

**EDUC 350: Foundations of Teaching as a Profession**  
**California State University San Marcos**  
**College of Education**  
**Summer 2003**

Maritza Rodriguez  
Phone: (909) 301-0657  
Email: Maritza4863@aol.com

Office Hours: To be arranged

**Course Description:** 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:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

**Mission of the College of Education at Cal State San Marcos:** 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)

**Authorization to Teach English Learners:** The Cal State San Marcos credential programs have 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 2002)

**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*.

**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.

**College of Education 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. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in Educ 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible. In this section of Educ 350, the instructor has adopted this additional policy: If you miss three class sessions, you cannot receive a grade of A or A -; if you miss four class sessions, you cannot receive a grade of B+ or B.

**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 Cal State San Marcos. 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.

**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 Recommendation Form with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos 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, iLEARN/WebCT, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

**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 of the California Commission for Teacher Credentialing 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 personal philosophy assignment is a requirement for completion of this course and is a component of 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 submission for your portfolio at the completion of your teacher education program.

**Class Discussions and Participation:** Students will engage in active learning each class session, and will be expected to actively participate.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others' opinions?
- Are you supportive of others' ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others' ideas as well as your own to be heard?

**Course Requirements:** Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality 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 for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

**Required Texts:**

Armstrong D.G., Henson, K.T., and Savage, T.V. (2001). *Teaching Today*. Merrill Prentice Hall.  
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)

**One of the Following "Choice Books":**

Codell, E. R. (2001). *Educating Esmé*. Chapel Hill, NC: Algonquin.  
Diver Stamnes, A. (1995). *Lives in the Balance*. Albany, NY: SUNY Press.  
Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press.  
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.

**Assignments and grading:**

- |  |           |
|--|-----------|
| Interview of a teacher<br>Details will be given in class. The written report is due on Feb. 4.   | 10 points |
| Classroom observation reports<br>Using the classroom observation instrument provided in class, write up fifteen 30-minute observations in your field sites.  | 15 points |
| Essay: Autobiography of Teachers<br>Prepare a 3-page essay on the teacher(s) whose experiences were chronicled in your choice book. How did the teacher(s) in your book tell her/his/their story(ies)? How did the teacher(s) learn about the students and their needs? What did the teacher(s) do to address the students' needs? How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester? You must make explicit connections to coursework, and you must relate the book to your own thinking about teaching. You will be sharing your choice book in class. | 10 points |
| School Law and Diversity   | 10 points |
| Contemporary issues research<br>Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) a partner with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue. Reports to the class will be spaced out over the class periods. When you present your research orally, provide a one-page summary and a reference list (at least 10 items) for your classmates.  | 15 points |
| Current events in education<br>Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., <a href="http://www.edweek.org/">www.edweek.org/</a> ), newspaper, or magazine, and may pertain to local, national, or international issues. You will summarize and present the importance of the news for your classmates.  | 5 points  |
| Personal philosophy of teaching, learning and schooling  | 15 points |

## Reading log

10 points

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be 1 paragraph in length.

Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed the assignment for the semester. No credit will be given for late submissions.

## Participation & attendance

10 points

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities.

Grades will be determined by the total number of points earned (100 points possible):

A = 93-100

B = 83-86

B+ = 87-89

C = 73-76

D = 60-69

A- = 90-92

B- = 80-82

C+ = 77-79

C- = 70-72

F = 0-59

## COURSE GRADES

### **An "A" student is one who:**

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

### **A "B" student is one who:**

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

**A “C” student is one who:**

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others’ perspectives.
- contributes to the positive environment of the class by respecting all members.

A “D” student is one who doesn’t meet all of the minimal standards of a “C” student; “F” is earned by someone who hasn’t completed significant portions of the required work and fails to meet the “C” student standards.

**1. Participation, Collaboration and Professionalism**

Students will engage in active learning each class session, and will be expected to actively participate, collaborate, and demonstrate professionalism at all times.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times?
- Do you attend each and every class, arrive on time and well prepared in all aspects, and do not ever leave early?
- Do you give close attention to each activity and speaker, and never whisper or do other things while there is a speaker?

You will do a self assessment using the Rubric for Participation, Collaboration and Professionalism; and write a two-three page rationale. You should give a rationale for the points you gave yourself in each area of the rubric and provide examples for each area. Your professor will also do an assessment using this rubric. Turn in your Rubric and Rationale with examples.

## Rubric for Participation, Collaboration and Professionalism

CATEGORY	Excellent 14 pts.	Acceptable 9 pts.	Unacceptable 4 pts.	Your Score
<b>Attitude</b>	Always has a positive attitude. Never is critical of the task or others without offering alternatives, showing initiative, and working hard for improvement.	Usually has a positive attitude. Rarely is critical.	Seldom has a positive attitude. Often is critical.	
<b>Participation</b>	Attends every class, always on time and well prepared, never leaves early. Give closest attention to class activities and speakers.	Usually attends every class, on time and prepared, doesn't leaves early. Give most attention to class activities and speakers.	Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking.	
<b>Professionalism</b>	Always behaves, talks and works in a professional manner, regardless of task/topic.	Often behaves, talks and works in a professional manner, regardless of task or topic.	Seldom behaves, talks and works in a professional manner, regardless of task/topic.	
<b>Collaboration</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player.	
<b>Contributions</b>	Always provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.	Often provides useful ideas; stays focused most of the time. A satisfactory group member who does what is required.	Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge and participate.	
<b>Disposition toward Teaching</b>	Always demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and CA Standards for Teaching.	Often demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and CA Standards for Teaching.	Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and Standards for Teaching.	
<b>Leadership</b>	Shows strength through leadership in different class activities; other students respect you as a leader.	Effectively participates and contributes, but rarely shows leadership qualities.	Does not show leadership in any area of class.	

**Total Score:** \_\_\_\_\_

## **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 21<sup>st</sup> 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:**

Thousand, J.S. (passed out in class) Laws related to special education that affect teachers.

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](http://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](http://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.

### **“Debate” on Contemporary Issue**

You and your group members will become familiar with a contemporary issue in education and will present your learning to your peers in the form of a debate, in order to broaden the class's knowledge and perspective of education issues. Your topic must have multiple perspectives (pros and cons). Examples of topics include standardized testing, bilingual education, tracking, school safety programs, the role of technology, government involvement, sex education, censorship, and gender equity.

Library Research: In groups, students will plan and conduct library research on a contemporary issue in education. Group members should thoroughly investigate the issue, its pros and cons, implications (the “so what”) of the issue, and applications to schooling today. Each group will create a two page typed abstract AND a selected reading list (12-15 references in bibliographic form, only 3 of which may be web sites) to give to each class member on the day of the presentation. Group members' names should be at the top of the stapled handout. Come to class prepared to present all perspectives.

Class Presentation: On the day of your presentation, you will present the following: (a) your pro and con stances, (b) major points to cover, (c) anticipate major points and arguments by member of the opposing team, and (d) introductory and concluding statements. **There is a specific format and time allotted for each component.**

Criteria:

- Do you understand a major issue affecting education and can you speak intelligently to your peers so they understand the issue?
- Did you read from enough sources to gather relevant information?
- Are you able to synthesize information to present a concise yet thorough report?
- Are you able to organize resources (materials, people, etc.) in support of your presentation?
- Did you present your information confidently, creatively, and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Are you able to use technology to support your presentation?
- Are you able to develop an appropriate abstract and bibliography?



## **Chapter Presentation and Chapter Organizer**

In small groups give a 45-60 minute overview of an assigned chapter from one of the textbooks. The presentation should include a graphic organizer type of handout that students can use to follow the presentation and take notes on and one activity from the chapter or one that you design. You will not be able to cover all the details of the chapter, so you must pick key terms and concepts that you think are important for your peers to understand.

You will be given sample graphic organizers in class: concept maps, flow charts, outlines, etc. NO NOT fill in all of the information. Your graphic organizer should provide a guided way to take notes. Here is a sample graphic organizer outline from the first section of Chapter One of the Segal text:

Segal & Wilson  
Chapter One  
Becoming a Teacher

### **Who Becomes a Teacher?**

#### *Motivations for Becoming a Teacher*

Huberman, Grounauer & Marti (1993) found that entry-level teachers gave these reasons for becoming a teacher:

- 1.
- 2.
- 3.

#### *Teaching as a Career*

\_\_\_\_\_ focus on a teacher's desire to work with young people.

Salaries and fringe benefit are considered \_\_\_\_\_. \_\_\_\_\_ % of teachers or want to leave the profession within the first \_\_\_\_\_ years of teaching. Perhaps the most dramatic reason teacher's leave is \_\_\_\_\_.

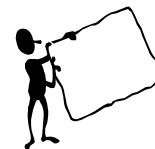
#### *What is Teaching?*

Teaching is more than delivering a \_\_\_\_\_, or the subject matter. Some teachers think teaching is a \_\_\_\_\_. Others think it is an \_\_\_\_\_. Many teachers use both forms, they have clear objectives and they are willing to modify a \_\_\_\_\_ if students are having trouble.

## Tentative Schedule

<u>Sessions</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
#1	Course intro Why teach?		Access the website at <a href="http://www.courses.csusm.edu">www.courses.csusm.edu</a>
#2	Field experience requirement Schooling in a democracy	AHS ch. 1, 10	Current events Bring fieldwork info from syllabus
#3	Becoming a teacher Credentialing in CA	AHS ch. 2, 3	Current events Teacher interview due Session 5
#4	History of US schools	AHS ch. 11	Current events Bring choice book (begun)
#5	Philosophical perspectives	AHS ch. 12	Current events Observations 1-5 due Session #6 Bring choice book (midway)
#6	Philosophical perspectives School Reform Standardized Testing	AHS CH 14, 15	Bring Choice Book (Done)  Personal philosophy draft 1 due Session 7
#7	The lives and work of teachers	AHS 7, 8, 9	Current events Bring choice book (done)
#8	Autobiographies of teachers	Choice book	Current events Choice book presentations Teacher autobiography due Session 9
#9	Middle schooling <i>School Reform</i>	AHS Chapter 13	Current events Work with your research partner Personal Phil. Draft 2 due Session 10
#10	Inclusion VT ch. 1, 2, 3, & pp. 125-135 & 162-167	AHS ch. 5	Current events Work with your research partner Observations 6-10 due Session 11
#11	Who are our students?	AHS ch. 4, 6	Current events School Law and Diversity Due Some presentations Personal Philosophy due Session 12 Observations 11-15 due Session 12
#12	Wrap-up Some Presentations		

## Writing Rubric for Position Paper



### 14-15 POINTS:

- Addresses the topic thoughtfully and clearly, demonstrating an **exceptional** understanding of both sides of the question.
- Presents an **excellently** developed defense for one position, citing sources that provide substantial and concrete evidence/proof for the position.
- Coherently organized, elaborates thoughtfully and effectively.
- Has exceptional control of sentence structure with precise and appropriate use of language and word choice.
- Is generally free from errors in grammar, usage and the conventions of written English.
- Proofreading has been done and general appearance is outstanding.

### 13 POINTS:

- Addresses the topic effectively and is well organized, demonstrating an **excellent** understanding of both sides of the question.
- Presents a **well-developed** defense, citing sound evidence/proof for the position.
- Coherently organized, elaborates thoughtfully and effectively.
- Has strong control of sentence structure with excellent use of language and word choice.
- Generally free from errors in grammar, usage and the conventions of written English.

### 11-12 POINTS:

- Addresses the topic effectively and is organized, demonstrating a **clear** understanding of both sides of the question.
- Presents a developed defense, referring to sources for support of the position, though not always citing them within the text.
- Elaborates with some purpose and some degree of specificity.
- Has adequate control of sentence structure with appropriate use of language and word choice.
- May have a few errors in grammar, usage, and conventions of written English but these errors do not cause confusion.
- Proofreading has not been adequate.

### 10 POINTS:

- Addresses the topic adequately, showing an understanding of both sides.
- Presents a defense, though adequate evidence/proof for support may be lacking.
- Organization of the paper is evident.
- Has basic control of sentence structure with appropriate word choice.
- May have grammar, usage, and convention errors that lead to confusion.

### Up to 9 POINTS:

- Addresses some aspects of the topic and has limited organization.
- Lacks a clear defense, needing more support/proof for the position.
- Provides limited or irrelevant evidence to support claim(s).
- May have grammar, usage, and convention errors that lead to confusion.
- Not presented appropriately, appears to have been written in haste.

## **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. I will send you the format by email if I have a current email address for you. 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** \_\_\_\_\_

College of Education • California State University, San Marcos • San Marcos, CA 92096-0001 • (760) 750-4277

# Panel Discussion

4 Minute Intro. (Each Side)

1 Question from Panel #1 to Panel #2

2 Minute Response

1 Minute Rebuttal

1 Question from Panel #2 to Panel #1

2 Minute Response

1 Minute Rebuttal

1 Question from the Audience to Panel #2

2 Minute Response

1 Minute Rebuttal

1 Question from the Audience to Panel #1

2 Minute Response

1 Minute Rebuttal

2 Minute Closing Argument Panel #2

2 Minute Closing Argument Panel #1