

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
EDUC 350_EX (03) Foundations of Teaching as a Profession
CRN 30089
Tuesday/Thursday 6:00-10:10 p.m. UH 444
Summer 2010

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College of Education Mission Statement

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

Course Description

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.

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 special education law, and *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations:

Students are approved for services through the Disabled Student Services Office (DSS). This office 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.

All University Writing Requirement:

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

CSUSM Academic Honesty Policy:

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

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

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

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, WebCT6, 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.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my 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 nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send 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.

Student Learning Outcomes

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.

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 two class sessions, you cannot receive a grade of A or A -; if you miss three 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.

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).

Field Work:

In addition to in-class work, assigned readings and projects, students will participate in fifteen (15) hours of supervised fieldwork assignments in a variety of public school settings. {note professor’s modification summer 2010}. Details on the fieldwork are found on the COE syllabus webpage, at the top of the list of syllabi for this semester. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

Class Discussions and Participation:

Students will engage in student-centered 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?

Required Texts:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everyone's Children: Equity, Empowerment*

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4

Optional Texts:

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

Education that is Multicultural. Thomson & Wadsworth. ISBN 0-534-64467-8, Approximately \$ 45 - 65

Grading Standards

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

A = 93-100, **A-** = 90-92, **B+** = 87-89, **B** = 83-86, **B-** = 80-82, **C+** = 77-79, **C** = 73-71, **C-** = 70-72, **D** = 60-69 , **F** = 0-59

Reading Log (x 5)	5 points
Current Events	10 points
Contemporary Issue in Education & Responses to Presentations	15 points
Special Education Inclusion (the Outsider)	15 points
Interview of a Teacher	20 points
Classroom Observation Reports (x 5)	15 points
Personal Philosophy of Schooling, Learning and Teaching	20 points

Descriptions of Assignments

Reading log

5 points
Due dates on course schedule

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. You can find the due date for each entry in the course schedule in the “assignments” column. *Bring a hard copy of each reading log entry with you to class on the due date. Be prepared to share it with a partner and give a copy to the instructor.*

Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed all entries for the reading log. No credit will be given for late submissions. In extraordinary circumstances, the teacher may give permission to submit log entries via egarza@csusm.edu.

Current events in education

10 points
Due dates on course schedule

Sign up for a date when you will be responsible for presenting an item from the week’s news in K-12 education (10 minutes maximum). The item may be from television, radio, internet (e.g., www.edweek.org/), 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. You must reference the source of your current event information. *Bring a hard copy of a short (60 word) summary of your current event to give to the instructor on the same day as your presentation.*

Special Education Inclusion (The Outsider)

15 points
Due dates on course schedule

Many students with special needs come to view themselves as *outsiders* because they are labeled as different from the typical student. Following the procedures written below you will write a reflective essay about inclusion. *Bring a hard copy of the essay to give to the instructor on the due date.*

Interview of a Teacher

20 points
Due dates on course schedule

Details are below. *Bring a hard copy of the interview with you on the due date. Be prepared to share it with a partner and give a copy to the instructor.*

Contemporary Issue in Education & Responses to Presentations

15 points
Due dates on course schedule

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue. When you present your research orally, provide a one-page summary and a reference list for your classmates. *Bring a hard copy of the one page summary to the class session to give to the instructor.* In addition, while listening to the presentations, each student is responsible to complete a “Response to Presentation” template, which the instructor will make available on the days of the presentations. The responses will be handed to the professor in hard copy at the end of the class sessions when they are due.

Classroom Observation Reports

15 points

Due dates on course schedule

Using the classroom observation instrument provided in class, write up five 1 hour observations in your field sites. *Bring a hard copy of the field observations on the due date. Be prepared to share them with a partner and give a copy to the instructor.*

Personal Philosophy of Schooling, Learning and Teaching

20 points

Due dates on course schedule

You will write a 4-5 page paper describing your philosophy of schooling, learning and teaching. Details are below. *Bring a hard copy of the philosophy on the due date. Be prepared to share it with a partner and give a copy to the instructor.*

Interview of a Teacher: Detailed Assignment Description

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.

Gathering information:

Interview a current or retired teacher who has had at least 3 years of full–time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?

What were/are the teacher’s goals for the education of students? Have these goals changed over the years?

What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?

What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?

How did/does the teacher learn about his/her students’ lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher’s experiences with “culture shock” in working with students from different backgrounds?

What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?

What does the teacher think of current “hot issues” in education such as the California High School Exit Exam and the No Child Left Behind Act? How does the teacher take action to address new reforms that impact his/her classroom?

What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. *Protect your teacher's confidentiality by using a pseudonym and masking identifying details.* In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include at least one reference to the readings/discussions we have in class.

Criteria for evaluation:

Exemplary papers are characterized by:

Completeness of description of the teacher's experiences and views

Explanation of how the teacher interview relates to your thinking about teaching

Integration of coursework (readings + discussions) into the analysis

Correct grammar, syntax, and spelling

Special Education Inclusion (The Outsider): Detailed Assignment Description

Many students with special needs come to view themselves as *outsiders* because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years.

After reading chapters 1-3 in *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, (from the chapter in the Villa & Thousand text) write a **reflective essay** (3 pages, double spaced, Times New Roman font, size 11) wherein you:

1. Comment on your own (or a friend's) school experience that caused you to feel like an outsider;
2. Explain the reason(s) (such as differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc.)
3. Make at least 1 specific connection to the VT text.

When writing your essay, consider using the following questions to guide your comments:

What personal characteristics fostered your (or your friend's) feeling of being different?
How did you react and cope with the situation?
Did you share your experience with any teachers? Did any teachers assist you?
What could school staff, parents or friends have done to help?
In what ways did this experience change you? What did you "learn" from this experience?
How might this experience make you a more sensitive teacher?

Philosophy of education paper: Detailed Assignment Description

Write a 4-5-page paper (double-spaced) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

Paper Introduction

Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8.

Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

Describe the level of schooling and subject field(s) you hope to teach.

Nature of schooling

Describe what you believe is the purpose of schooling in a democracy.

How will you as a teacher help achieve these purposes?

Give 1-2 examples of how this will look in your classroom/career.

Nature of the 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 will look in your classroom.

Nature of the teaching/learning process

Describe what you believe is the nature of the teaching/learning process?.

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

How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?

Give 1-2 examples of how this will look in your classroom.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.

Give 1-2 examples of how this will look in your career.

Conclusion

Recap your philosophy.

What are your outstanding questions/concerns/thoughts about becoming a teacher?

Criteria for Self- Assessment of Philosophy Paper

Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one “beefy” paragraph). These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

Ideas: The paper is clear and focused. It holds the reader’s attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

Organization: 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.

Connections: The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

Voice: The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

Sentence Fluency: The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

Conventions: 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.

Schedule as of 07/08/10
Schedule is subject to change at the discretion of the instructor

Date	Topic	Activities	Readings & Assignments
July 08 Thursday Session one	>Course intro >Why teach? Metaphor activity- What is an educator?	Be prepared to discuss the following: Info on program of your choice: http://www.csusm.edu/coe/Programs/index.html Info for prospective & current students: http://www.csusm.edu/coe/advising/index.html Info on National Education Association www.nea.org Info on San Diego County Office of Education www.sdcoe.net	College of Education Webpage and additional websites
July 13 Tuesday Session two	>The teaching profession >Introduction to Educational Philosophy	<ul style="list-style-type: none"> • Introduction to teaching as a profession • Identify & explore the elements of various educational philosophies. 	GG ch. 6 GG ch. 8 GC p 61-62 DUE: Reading Log 1 DUE: Current Event Reports
July 15 Thursday Session three	>Purposes of schooling >Tchr & Stndt rights & responsibilities	<ul style="list-style-type: none"> • Identify purposes & goals for education • Compare & contrast teacher rights & responsibilities as well as those of student 	GG ch. 1 GG ch. 10 Goals of Ed. article DUE: Reading Log 2 DUE: Current Event Reports
July 20 Tuesday Session four	>Inclusion > Effective Teachers	<ul style="list-style-type: none"> • View & discuss Fat City video • Outline Spec Ed Inclusion paper • Identify knowledge, skills & attitudes of effective teachers • Form “Issues in Ed” groups 	DUE: Reading Log 3 VT ch. 1 & 2 GC ch. 2
July 22 Thursday Session five	>School governance & organization	<ul style="list-style-type: none"> • Develop flow chart of structures of US schooling governance & organization 	DUE: Reading Log 4 GG ch. 7 GG ch. 9
July 27 Tuesday Session six	>Curriculum & Instruction >Personal Ed Philosophy	<ul style="list-style-type: none"> • Identify & explore curriculum issues • Describe teaching cycle • Discuss elements of personal educational philosophy 	GG ch. 4 GG ch. 5 DUE: Reading Log DUE: Special education inclusion

July 29 Thursday Session seven	>Professional Ethics	<ul style="list-style-type: none"> Ethics role play activity 	Professional Ethics
Aug 3 Tuesday Session eight	>Lives of teachers	<ul style="list-style-type: none"> Discuss Nieto chapters & explore the reasons for choosing a career in education 	Chapter from Nieto DUE: Philosophy paper
Aug 5 Thursday Session nine	>Diversity issues & the second language student	<ul style="list-style-type: none"> Identify issues of teaching a diverse student population & explore ways of addressing these issues that promote social justice & equity 	GC pp 13 -19 DUE: Interview of Tchr
Aug 10 Tuesday Session ten	>School, family & community	<ul style="list-style-type: none"> Exploring how to foster effective relationships between school & home that support student learning 	GG ch. 12 DUE: Issue in Ed Presentations
Aug 12 Thursday Session eleven	>Next steps toward a career in education	<ul style="list-style-type: none"> Discuss next steps toward careers in education 	DUE: Classroom Observation Reports