

CALIFORNIA STATE UNIVERSITY SAN MARCOS
EDUCATION 350 CRN 30051
Foundations of Teaching as a Profession
Tuesdays/Thursdays , 6-9:50 pm, Summer, 2005

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Office Hours: Before class and
by appointment

COE Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Course Description

Required for all credential candidates. An orientation to careers in K-12 education. Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classrooms. This course serves as an orientation to careers in elementary, middle, and high school education. Upon completion of this course, teacher candidates should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

1. Understanding the role of schools in society.
2. Exploring philosophies and contemporary issues in education.
3. Assessing the roles of teachers in schools.
4. Understanding the qualifications and credentialing process for California teachers.
5. Understanding and appreciating the student as an individual.
6. Understanding factors affecting student achievement.
7. Understanding critical issues in curriculum and instruction.
8. Understanding reform movements, nationally and statewide, for elementary, middle level, and secondary schools.

Credential program recommendations: As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at CSUSM. Keep in mind that your professionalism and hard work in this class not only affect your course grade but also indicate your readiness for a credential program.

COURSE REQUIREMENTS

It is expected that students will come to class prepared to discuss the readings, submit required assignments on time, and participate in class activities. Teacher education is a professional preparation program. Students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement. **Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority of the College of Education.** It is expected that work will be turned in on time. Late work will affect the student's grade in the course and will not be accepted after a week. Please discuss individual issues with the instructor.

COE Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

For this section of EDUC 350: If you miss two class sessions, you cannot receive a grade of A or A-; if you miss three class sessions, your highest possible grade is a C+. More than 20 minutes tardy or leaving early counts as one half absence. Not participating in any online session counts as one absence. A minimum grade of C+ is required in EDUC 350 to qualify as a prerequisite for admission to the CSUSM teacher credential programs.

Field Work

In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Approximately half of your time should be spent in one teacher's classroom, and the remainder of the time should be distributed among other classrooms. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Form with documented hours and teacher verification, are requirements for admission to the CSUSM Teacher Credentialing programs. Because this course occurs at the end of the K-12 school year, it is imperative to begin your observations immediately. You may need to complete the required hours during summer school sessions or at year round schools.

If you have significant experience in K-12 classrooms, up to 20 hours may be waived. Acceptable experiences include substitute teaching, class volunteering, or Casey tutoring. You must submit a waiver form within the first 2 weeks of class.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Special Education Inclusion

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate a knowledge of laws and dispositions that relate to special education

through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and analysis of "School Law & Diversity," and/or *Creating an Inclusive School*.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for a California teaching credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Teaching Performance Assessment for Developing as a Professional Educator

The successful completion of the Initial Philosophy of Teaching Statement is a requirement for completion of this course and partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for your portfolio at the completion of the Teaching Credential program.

Course Assignments

1. Contemporary Issue Research and Presentation	30
2. Field Experience and Journal	30
3. Philosophy of Teaching	20
4. Law and Diversity Assignment	10
5. Thoughtful participation	10
TOTAL	100

Late assignments will be penalized by a 5-point reduction each day they are late.

Keep digital copies of all assignments for your Credential Program Electronic Portfolio.

Note: Regardless of your grades on assignments, you may not pass this class without completing the 45 hours of Field Experience.

Required Reading

1. Armstrong, David; Henson, Kenneth and Savage, Tom. (2005) *Teaching Today (7th edition)*. Merrill Prentice Hall.
2. Villa, Richard A. and Thousand, Jacqueline S. (1995) *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1, 2, 3, p. 125-135 and 162-167)
3. Choose ONE of the following books:
Codell, E. *Educating Esme*. Chapel Hill: Algonquin Books of Chapel Hill
Humphrey, T. (2003). *In the first few years*. Newark, DE: International Reading Association.
Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press.
Jennings, K. (Ed.). (1994). *One Teacher in 10*. Los Angeles: Alyson Books.
Michie, G. (1999). *Holler If You Hear Me*. New York: Teachers College Press.
Paley, V. G. (1993). *You Can't Say You Can't Play*. Cambridge, MA: Harvard Press.

Course Assignments

1. Contemporary/Controversial Issue Research/Position Paper

Choose an issue from the topics provided by the instructor. Research the issue thoroughly and take a position regarding it. Write a persuasive paper that demonstrates your understanding of the issue, provides a clear defense for your position, and also indicates your understanding of the opposing side. Cite a minimum of three (3) references (not including your text). Only one of the three may be a web-site. One must be an educational journal. Use APA , 5th Edition format. When your topic is due, you should be prepared to support/defend either side in a panel discussion. We will discuss this format in class.

Due dates: Paper is due at the same time as the panel discussion.

2. Field Experience Documentation and Journal Entries

You will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school classroom settings. You will maintain a log of hours-spent observing/participating in these classroom settings. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites, with teacher signatures.

You will maintain a journal, reflecting on your observations, documenting assumptions/expectations, and making connections to concepts studied in EDUC 350. Respect the confidentiality of the students and teacher. Use initials or fictitious names. A minimum of 15 journal entries is required. For each journal entry, include a brief description of the setting, explain what you observed, and analyze those observations using the course concepts as a guide. Be sure to discuss any assumptions or expectations you had coming into the observation and how they were challenged or confirmed.

Due dates: See syllabus

3. Personal Philosophy of Teaching, Learning, and Schooling

The successful completion of the Initial Philosophy of Teaching Statement is a requirement for completion of this course and partially meeting the TPE 12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS. This statement will be used for assessment both in the course and at the completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio. More information will be given in class.

Due date: June 28

4. Law and Diversity Assignment

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities by identifying five laws or court decisions that influence you as a professional educator. At least one of these five must relate to special education law. Briefly describe the law's primary components and explain why it is important to educators and how it might affect your teaching.

Due date: June 9

5. Thoughtful participation and professionalism

As teachers, you will need to articulate your beliefs, advocate for students, and defend your decisions to parents, administrators, and the public. Begin practicing in our classroom. I expect you to participate in both large group and small group discussions, attend class on time, and otherwise act as you would in a professional learning situation.

6. Teacher interview

You will interview a teacher who has been in the classroom for at least 4 years. Talk to him/her about his/her experiences and ask questions that have arisen during our class discussions. You

will not turn this interview in but on June 23, you will participate in an online discussion about these interviews.

Date	Topic	Reading/Assignments
May 24	Why teach? Teaching in an age of change	Find/begin choice book T. T. Ch. 1
May 26	Exceptional learners; Learning differences; Differentiation; Teaching learners of all abilities	T. T. Chs. 4 and 6 Villa/Thousand pp. 125-135; 162-7
May 31	F. A. T. City Rationale for inclusive education Credo For Support	Villa/Thousand Ch. 1 and 3
June 2	Multiculturalism "Road to Brown"	T.T. Ch. 5
June 7	Online session: Law and Diversity; Laws Affecting Educators	Villa/Thousand Handout Villa/Thousand Ch. 2 T. T. Ch. 2 and 14 Email: Field Exp. Journals #1-5
June 9	Panel Discussion #1: Is NCLB truly leaving no child behind? What is middle school?	Law and Diversity write-up
June 14	Panel Discussion #2: How much technology is "enough"? Effective instruction; Creating environments for learning; TPEs	T. T. Chs. 8 and 9
June 16	Assessing learning, factors affecting student achievement, relationships among society, schools, and learners Panel Discussion #3: Do high stakes assessments improve learning?	T. T. Ch. 10
June 21	Independent study Continue with observation hours	Work on philosophy Read T. T. Ch. 13
June 23	Online session Discussion of teacher interview	Email: Field Exp. Journals #6-10
June 28	Theories of Education; Curriculum; Historical Roots Learners' rights and responsibilities Panel Discussion #4: Have charter schools lived up to their expectations?	T. T. Chs 7, 11, and 12 Philosophy of Teaching
June 30	The credentialing process School reform Discussion of fieldwork	T. T. Ch. 3 Field Exp. Journals #11-15

Class will end between 8:30 and 9 pm each session. You will be expected to participate in online discussions (on Web CT) about your choice book and contemporary issue as well as the weekly readings from *Teaching Today*. On June 7 and June 23, we will hold class online in the Web CT live chat room. You will be expected to participate during the regular class times.