and what it is worthwhile to know?

Where does curriculum come from?

Why do we teach only certain things, and not others?

What is it most important for us to know?

What is the difference between the hidden and the overt curriculum?

What is most worthy of our deepest and fullest attention, as having most bearing not only on what we are and do, but also on what we might become?

What should education be in the service of?

(1) Please see the document entitled "Rationale" for a more detailed explanation regarding the ways in which Foundations of American Education, FDN 3800, addresses the learning needs of pre-service teachers, and aligns with NCATE and DPI standards.

(2) Please see the FDN 3800 "Disposition" document.

The following NC Department of Public Instruction standards are continuously addressed in the "Power and Justice" segment of FDN 3800. (1)

CORE STANDARDS FOR ALL TEACHERS (2)

C.1 Teachers know the content they teach

C.2 Teachers know how to teach students

C.3 Teachers are successful in teaching a diverse population of students

C.4 Teachers are leaders

C.5 Teachers are reflective about their practice

C.6 Teachers respect and care about students

DIVERSITY STANDARDS (2)

D.1 Teachers understand the central concepts, tools of inquiry, and structures of the disciplines. They teach and can create environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.

D.2 Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and addresses these factors when making instructional decisions.

D.3 Teachers work collaboratively to develop linkages with parents/caretakers, school, colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

D.4 Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

D.5 Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

D.6 Teachers of diverse students are reflective practitioners who are committed to educational equity.

TECHNOLOGY STANDARDS

T.6 Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.