WILLIAM PATerson UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF SECONDARY AND MIDDLE SCHOOL EDUCATION

CISE 335
WORKING IN SCHOOLS:
SCHOOLS AS INSTITUTIONS AND COMMUNITIES

COURSE OF STUDY

Preparing Inquiring Educators: Knowledge, Understanding and Application

1. **Course Title and Number of Credits:** CISE 335. Working in Schools: Schools as Institutions and Communities. Two (2) Undergraduate Credits.

2. **Course Description:** This course deals with schools as social institutions that teachers must learn to negotiate in order to be successful. The course is taken in conjunction with CISE 352/Practicum in which students work two days per week in a school and students in this course use their practicum placement as a primary source of information and experience with respect to schools as social institutions. The goal of the course is for students to gain an understanding of teaching as a social activity conducted within political, social and cultural systems and on terrain that is often contested by competing social groups. Students explore the legal, economic and institutional constraints on schools, and the intellectual, cultural and social possibilities of schools. Students examine schools as complex systems to which they must adapt but which they can also change in order to be effective teachers. And students begin to develop skills necessary to function effectively in schools.

3. **Prerequisites:** PSY 110; ANTH 329; CIED 203; CISE 340.
   **Co-requisite:** CISE 352.

4. **Course Objectives:**
   a. Explore and apply theories of institutional structure and bureaucracy to schools, and explore alternative structures for schools.
   b. Explore and apply theories of culture and multiculturalism to schools, and propose alternative cultures of diversity for schools.
   c. Explore and apply theories of sexism, racism and ethnocentrism to schools, and propose remedies for these problems.
   d. Explore the social and economic backgrounds of students, teachers and administrators, understand the effects of these factors on school life, and propose remedies for problems that arise from these factors.
   e. Explore theories of social and institutional change and apply them to schools.
   f. Explore the legal context of schooling and the opportunities and constraints of the law for teachers.
   g. Explore schools as agencies of social change and as subjects of institutional reform, and propose strategies for these activities.
   h. Examine teaching as a job and schools as workplaces, and propose ways and means of making them better.
   i. Examine schools as political institutions and propose ways in which teachers can use politics to reform education.
5. Student Learning Outcomes:
   a. Students will conduct a social and educational survey of their practicum school that demonstrates their ability to recognize the institutional dynamics and diverse constituencies of the school – including how decisions are made and who makes them; what are the social, racial and ethnic groupings and how different groups interrelate; what are the socio-economic and educational backgrounds of the students, their parents and the teachers; what are the formal and informal institutional norms and practices; how the school deals with diversity, and particularly students with special needs; what are the most serious institutional problems of the school – and propose strategies for ameliorating some of the institutional problems of the school.
   WPU Competencies 1, 2, 7, 8, 10, 11, 12, 15, 18, 19 and 20.
   NJ Teaching Standards 1, 2, 3, 4, 5, 6, 7, 8 and 9.
   NCATE Standards 1, 2 and 3.

   b. Students will do case studies of American schools that demonstrate their ability to recognize and analyze social, cultural, institutional and other internal problems within schools and propose strategies for dealing with them.
   WPU Competencies 2, 7, 8 and 19.
   NJ Teaching Standards 1, 4 and 6.
   NCATE Standards 1.

   c. Students will develop proposals for school reform that demonstrate their ability to recognize and analyze political, economic and other external constraints on schools and propose strategies for dealing with them.
   WPU Competencies 2, 7, 8 and 19.
   NJ Teaching Standards 1, 4 and 6.
   NCATE Standard 1.

   d. Students will keep a record of their practicum field placement in which they demonstrate their ability to recognize and operate within the social dynamics of their practicum school, develop a potential strategy for working as a teacher within that school, and propose ways that they might contribute as a teacher to the improvement of the school.
   WPU Competencies 1, 8, 9, 10, 11, 12, 15, 18, 19 and 20.
   NJ Teaching Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
   NCATE Standards 1, 2, 3 and 4.

6. Course Content:
   a. Schools as Legal Institutions:
      (i) Education Law.
      (ii) Teacher and Students’ Rights.
      (iii) Federal and State Education Laws.

   b. Schools as Political Institutions:
      (i) School Boards.
      (ii) School Budgets.
      (iii) School Elections.
c. Schools as Work Places:
   (i) Labor-Management Relations.
   (ii) Teacher Unions.
   (iii) Health and Safety Regulations.

d. Schools as Cultural Institutions:
   (i) Diversity and Standardization.
   (ii) Creativity and Standard Operating Procedures.
   (iii) Expectations and Norms.

e. Schools as Social Systems:
   (i) Hierarchies and Communities.
   (ii) Social Class Structure of Students and Teachers.
   (iii) Racial, Gender and Ethnic Relations.

f. Schools as Countercultural Institutions:
   (i) Creativity and Non-Conformity.
   (ii) Critical Thinking and Radical Action.

g. Schools as Agencies of Social Change and Subjects of Institutional Reform:
   (i) Reforming Schools from the Top-Down and the Bottom-Up.
   (ii) Education as Social Reform.

7. Teaching/Learning Methods:
   a. Practicum field placement
   b. Field, library and internet research.
   c. Research reports and reflective writings.
   d. Research presentations and reflections.
   e. Lectures and whole-class discussions.
   f. Small-group discussions.
   g. Videos, CD Roms and films.
   h. Recorded and live music.
   i. Guest speakers.

8. Evaluation Methods:
   a. Assignments will include:
      (i) Social and educational surveys of the schools in which students are doing their Practicum field placements: Student Learning Outcome #5a.
      (ii) Case studies of institutional problems and their possible solutions: Student Learning Outcome #5b.
      (iii) Proposals for school reform: Student Learning Outcome #5c.
      (iv) Reflective journals or papers on self-development and school improvement: Student Learning Outcome #5d.

   b. Students will be evaluated on their ability to:
      (i) Comprehend the institutional issues of schools.
      (ii) Analyze, compare and contrast different schools, problems and solutions.
      (iii) Critically and creatively think about institutional problems and solutions for schools and for themselves as teachers dealing with institutional problems and implementing institutional solutions.
9. **Suggested Texts:**
   


10. **Preparers’ Name and Date:** Burton Weltman. December 2004.

11. **Department Approval Date:**

12. **Bibliography:**


