

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDUC E350
CRN 30183
Summer 2005

Foundations of Teaching as a Profession
Wed/Thursdays, 4-7:50 pm University Hall 370

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by appointment

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, lifelong 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)

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 are approved for services through the Disabled Student Services Office (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. (approved by CCTC in SB 2042 Program Standards, August 02))

Special Education: 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.

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+.** 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.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor.

Teaching Performance Expectation (TPE) for EDUC 350

A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE (Teacher Performance Expectation) is expected to be met during 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

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.

In addition, you will maintain a journal, reflecting on your observations, documenting assumptions/expectations, interesting observations, and connections to concepts studied in EDUC 350, analyses and questions. Respect the confidentiality of the students and teacher. Use initials or fictitious names. A minimum of 10 journal entries is required. The format to be used will be explained in class.

Key Skills/Knowledge I'll be evaluating in your fieldwork log and journal entries:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe pertinent details and see both the “big picture” of the classroom as well as focus n on specific methods, interactions, etc.?
- Can you monitor and take responsibility for your placement to include meeting the requirements of varied settings and minimum hours? (Each observation should be at least 30 minutes long)
- Can you relate your class work and readings to your observations and provide insightful analysis about that relationship?
- Were you able to move from passive observer to participant in your field experience?

- **Due dates: See Syllabus**

3. Teacher Interview

You will write a 2-4 page paper based on an extended interview with a public school teacher who has been teaching at least three years. Include both a summary of answers to key questions as well as an analysis of your personal reflections and connections to course concepts.

Key Skills and/Knowledge I'll be evaluating:

- Has your paper provided a rich description of the teacher you interviewed?
- *Does your paper integrate appropriate class readings and discussions to support your analysis? (i.e. Are several references made to our text, articles, or journal readings?)*
- Have you articulated your ideas fluently and coherently with college level writing style and mechanics?

- **Due date: June 15, 2005**

4. Personal Philosophy of Teaching, Learning, and Schooling (in place of final exam)

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 29, 2005**

5. 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. Give a rationale for each selection by explaining why it is important and how it might affect your teaching.

- **Due date: June 2, 2005**

The instructor reserves the right to add, delete, or change the order of the items listed below

Schedule for Class(Subject to Change)

Date	Topic	Reading/Assignments
Session 1 May 25	Why teach? Teaching in an age of change Exceptional learners; Learning differences; Differentiation; Teaching learners of all abilities Credo For Support	T. T. Ch. 6 Villa/Thousand pp. 162-7
Session 2 May 26	Responding to Diversity Multicultural Education History of Attitudes	T. T. Ch. 5 Guest speaker: Dr. John Halcon
Session 3 June 1	F. A. T. City Rationale for inclusive education Profiles of Today's Learners	Video/ Discussion T. T. 4
Session 4 June 2	Becoming a professional educator; Legal issues affecting teachers; Law and Diversity; Laws relating to special ed	T. T. Ch. 2 Guest speaker: Dr. Fran Chadwick Law and Diversity write-up
Session 5 June 8	Theories of Education; Curriculum; Historical Roots	T. T. Ch. 11, Ch. 12, Ch. 14 Field Exp. Journals #1-5
Session 6 June 9	Effective instruction; Creating environments for learning; TPEs Work on belief statements	Field Trip to the Museum of Tolerance T. T. Ch 7
Session 7 June 15	Effective instruction; Creating environments for learning; TPEs (Cont.) Work on belief statements	T. T. Ch. 8 Teacher Interview assignment is due!
Session 8 June 16	Cooperative Learning: Work in small groups preparing for Panel presentations	Panel presentation Work on Philosophy paper
Session 9 June 22	Learners' rights and responsibilities Writers' Workshop The credentialing process School reform	T. T. Ch. 6 T. T. Ch. 13 Bring ROUGH draft of philosophy
Session 10 June 23	What is our goal? Assessing learning, factors affecting student achievement, relationships among society, schools, and learners	T. T. Ch. 9, Ch. 10 Guest speaker: Dr. Laura Wendling
Session 11 June 29	Panel presentations	Philosophy of Teaching is due!
Session 12 June 30	Discussion of Fieldwork Where do we go from here?	Field Exp. Journals #5-10

Philosophy of Teaching Statement

Organize your thoughts in a way that expresses your beliefs about schools, teaching and learning. Articulate your thoughts so that your reader is able to form a picture of the teacher you hope to become. Think of your audience as the hiring committee of a school district in which you passionately hope to teach. You want your audience to connect your name and face with a distinct set of beliefs. Your philosophy should reflect your beliefs about teaching and learning, and your view of the social context of schools for the 21st century in a multicultural society. You should demonstrate professional vocabulary as you discuss your beliefs and knowledge.

Questions to Guide You

1. What is schooling?

What are the purposes of education and schools? What are schools for? How is schooling in a democracy different from schooling in a totalitarian state? What responsibilities do you have as an employee of the public, and what happens when you disagree with public policy? What about when you disagree with parents? What are your goals for your students?

2. What is teaching?

What are the purposes of teaching? Who or what is the source of knowledge in the classroom? Is teaching a one-way or two-way venture? How will you decide what to teach? Do you consider yourself a teacher of students, or of content, or both? Is teaching better described as a set of skills and knowledge, or as a set of values and attitudes? What is it about teaching that you most look forward to, and that you most fear? What is your metaphor for the teacher? What are your ethical responsibilities as a teacher? How will you contribute to the profession of teaching? What is the teachers' role as a bridge to the community? What is the teacher's role in educational renewal and reform?

3. What is learning?

What is knowledge? If you teach and students don't learn, whose problem is that? How will you know when students have learned something? Are students empty vessels into which you will pour knowledge? What does learning mean for students of different abilities or ethnicities or genders or economic classes? How will your classroom be responsive to the multiple communities represented in your students? Do all students need to learn the same thing? How important is classroom environment to learning? How will you decide what content to teach in the all-too-short time allotted to you?

NOTE: Use the questions to frame your thoughts. Do not simply answer the questions.

Class activities which support the development of your Philosophy include

- Class Discussions
- Readings
- Field Experiences
- Credo for Support Activity
- FAT City Activity
- Inclusive Education Activity
- Law and Diversity Activity

Criteria:

- Did you draw on all your resources/experiences to write your philosophy and not just the book?
- Are you clear about your own beliefs?
- Do you have a clear organization of ideas?

- Can you articulate your ideas fluently and coherently with correctness of written expression (grammar, syntax, spelling)?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of schooling, teaching, and learning?

Law and Diversity Assignment

You will apply your understanding of the legal context of inclusive education and laws that influence teaching responsibilities.

Study the following chapters and web sites:

Villa, R. A. & Thousand, J. S. (1995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Read all of Chapter 2.

U.S. Disability Law. Internet address:

www.law.cornell.edu/topics/disability.html

Includes information about laws affecting people with disabilities.

OSERS IDEA Home Page. Internet address:

www.ed.gov/offices/OSERS/IDEA

Explanation of federal legislation known as IDEA, which ensures a free appropriate education in the least restrictive environment for children with disabilities. The latest 1997 federal reauthorization of the law is explained in detail.

Reflection and Applications:

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities by:

1. In writing, identify five laws or court decisions that influence you as a professional educator. At least one of these five must relate to special education law. Give a rationale for each selection. Why is it important to you? How might they affect your teaching?
2. Be prepared to share selections and rationale for selection of the laws and decisions during our next class.

Laws Related to Special Education that Affect Teachers

Jacqueline Thousand

Chapter 2 of Villa and Thousand (1995), *Contemplating Inclusive Education from a Historical Perspective*, charts over 200 years of history which has brought us as a country to embrace inclusive educational opportunities for all children. What follows is a summary of key court cases and legislation which have shaped special education and the teacher's role in supporting students with varying learning and language differences. For more detail see these two web sites: www.law.cornell.edu/topics/disability.html and www.ed.gov/offices/OSERS/IDEA.

Legislation Related to Special Education

The development of special education services in this country has been greatly influenced by the civil rights movement of the 1960s. Out of the movement came legislation designed to prevent discrimination. For instance **Section 504** of the Vocational Rehabilitation Act of 1973 is a civil rights law that prevents discrimination against all persons with disabilities in programs that receive federal funds. Since all public schools receive federal funds in some form, Section 504 ensures equal opportunity for students' participation in the full range of school activities. Also, through Section 504, some students who are not eligible for special education services may receive accommodations to assist them to be successful in school. For example, students with health problems such as asthma or extreme allergies as well as other challenges that do not make them eligible for special education may receive assistance through Section 504.

The **Americans with Disabilities Act (ADA)**, signed into law by President Bush in 1990 extends the Vocation Rehabilitation Act of 1973 by protecting all individuals with disabilities from discrimination and requires employers to make reasonable accommodations for employees with disabilities. ADA does not deal directly with education; however, it does clarify the civil rights of all people with disabilities and ensures that buildings, transportation, and other public places (including schools) are accessible to people with disabilities. Your school must be accessible to wheelchairs, for instance. If it is not, it must undergo renovations to install ramps, elevators, or wide entryways.

In 1975 the U.S. federal government finally made a legal commitment to the education of students with disabilities. In that year Congress passed **Public Law 94-142**, the **Education for the Handicapped Act (EHA)** which set federal guidelines for special education services. It translated early court decisions into civil rights principles for students with disabilities and mandated the six concepts that have guided special education practice ever since. Those six principles are:

1. **Free Appropriate Public Education.** Students with disabilities are entitled to attend public schools and to receive the educational services they need. This education is provided at no cost to parents.
2. **Least Restrictive Environment.** Students with disabilities must be educated in the least restrictive environment in which they can succeed with support. For most students, this environment is the general education classroom.

3. **Individualized Education Program.** Services for students with disabilities must be individually tailored. This is accomplished by annually developing or revising an Individualized Education Program (IEP). Every IEP includes a statement of the student's current performance levels, a set of goals and accompanying short-term benchmarks or objectives for achieving the goals. The IEP clearly specifies who is responsible for delivering various aspects of the student's program, how progress will be evaluated, and where and how long services will be provided.
4. **Nondiscriminatory Evaluation.** Students are to be assessed using instruments that do not discriminate on the basis of race, culture, or disability. In considering eligibility for special education, students must be assessed by a multidisciplinary team in their native language using tests that directly relate to the area(s) of concern for which the child was referred.
5. **Due Process.** Due process procedures protect students with disabilities and their parents in all special education affairs. Specifically, if a disagreement occurs between the family and school personnel regarding a student's eligibility for special education, no changes can be made in the student's services until an impartial hearing and, if necessary, the appropriate court resolves the issue. School personnel also are protected if they disagree with parents' requests for services; they also may use due process procedures to resolve the dispute.
6. **Zero Reject and Child Find.** No student may be excluded from public education because of a disability. Each state also must take action to locate children who may be entitled to special education services.

Public laws must be periodically reauthorized. The 1990 reauthorization of P.L. 94-142 described above changed the law to the **Individuals with Disabilities Education Act (IDEA)**. The more suitable person-first language of "individual with disabilities" replaces the unfavorable labeling language of "the handicapped" in the title of the legislation. This law added significantly to providing education to very young children with disabilities and preparing older student for transition to post-secondary life. Two new categories of disability – autism and traumatic brain injury – were added to the already existing categories of learning disabilities, speech or language impairments, mental retardation, emotional disturbance, hearing impairments, visual impairments, deaf-blindness, orthopedic impairments, multiple disabilities, and other health impairments. It also funded projects to promote the inclusion of students with severe disabilities in general education.

In 1997, President Clinton signed into law the second reauthorization of P.L. 94-142 and accompanying amendments know as **IDEA 97**. Seven significant changes greatly affect schools, teachers, and educational and assessment practices.

1. **General Education Teacher Involvement.** At least one general educator must participate as a member of a student's IEP team. The IEP also must directly address the student's participation in general education and must justify placements that are not in general education.
2. **Evaluation and Eligibility.** IDEA 97 clarifies that when parents consent to have their child evaluated, they are not consenting to possible future special education placement. Students cannot be made eligible for special education because of past poor instruction or because of language differences. Previous requirements that a comprehensive reevaluation occurs every three years can be modified if the family desires; already existing information can be used rather than repeated administration of standardized tests.
3. **Assessment of All Students.** Historically students receiving special education services were not included in state, district, or school-wide assessment of student performance. IDEA 97

corrected this by requiring that by July, 2000, each state must assess the academic progress of students who have IEPs by including them in the standardized assessments other students take or by using an alternative assessment process. Students who need appropriate adaptations such as extended time or large print during assessment are entitled to these adaptations.

4. **Discipline.** If needed, the IEP must include strategies for addressing student behavior issues. A behavior plan must be developed, if a student is suspended or placed in an alternative interim placement. If a student with disabilities brings a weapon or drugs to school, the school now has the option to place the student in an alternative placement for up to 45 days; and that placement must provide continued special education services.
5. **Transition.** Beginning at age 14, IEPs must address the transition to post-secondary needs of students eligible for special education. These needs must be updated annually, with increasing detail each year as to the school and outside services (e.g., community vocational education) the student will access.
6. **Paraprofessionals.** Paraprofessionals, teaching assistants, aides, and like personnel must be trained for their jobs and appropriately supervised.
7. **Mediation.** As part of due process procedural rights, each state must make mediation available to parents as an early and informal strategy for resolving disputes over a student with disabilities' identification, placement or services. The State bears the cost of mediation. Parents do not have to mediate; and mediation may not delay a possible due process hearing.

Court Cases Influencing Special Education

Issues concerning students with disabilities are addressed by federal and state laws. How these laws are interpreted often is resolved through the courts. Since 1954, many hundreds of legal decisions have clarified the rights of students with disabilities and the role of educators in supporting these children's education. In many instances court decisions led to the development of and passage of legislation. As you review some of the landmark decisions listed here, you should notice how they influenced legislation described earlier.

- **Brown v. Board of Education (1954).** This probably is the most important case in establishing the principle that school segregation denies equal education opportunity. Although the decision refers primarily to racial segregation, it is viewed as the foundation for ensuring equal educational opportunity for students with disabilities.
- **Diana v. State board of Education (1970).** California was required to correct biased assessment practices with Chinese American and Mexican American students. Students for whom English was not a primary language had to be assessed in both their primary language and English; culturally biased items had to be dropped from tests and alternative intelligence tests had to be developed to reflect Mexican American culture.
- **Larry P. v. Riles (1984).** In California it was ruled that IQ testing as a basis for identifying African American students as mentally retarded for special education purposes was discriminatory. California schools were ordered to reduce the disproportionately high numbers of African American students in special classes for students with mental retardation.
- **Honig v. Doe (1998).** This decision ruled that if a student is excluded from school for more than 10 days, it was a change of placement and all procedures for making a change of placement must be followed.
- **Daniel R.R. v. State Board of Education. (1989).** This decision established the consideration of the following two factors in determining the appropriateness of a placement for a student with disabilities: 1) whether a student can be satisfactorily educated in general education with

supplementary supports and services, and 2) whether, in cases in which the general education setting is not successful, the student is mainstreamed to the maximum extent appropriate.

- **Oberti v. Board of Education of Clementon School District (1993).** This case is considered key in establishing the principle of inclusive education. In this case concerning a student with Down syndrome, the district court ruled and the court of appeals upheld the ruling that school districts must make available a full range of supports and services in general education to accommodate the needs of students with disabilities. The court stipulated that because a student learns differently from others does not necessarily warrant exclusion from general education.
- **Doe v. Withers (1993).** Mr. Withers, a history teacher, was responsible for making oral testing accommodations for Douglas Doe, a student with learning disabilities who was in his class. Although a state legislator, Mr. Withers refused to provide the oral testing. Consequently, Douglas failed the class, making him ineligible for athletics. The court awarded the family \$5000 in compensatory damages and \$30,000 in punitive damages. This case is widely cited as an example of general educators' responsibility to make good faith efforts to provide required accommodations for students with disabilities.
- **Sacramento Unified City School District v. Rachel H. (1994).** This case is another historic national victory for inclusive education, not only because the Ninth Circuit U.S. Court of Appeals required the Sacramento school district to place Rachel Holland, a girl with severe disabilities, in regular education classes full-time with non-disabled peers, but because the U.S. Supreme Court refused to hear the school district's 11th hour appeal to overturn the Ninth Circuit's decision. This left the circuit court's landmark decision intact and, in the words of the Holland's attorney, "signaled the end to a system that automatically excludes children with disabilities from the regular classroom and relegates them to segregated 'handicapped only' classes.

Source: Much of the material presented above is adapted from Marilyn Friend and William Bursuch's excellent 1999 text, Including Students with Special Needs: A Practical Guide for Classroom Teachers (2nd ed.), published in Boston by Allyn and Bacon. Many thanks to both authors for their fine analysis and synthesis of complex and often obtuse court decisions and laws.

Guidelines for EDUC 350 Field Experience & Classroom Observation Entries

EDUC 350 requires 45 hours of field experience in public schools.

You must visit each of the following educational levels:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)

In these three basic settings, observe a variety of students with different instructional environments. These include multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc. Some of the environments you should see are:

1. English language development or primary language classroom
2. special education setting
3. primary (K-3) and intermediate (4-6) levels in elementary schools
4. general and advanced levels in high school subject fields
5. gifted education setting
6. sheltered instruction

You may choose to make some of your observations in schools other than “regular” daytime schools. Consider observing in charter schools, alternative education sites, adult education schools, or court schools. For additional settings, obtain permission from your instructor before you do the observations.

Choose the locations of your field experience early and carefully. Make copies of the introduction letter, as you will meet with more than one principal. Call ahead and ask for an appointment with the principal. It may take them a week or so to arrange a meeting with you. Explain that you would like to observe several different educational settings. *However, remember you need to be with one teacher a significant amount of time if you plan to have him/her fill out your Field Experience Recommendation Form (for applying to the credential program).*

You must observe in varied settings to satisfy this course requirement. Each observation should last at least 30 minutes. Your observation entries must reflect these different settings. You will turn in a total of 15 classroom observation records throughout the semester and your Field Experience Record. (See syllabus for dates.)

Request to waive observation hours: If you have recent, significant experience with students in public school settings, you may request to waive no more than 20 of the 45 hours of field observations. Should the request be granted, you will still need to observe in the variety of settings described above. Examples of roles that might qualify for a waiver are: tutor, substitute teacher, teacher aide, parent volunteer, Casey Foundation participant, school aide.

Your classroom observation entries should follow the format below:

- Your name
- School name
- Type of classroom/grade/subject
 - Day of the week/date/time/number of teachers and assistants/number of students in class.

- Assumptions/expectations you have about this observation. What do you think you're going to see? What assumptions do you have about these particular kinds of students and teachers or about this class?
- Focus of your observation and a description of what you saw within this focus—don't try to observe everything. Zero in on a few key points and how they affect the big picture of the classroom.
- Analysis of the observation—comparison with classroom discussions and readings *and* ways in which your assumptions/expectations were accurate or inaccurate.
- Questions for discussion or exploration.

Type your entries on your own paper. Do not write them by hand. You should respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

Classroom Observation Entry # _____

Your name: _____ School name: _____

Type of classroom (grade/subject/special program): _____

Day of the week/Date/Time: _____

Number of teachers and assistants/Number of students: _____

Describe the demographic characteristics of this site/classroom: _____

Assumptions/Expectations/Questions I have about this observation (concerning the teachers, students, class, etc.):

Focus of observation/Description (highlights) of what I saw around this focus:

Analysis of observation—connect back to course work and to above assumptions, expectations and/or questions:

Questions for discussion or exploration:

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section _____ Semester _____ Instructor _____

Name SS #

I request a waiver for the following experience in public schools:

- _____ Tutor
- _____ Substitute teacher
- _____ Teacher Aide
- _____ Parent volunteer
- _____ School aide
- _____ Casey Foundation participant
- _____ Other (describe):

The experience took place as follows:

School: _____

District: _____

Dates: _____ *No. of hours in this experience:* _____

Attach the following to this request:

1. A letter from supervisor/teacher verifying the experience, including the length of time spent in this experience.
2. Your reflection on the experience (1-2 pages typewritten). Describe the experience and convey what you learned from the experience that will help you to be an effective teacher candidate.

Do not write below this line.

Approved ***Number of hours to be waived (20 max):***

_____ ***Denied***

Reason for denial: _____

Instructor Signature

Date

FIELD EXPERIENCE RECOMMENDATION FORM - Non Confidential

Applicant's Name: _____

SSN _____

Program: ___Multi Subj ___Multi Subj Mid Lev ___Concurrent w/ Ed Spec ___Sing Subj

This individual is considering applying for admission to a Cal State San Marcos Teacher Education Program. The applicant has indicated that he/she has worked with children/youth (class/groups) under your supervision. One of the criteria on which candidates are admitted to the CSUSM program is successful work experience with children (either paid or volunteer). All credential program applicants are required to submit a Field Experience Recommendation Form from a public classroom teacher.

In a brief narrative, reflect on this individual as a teacher candidate. When possible, please provide specific examples and details. If your narrative exceeds this page, or if a separate letter is used, please attach to this form and sign. In order to avoid questions of authenticity, do not cut and paste your narrative in the box below.

Consider the candidate's personal and professional attributes with the following in mind:

Dependability	Professional appearance/manner	Enthusiasm
		Poise and self-confidence
Initiative	Interpersonal communication skills	Sensitivity to all learners

Student Services Center welcomes your additional comments. (760)750-4277 or email:coessc@csusm.edu

Name of Public School: _____

Grade Level: _____

School District _____

Number of hours candidate has been in my classroom _____

Classroom Teacher's Name _____

Classroom Teacher's Signature _____

Date _____

Teacher Interview Guidelines

This should be a well-organized, edited piece (2-4 pages) that reflects the knowledge you gained and the conclusions you drew as you interviewed a teacher with at least three years of experience.

The following is a list of several basic questions that may be used.

1. Why did you become a teacher?
2. What was your greatest concern/anxiety about becoming a teacher?
3. How many years have you taught? At what grade levels? Which did you enjoy the most? Why?
4. What did you teach your first year? Were you able to remain at that grade level the following year(s)?
5. What was the most challenging aspect of the first year? What do you wish you had learned before you started teaching?
6. What “first year lesson” did you learn that stays with you to this day?
7. What has been your worst teaching moment?
8. What has been your best teaching moment?
9. What advice would you give for any entering teacher?
10. What concern do you have about the teaching profession in the future?

Teacher Interview

You will write a 2-4 page paper based on an extended interview with a public school teacher who has been teaching at least three years. After summarizing answers to key questions, analyze your personal reflections on these responses. I will also go over more details of this assignment in class.

Key Skills and/Knowledge I'll be evaluating:

- Has your paper provided a rich description of the teacher you interviewed?
- ***Does your paper integrate appropriate class readings and discussions to support your analysis? (i.e. Are several references made to our text, articles, or journal readings?)***
- Have you articulated your ideas fluently and coherently with college level writing style and mechanics?

CLASS GRADESHEET

EDUC E350

Dr. R. Diaz-Greenberg

Name _____

Attendance (mark present, late, left early, absent)

Session 1 _____

Session 2 _____

Session 3 _____

Session 4 _____

Session 5 _____

Session 6 _____

Session 7 _____

Session 8 _____

Session 9 _____

Session 10 _____

Session 11 _____

Session 12 _____

Course Assignments

1. Contemporary Issue Research and Presentation	20%
2. Field Experience and Journal	30%
3. Teacher Interview	15%
4. Philosophy of Teaching	20%
5. Law and Diversity Assignment	15%
TOTAL	100%

How to figure your grade:

4. Philosophy of Teaching	20%	(0.20x your grade = _____)
5. Law and Diversity Assignment	15%	(0.15 x your grade = _____)
3. Teacher Interview	15%	(0.15 x your grade = _____)
1. Contemporary Issue	20%	(0.20 x your grade = _____)
2. Field Experience Log and Journal	30%	(0.30 x your grade = _____)

TOTAL 100% Total points = _____ (your grade)

Note: Attendance and participation points are factored in as stated in the Attendance Policy described on pg. 2

COURSE GRADES

Grades will be determined by points earned:

A = 90-100	C+ = 75-79
	C = 70-74
B = 80-89	D = 60-69
	F = 0-59

You must check your e-mail account periodically or provide another email, which you check regularly.