

EDUC 350: Foundations of Teaching as a Profession
California State University San Marcos
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Sue Ritchie
College of Education
Phone: 760-750-8501
Office: 202 University Hall
Email: sritchie@csusm.edu

Roslyn Woodard
College of Education
Phone: 760-750-8502
Office: 423 University Hall
Email : rwoodard@csusm.edu

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. Each student 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: 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 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 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 *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations: Students must be approved for services by providing appropriate and recent documentation to 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.** 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.

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. In this section of EDUC 350, the instructor has adopted this additional policy: For every absence and combination of 3 late arrivals or early departures you will lose 10% of your final grade. You are able to earn extra credit for one absence. For example if you earn 95 % and are absent for one class session and you do not complete a make up assignment your grade will be 95 % -10% = 85%, B grade.

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. Everything you do speaks. Make sure your actions speak a professional message.

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.

Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

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. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

WebCT: This course will have an online component using WebCT. We will go over use in class the first week and then students will be required to access resources and submit assignments on line using WebCT.

Electronic Communication (Email & On-Line Discussion) Protocol

Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact us, e-mail is often the easiest way to do so. It is our intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to us, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?

- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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.

NOTE: If you will be absent, notify the instructor via email, as soon as possible, so arrangements can be made to save handouts, etc. You should also submit that day’s written assignments via email to avoid deduction of points. Assignments are downgraded by 10% for each day late – after one week assignments receive no credit. Also, if you are given the option to revise your work, you must resubmit by the next class session.

Required Texts:

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press.
ISBN 0807745936

Approximately \$12 - 20.

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody’s Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.

ISBN 0-534-64467-8

Approximately \$ 45 - 65

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
Approximately \$12 - 25

Optional Text:

Borich, Gary D. (2007). *Observation skills for effective teaching*. (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
Approximately \$25-40

ASSIGNMENTS...

Please keep a copy for yourself of all submitted assignments and do not submit papers in binders / folders.

➤ **Reading Responses, Participation & Professionalism (24 points)**

The reading responses provide an opportunity to reflect on 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. Response entries must be submitted on WebCT before the class session. The timely submission of individual responses 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.

This class is designed for hands-on, active learning that requires some “stepping out” in order to better understand the role of teacher and learner. Some of these activities include partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a cooperative participant.

➤ **Field Experience Form (Log)**

This assignment is designed to help you to better understand the complexity of today’s classrooms, students and the various ways teachers address the needs of their classes – and to engage in a variety of classroom settings in order to determine if, and at what level, you might want to teach. Forms are available on WebCT. Students will maintain a log of hours spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. You can not pass this course without a complete log.

➤ **Observation Reports (40 points)**

Students will document their field observations, connections to concepts studied in EDUC 350, analyses, and questions. A minimum of 4 30-minute field observation reports is required. The format to be used will be explained in class. Forms are available on WebCT.

➤ **Teacher Interview Assignment (10 points):**

In this assignment, you will interview a teacher and write a 3–4 page summary of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience. Ideas for questions will be provided and you are encouraged to design your own questions. You will share your findings in class and turn in a written summary of the interview results, in narrative form, that will analyze the responses and provide personal reflections based on readings and class discussions.

➤ **Current Events in Education (2 points)**

Sign up for a date when you will be responsible for presenting an item from the week’s news in education. The item may be from the internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local or national/international issues. You will summarize and present the importance of the news for your classmates in 2 - 3 minutes.

➤ **Inclusion Writing Assignment (10 points)**

Details for this written report are provided at the end of this syllabus.

➤ **Educational Philosophy Paper (14 points)**

Write a 2-3 page paper addressing the following: Name your philosophy as labeled by Grant & Gillette (2005) Ch 8 See graphic organizer in syllabus.

- a. What is the nature of the learner?
- b. What is the nature of subject matter?

- c. What is the nature of the learning process?
- d. What behavior (disposition/attitude & actions) should the teacher exhibit in order to carry out his or her philosophical position?

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

Reading Responses and Participation

8 X 3 points each = 24 points total

The reading responses provide an opportunity to reflect on learning about teaching through the assigned readings for each day. These are not a summary, but a tool to help process the reading. The readings responses provide opportunities for teacher candidates to analyze the assigned topic, reflect on key concepts, and make connections between the topics and personal experiences.

Entries should be 1 paragraph in length and must be submitted on WebCT before the class session. 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.

This class is designed for hands-on, active learning that requires some “stepping out” in order to better understand the role of teacher and learner. Some of these activities include partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a cooperative participant. Points are deducted for each misses session.

Your reading responses must address TPE 12 (see rubric).

- *Take responsibility for student academic learning outcomes*
- *Know and apply professional and ethical obligations*
- *Know and apply legal obligations*

Reading Responses – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-12 Professional Legal, and Ethical Obligations	Candidates demonstrate in their reading responses that they know and can apply few professional, legal and ethical obligations and take responsibility for students’ academic learning.	Candidates demonstrate in their reading responses that they know and can apply some professional, legal and ethical obligations and take responsibility for students’ academic learning.	Candidates demonstrate in their reading responses that they know and can apply professional, legal and ethical obligations and take responsibility for students’ academic learning.	Candidates demonstrate in their reading responses that they know and can apply professional, legal and ethical obligations and take responsibility for ALL students’ academic learning.

EDUC 350 Teacher Interview

10 points

In this assignment, you will interview a teacher to seek further insight and information into the teaching profession. The questions are aligned with Teaching Performance Expectations (TPEs) from the state of California and CSUSM. For the interview process, you may use a tape recorder (with the interviewee's permission), record answers on a laptop, or by hand. Analyze and synthesize the information you receive into a written narrative. Begin with contextual information regarding the school setting, teacher's classroom, grade level and subject matter. Follow with summaries of the teacher's answers and conclude with your own commentary.

Contextual information:

- What is your experience in teaching? Years? Grade levels? Subjects? Locations? Etc.
- Describe the school and grade level in which you are currently working.
- What professional education do you have? Degrees? Trainings? Certificates?

Teaching Performance Expectations (TPEs)

TPE A. Making subject matter comprehensible to students

- How do you use standards when you are planning for instruction and assessing understanding?

TPE B. Assessing Student Learning

- What types of formal and informal assessments do you use?
- How do you use the information from those assessments in your day to day teaching?
- How do you use the information from those assessments in your long range planning?

TPE C. Engaging and Supporting Students in Learning

- How do you learn about your students' lives and needs?
- What have been your experiences with "culture shock" in working with students from different backgrounds?

TPE D. Planning Instruction and Designing Learning Experiences for Students

- What are some of the most effective ways you have found to motivate students?
- What are two or three of the most effective strategies you have used to help students who have limited English proficiency?
- What are the most important concepts and skills you believe students need to know and understand when they are finished with your class?

TPE E. Creating and Maintaining Effective Environments for Student Learning

1. How do you and your school discourage bullying?
2. How do you try to ensure equity in your own classroom?

TPE F. Developing as a Professional Educator

- How do you keep yourself renewed and motivated in the teaching profession?
- What have you learned about yourself from being a teacher?

Teacher Interview Rubric

Criteria	Developing 1 point	Approaching 1.5 points	Meets 2 points
Context	Lists some contextual information.	Describes some of the contextual information.	Describes all of the contextual information.
Interview Content	Partly describes the teacher interview content.	Describes the teacher interview content.	Fully describes the teacher interview content.
Interview Analysis	Lists what was learned about the teacher.	Describes what was learned about the teacher.	Analyzes what was learned about the teacher.
Commentary	Lists what was learned about the teacher and relate it to the course.	Describes what was learned about the teacher and relate it to the course.	Analyzes what was learned about the teacher and relate it to the course with one reference.
Writing Conventions	Paper has minimum spelling and grammar errors.	Paper is well organized, has no spelling and grammar errors, and uses APA style citations with only 1-2 errors.	Paper is well organized, has no spelling and grammar errors and uses APA style citations perfectly.

Philosophy Paper

14 points

Paragraph 1: Paper Introduction

Describe your philosophy.

1. Name your philosophy as labeled by Grant & Gillette (2005) Ch 8
2. Preview your beliefs about the following:
 - a. What is the nature of the learner?
 - b. What is the nature of subject matter?
 - c. What is the nature of the learning process?
 - d. What behavior (disposition/attitude & actions) should the teacher exhibit in order to carry out his or her philosophical position?

Paragraph 2: Nature of learner

Describe what you believe is the nature of the learner.

What are your thoughts about the students you will teach? What do they need from a teacher? Give 1-2 examples of how this looks. Use a minimum of one citation.

Paragraph 3: Nature of the subject matter

Describe what you believe is the nature of subject matter.

What do you believe counts as knowledge and how should it be presented?

Give 1-2 examples of how you as a teacher will make choices about curriculum and instruction. Use a minimum of one citation.

Paragraph 4: Nature of the learning process

Describe what you believe is the nature of the learning process?

How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities? Give 1-2 examples. Use a minimum of one citation.

Paragraph 5: Teacher dispositions and actions

Describe 1-2 behaviors (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position? Use a minimum of one citation.

Paragraph 6: Conclusion

Recap your philosophy.

Philosophy Paper Rubric

Criteria	Developing 1 point	Approaching 1.5 points	Meets 2 points
Introduction	Briefly introduces their philosophy.	Names philosophy, previews beliefs about the nature of the learner, subject matter, learning process and teacher behaviors.	Names philosophy, previews beliefs about the nature of the learner, subject matter, learning process and teacher behaviors & uses APA citation.
Nature of the Learner	Describes the nature of the learner and what they need from teachers to learn.	Describes the nature of the learner and what they need from teachers to learn, provides an example, and a minimum of one citation.	Describes the nature of the learner and what they need from teachers to learn, provides two or more examples, and two or more citations.
Nature of Subject Matter	Describes the nature of the subject matter (knowledge and presentation).	Describes the nature of the subject matter (knowledge and presentation), provides an example of how you will make choices about curriculum and instruction, and a minimum of one citation.	Describes the nature of the subject matter (knowledge and presentation), provides a minimum of two examples of how you will make choices about curriculum and instruction, and a minimum of two citations.
Nature of Learning Process	Describes the nature of the learning process.	Describes the nature of the learning process, provides an example of how you will guide student learning, and a minimum of one citation.	Describes the nature of the learning process, provides a minimum of two examples of how you will guide student learning, and a minimum of two citations.
Teacher Dispositions & Actions	Describe one behavior you will exhibit to carry out your philosophy.	Describe a minimum of one behavior you will exhibit to carry out your philosophy and a minimum of one citation.	Describe two or more behaviors you will exhibit to carry out your philosophy and a minimum of two citations.
Conclusion	Names philosophy.	Names philosophy and reviews beliefs about the nature of the learner, subject matter, learning process and teacher behaviors.	Names philosophy, reviews beliefs about the nature of the learner, subject matter, learning process and teacher behaviors and has a dynamic ending.
Writing Conventions	Paper has minimum spelling and grammar errors.	Paper is well organized, has no spelling and grammar errors, and uses APA style citations with only 1-2 errors.	Paper is well organized, has no spelling and grammar errors and uses APA style citations perfectly.

EDUC 350 Inclusion Paper Assignment

10 points

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 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. In writing, identify five laws or court decisions that influence you as a professional educator. At least two of these five must relate to special education law. Give a rationale (one paragraph) for each selection. Why is it important to you? How might it affect your teaching?

Criteria for Self- Assessment of Inclusion Paper

Be sure to self-assess using the following rubric. Submit a self-assessed rubric with your final draft of your philosophy paper.

Inclusion Paper Rubric

Criteria	Developing 1 point	Approaching 1.5 points	Meets 2 points
Law Content	Less than five laws and court decisions are described.	Five laws and court decisions are clearly outlined.	Five laws and court decisions are clearly outlined and correct dates and law facts are referenced.
Special Education Laws	Less than two laws relate to special education.	Two of the five laws relate to special education.	Two of the five laws relate to special education and correct dates and law facts are referenced.
Rational of Choices	There is a rational provided for why some of the laws were chosen as a focus of the paper.	The rationale for your choices clearly relate to your own teaching and belief system.	Examples accompany the rationale for the chosen laws and how they relate to your own teaching and belief system.
Organization	The paper lacks organizational structure.	The organizational structure of paper includes an introduction, logical sequence, and conclusion.	The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.
Sentence Fluency and Writing Conventions	The writing has lack of sentence variety and flow. Paper demonstrates poor writing conventions with multiple spelling, punctuation and grammar errors.	The writing has a flow with variety in sentence structure. Paper has less than 2 spelling, punctuation and grammar errors.	The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings. The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

Laws Related to Special Education that Affect Teachers

By 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 Vocational 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” replace 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 task 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.

Classroom Observation Reports

4 reports X 10 points = 40 points total

As part of the 45-hour field experience requirement for this course you will write up 4 formal observations. We will be modeling the observation as a practice using a video from a National Board Certified Teacher. The following pages will instruct you how to take notes and write up a classroom observation. You will be required to write up an observation of a classroom that

1. provides support for English Language Learners (Bilingual, English Language Development, or a Sheltered classroom)
2. provides support for students with special education labels (Special Day Class or Resource Specialist Classroom)
3. is primary level
4. is middle or high school level

Your classroom observation entries should follow the format below.

Observation Report Components

Context

- Day of the Week/Date/Time
- School Name
- Type of classroom (grade/subject/special program)
- Classroom Environment (describe the room set up)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom (gender, race/ethnicity, languages, ability...)

Overview: Name the Lesson & Outline what you saw chronologically. List the step by step activities that the teacher and students were engaged in. Address such areas as curriculum, instruction, classroom environment, management...

Significant Event(s): Name 1-2 significant events and explain why you chose them for analysis.

Description of Event(s): Describe the event(s) and what the teacher(s) and students were doing.

Analysis of Event(s): Analyze the event and make reference to what you have learned/read in this course. Use APA Style to reference Borich text: (Borich, 2007, p. #)

Questions: List any questions you may have.

Personal Impact: Articulate how this observation personally impacted your learning about teaching and learning. How will this observation inform your teaching? What strategies will you incorporate in your teaching and why?

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.

Extra Credit: If you need to make up an absence or would like to do extra credit you may do an additional observation and turn it in within a week of your absence or week before the end of the course.

Observation Report Rubric

10 points possible

Criteria	Developing 1 point	Approaching 1.5 points	Meets 2 points
Context: date, school, class, classroom, # of students and teachers, demographics and Overview	Address 4 or less areas and Brief description of activities	Addressed 5 out of 6 areas and List the step by step activities	Addressed all areas and List the step by step activities in chronological order
Significant Event and Description of Event	Name and describe an significant event	Name and describe an significant event & explain why you chose the event & what the teacher did during the event	Name and describe an significant event & explain how that relates to lesson clarity & what the students did during the event
Analysis	Analyze how the event is evidence of lesson clarity	Analyze how the event is evidence of lesson clarity & make reference to Borich text	Analyze how the event is evidence of lesson clarity & use APA citation
Questions & Personal Impact	Articulate how lesson impacts you and Include 1 question	Articulate how lesson impacts you and Include 1 question & how it will inform your teaching and Include 1 question	Articulate how lesson impacts you and Include 1 question & what strategies you will incorporate ... & question(s) is/are related to lesson clarity
Writing Conventions	Followed format	Followed format & has been corrected for spelling and grammar	Followed format & is easy to read and engaging

Name _____

Date _____ Observation _____

Checklist for Observing Lesson Clarity

Effectiveness Indicators	Observed	Not Observed	No Opportunity to Observe
1. Informs learners of skills or understandings expected at end of lesson.			
2. Provides learners with an advance organizer that places lesson content in perspective.			
3. Checks for lesson-relevant prior knowledge of lesson and reteaches if necessary.			
4. Knows learners' ability levels and uses media, materials, and procedures at or slightly above their current level of understanding.			
5. Gives directions clearly. Checks for understanding along the way.			
6. Uses examples, illustrations, or demonstrations to explain and clarify content in text and workbooks.			
7. Provides review or summary.			

Observation Comments:

Large empty rectangular box for writing observation comments.

Classroom Observation Report (Template) # _____

Your name

Context

Day of the Week/Date/Time

School Name

Type of classroom (grade/subject/special program)

Classroom Environment (describe the room set up)

Number of teachers and assistants/Number of students

Describe the demographic characteristics of this school or classroom
(gender, race/ethnicity, languages, ability...)

Overview

Name the Lesson

Outline what you saw chronologically. List the step by step activities that the teacher and students were engaged in. Address such areas as curriculum, instruction, classroom environment, management...

Significant Event(s)

Name 1-2 significant events and explain why you chose them for analysis.

Description of Event(s)

Describe the event(s) and what the teacher(s) and students were doing.

Analysis of Event(s)

Analyze the event and make reference to what you have learned/read in this course. Use APA Style to reference Borich text: (Borich, 2007, p. #)

Questions

List any questions you may have.

Personal Impact

Articulate how this observation personally impacted your learning about teaching and learning. How will this observation inform your teaching? What strategies will you incorporate in your teaching and why?

References

Borich, Gary D. (2007). *Observation skills for effective teaching*. (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Make Up- Extra Credit Assignment - Teachers in the Movies Review

Teachers, in the movies, are depicted in many different ways, some of which are accurate, most of which are less than accurate. However, we can certainly learn some lessons from those teachers. In this assignment, you will choose a movie about teachers, rent it for the weekend, answer the following guide questions, and come prepared to discuss it in class. The answers to your guide questions will be your “ticket” to the discussion. You may have seen one or more of the following movies, but will likely need to see it again, since you are looking at it through specific “teacher eyes”. Some movies about teachers that you can consider include: Finding Forester, Stand and Deliver, Dead Poet’s Society, Mr. Holland’s Opus, Kindergarten Cop. Others movies may be used upon approval of instructor.

Response viewing questions:

Before Viewing:

1. Have you seen this movie? What scene do you remember most? Why? If you have not seen this movie, why did you choose it?

During viewing:

1. Who is the primary teacher in the movie? Is s/he a protagonist or antagonist? Choose 3 adjectives to describe him/her.
2. Describe the students in 3 sentences or less. In your opinion, what do these students need most?
3. What is the primary conflict in the movie? Who is the source of the conflict?
4. Describe an effective management strategy a teacher uses. (It may or may not be the primary character.)
5. Describe an ineffective management strategy a teacher uses. (It may or may not be the primary character.)
6. Describe an effective teaching strategy a teacher uses.
7. Describe an ineffective teaching strategy a teacher uses.

After viewing:

1. Write down one quote that makes an important point to you.
2. Would you want to be in this teacher’s classroom? Why/ why not?
3. In your opinion, is this an accurate depiction of what teaching is really like?
4. If the media were the primary vehicle by which the general public gets its information, what would their opinion be of teachers as a result of watching this movie? Would it be an accurate opinion? How might it be a dangerous opinion?

Teacher Movie Review Rubric

Criteria	Developing	Approaching	Meets
Before Viewing Analysis	Briefly describes choice of film.	Addresses film choice, but very brief.	Describes richly why film was chosen.
During Viewing Analysis	Addresses a couple of the questions in instructions.	Briefly describes the teacher, students and the management and teaching strategies modeled in movie.	In rich detail describes the teacher, students and the management and teaching strategies modeled in movie.
After Viewing Analysis	Addresses only 1 or 2 of the questions.	Briefly addresses three or four of the questions.	In rich detail responds to all four prompts.
Writing Conventions	Poorly organized.	Organized, but could improve with another revision.	Well organized.

Assignment Sheet (Print two copies and bring to class - one for you and one for instructor.)

Name: _____

Phone # _____ Where do you live? _____

e-mail _____

Teaching Interest (grade level, subject area) _____

Experiences working with children/adolescents _____

Applied to credential program? (Y/N) _____ Which one(s) _____

Attendance & Participation

6/4 ____ 6/6 ____ 6/11 ____

6/13 ____ 6/18 ____ 6/20 ____

6/25 ____ 6/27 ____ 7/2 ____

_____ Participation, Attendance and Reading Responses (24 points)

_____ Interview of a teacher (10 points)

_____ Classroom Observation Reports (4) and Field Log (40 points)

_____ Inclusion Paper (10 points)

_____ Educational Philosophy (14 points)

_____ Current Events (2 points)

_____ Teachers in Movies – Extra Credit (5 points)

_____ Extra Observation Write Up – Extra Credit (5 points)

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

EDUC 350: Foundations of Teaching as a Profession
Summer 2007 Tentative Schedule
 (Subject to change to meet student needs.)

<u>Session</u>	<u>Session Title</u>	<u>Topics</u>	<u>Reading and Assignments due prior to class</u>
WEEK 1			
June 4 Mon #1 Comp lab	Why Teach?	<ul style="list-style-type: none"> • Course intro • Name Stories • What is good teaching? • Preview all three texts: Grant C. A. & Gillette, M. (2005). <i>Learning to Teach Everyone's Children</i> • Nieto, S. (2005). <i>Why We Teach</i> • Villa & Thousand (2005) <i>Creating an Inclusive School</i> • Review Syllabus, Schedule • Introduce Teacher Interview-assign writing groups • Model Current Event • Review Field Experience Log • Observation Report Format • WebCT-computer lab 	<ul style="list-style-type: none"> • Access the website at http://lynx.csusm.edu/courses/directory/directory.asp • Sign up for WebCT – get library card and password. • Bring to class all three texts, syllabus, field experience info and schedule • Review EDUC 350 Field Experience http://lynx.csusm.edu/coe/Archive/Summer2007/EDUC350FieldExpREV07.pdf
June 6 Wed #2	Purpose of Schooling	<ul style="list-style-type: none"> • Field Experience Requirement & Available Schools list • Current Event Presentation • Professional Dress • Observation Report Format • Review Educational survey from WebCT • Reading Response #1 Activity • Discuss writing team/peer edit assignments. You will be reading and responding to your writing team. Use PQP (praise, question & polish) format for giving feedback 	<ul style="list-style-type: none"> • Take Educational Survey on WebCT • Bring available schools list info • Post in WebCT and bring a hard copy to class of: Reading Response #1-Read Grant & Gillette's <i>Learning to Teach</i> Ch 1-2 and from WebCT Ch 7 in Borich, Gary D (2003) • Email or post your teacher interview draft to your writing team and respond by 6/11
Week 2			
June 11 Mon #3	Teachers	<ul style="list-style-type: none"> • Current Event Presentation • Reading Response #2 Activity • Discuss teacher interview with your writing team. Use PQP (praise, question & 	<ul style="list-style-type: none"> • Write up Observation #1 & Bring to class for today • Reading Response #2 due–Respond to

		<p>polish) format for giving feedback</p> <ul style="list-style-type: none"> • Discuss Observation Report • Preview Inclusion Writing Assignment 	<p>Nieto's Preface, Part 1 & 2</p> <ul style="list-style-type: none"> • Bring a draft of your teacher interview to class
<p>June 13 Wed #4</p>	<p>Inclusion</p>	<ul style="list-style-type: none"> • Current Event Presentation • Reading Response #3 Activity • FAT City Video 	<ul style="list-style-type: none"> • Reading Response #3 – Respond to Grant & Gillette's Learning to Teach Chapter 10 & Ch 2 of Villa, R. A. & Thousand, J. S. • Peruse the inclusion websites www.ed.gov/offices/OSE/RS/IDEA www.law.cornell.edu/topics/disability.html • Teacher Interview due on WebCT.

<p>Week 3</p>			
<p>June 18 Mon #5</p>	<p>Classroom Management</p>	<ul style="list-style-type: none"> • Current Event Presentation • Reading Response #4 Activity • Writing group work on Inclusion paper • Classroom Management 	<ul style="list-style-type: none"> • Observation Report #2 and #3 and Wavier's due • Reading Response #4 – Due-Ch 3 Grant & Gillette & Nieto Part 3 • Complete Inclusion: Law & Diversity Paper and bring to class so writing group can peer edit
<p>Week 3</p>			

June 20 Wed #6	Philosophy of Education	<ul style="list-style-type: none"> • Current Event Presentation • Reading Response #5 Activity • Philosophy of Education - you will need to bring Grant text to class • Take Educational Survey • Complete Philosophy outline 	<ul style="list-style-type: none"> • Inclusion: Paper Due • Reading Response #5 Respond to Chapter 8 Grant & Gillette (bring text to class) • Take Ed. Survey Grant & Gillette p. 312+/302 in (2006) Bring to class
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WEEK 4			
June 25 Mon #7	Middle schooling	<ul style="list-style-type: none"> • Current Event Presentation • Reading Response #6 Activity • Sharing the best observation experiences from your visit's • Writing groups edit philosophy paper draft <p>Middle schooling</p> <ul style="list-style-type: none"> • Peruse the National Middle School Association website, www.nmsa.org • Educational Equity • AVID • Team Approaches 	<ul style="list-style-type: none"> • Observation Report #3 • Bring philosophy paper draft to class • Reading Response #6 Respond to Nieto Part 4
June 27 Wed #8	High Schooling	<ul style="list-style-type: none"> • Current Event Presentation • Reading Response #7 Activity • High School- Peruse the National High School Association website, www.nhsa.net 	<ul style="list-style-type: none"> • Post final Philosophy Paper • Reading Response #7 – Respond to Grant & Gillette Chapter 7 & 9 & website
Week 5			

<p>July 2 Mon #9</p>	<p>Why We Teach</p>	<ul style="list-style-type: none"> • Current Event Presentation • Reading Response #8 Activity • Field Work log 	<ul style="list-style-type: none"> • Reading Response #8 Due. <i>Why We Teach?</i> Part 5&6 • Extra Credit Due • Field Work log due
<p>July 4 Wed. #10 No class- all work was due on webct on 7/9</p>			