

California State University San Marcos
Foundations of Teaching as a Profession
EDUC 350(01) (crn 25433)
Spring 2013
M/W 1:00 pm – 2:15 University Hall 442

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Mission of the School of Education:

The mission of the School 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 SoE 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 (45) hours of supervised fieldwork in K-12 classrooms.

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 School of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

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 School 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), CRA 4300. 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, Cougar Course, 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. All assignments will be submitted online, and some submitted in hard copy as well.

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 School 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.

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.

School of Education Attendance Policy:

Due to the dynamic and interactive nature of courses in the School 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.

SOE 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.” The attendance policy includes attendance both in face-to-face class sessions and on-line class sessions. Should students have extenuating circumstances, please contact the instructor as soon as possible.

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 peers, taking on a variety of roles (leader, follower)?
- 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

Attendance:

Teacher education is a professional preparation program. It is expected that all students *attend all classes and participate actively*. Students will complete activities online on the 350 Cougar Course: readings, forums and activities. Failure to complete all the work for the online session in its entirety will count as an *absence* for the session. Absences will affect the final grade. SOE 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." The attendance policy includes attendance both in face-to-face class sessions and on-line class sessions. Should students have extenuating circumstances, please contact the instructor as soon as possible.

Submission of Assignments:

All assignments should be submitted online, unless otherwise specified. 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. *Assignments that are turned in a week late will be given a grade of zero.*

Hybrid Class (with online sessions):

Note: This is a hybrid class, which means one or more class sessions will be conducted online. It is your responsibility to complete the work assigned for each online class session. You will be graded for participation in these required activities. Some online class sessions will allow you to interact at your convenience by a due date. Other online class sessions may require your participation at a designated time and the use of a head set with usb cable.

Expectations for written work:

Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Writing that is original, clear and error-free is a priority for the School of Education. Hand-written assignments will not be accepted. Keep a digital copy of all assignments for use in your teaching portfolio.

Required Texts & Materials:

- Sadker, D. and Zittleman, K. (2012). *Teachers, Schools, and Society: A Brief Introduction to Education*, (3rd edition), McGraw Hill.
- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/105019.aspx>
- Articles and Videos located on ED 350 Cougar Course

Optional (recommended) Texts:

- Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936, Approximately \$12 - 20.

Field Work:

In addition to in-class work, assigned readings and projects, **students will participate in 45 hours of supervised fieldwork assignments in a variety of public school settings.** Details on the fieldwork are found on the SoE 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.

Assignments and grading:

Please note: 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.

Grading Scale:

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 Q&A Tables	20 %
Active Participation (online & face-to-face sessions)	15 %
Special Education Inclusion (the Outsider) Essay	15 %
Interview of a Teacher Paper	14 %
Personal Philosophy of Schooling, Learning & Teaching	20 %
Classroom Observation Reports (x 4)	16 %

Assignment & Activity Descriptions

Reading Q&A Tables

The Reading Q&A is an opportunity to think through central concepts and be well-informed in order to engage fully in class activities during face-to-face class sessions. Each contains 5 questions. Each Q&A table contains questions in the left hand column and students write answers in the right hand column. Answers are typically concise and they must be based on or refer to the readings. In addition, students should bring a digital or hard copy of their answers to class *and be prepared to share their answers during class.* Credit will be given only for completed Q&A tables submitted the day *prior* to the associated face-to-face class session. No credit will be given for late submissions. In extraordinary circumstances, if a student does not have access to cougar course, please email it to the instructor.

Current Events in Education

Students share a current event in education (CE) from the week's news in K-12 education. The CE information may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national/, or international educational issues. Students choose a CE of that is of significance and/or interest to them. Students use the following template to share their CE information. The CE should not exceed one page. Students share their CE with the class or with their group members. The class or group members listen and comment on each CE report. It is recommended that comments focus on the interests, issues and questions that the CE raises for you.

Checklist and Template for CE presentations

X	Items Needed in CE Report Presentation
	State the source of the CE information The source of my CE is...
	Summarize at least 1 and no more than 3 main point(s) of the CE information A main point of the CE is... Another main point is...
	Share one quote from the source One quote from the source is...
	Explain why the CE is of significance and/or interest to you This CE is of significance and/or interest to me because...

Classroom Observation Reports

Students conduct observations in 4 educational settings: high school, middle school, elementary school, special setting. Students should determine at least 2 or 3 areas of focus during their observation (see document: "focus areas for classroom observations"). Based on their observations, students complete 4 observation reports making sure to organize their written observation reports in the required format.

The format guidelines for classroom observation reports are posted on the cougar course. Observations must be written on a word processor in a digital format. No handwritten observations will be accepted. Students complete one classroom observation report for each of the following 4 settings: high school, middle school, elementary school, special setting. Place all 4 reports in one document and submit to Cougar Courses by the due date.

Personal Philosophy of Schooling, Learning and Teaching Education “My Philosophy of Education” Paper

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. The written report is submitted to the instructor via the Cougar Course site.

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?

Special Education Inclusion (The “Outsider”) Paper

Many students with special needs come to view themselves as *outsiders* because they are labeled as different from the typical student. But most have experienced some sense of being an outsider during their schooling, K-12. 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) students write a **reflective essay** (3 pages, double spaced, Times New Roman font, size 11). Students submit the assignment on Cougar Course site.

Essays must include the components in the following checklist

X	Components of reflective essay
	<p>Describe and explain the reason(s) for your own (or a friend’s) school experience that caused you to feel like an outsider (such as differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc.)</p> <p>What personal characteristics fostered your feeling of being different?</p>
	<p>Comment on this school experience that caused you to feel like an outsider</p> <ul style="list-style-type: none"> • 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?
	<p>Make 1 to 2 specific connections to the VT text, making sure to quote the VT text in your article and explain the connection.</p>

Interview of a Teacher

The purpose is the Interview of a Teacher assignment is to gain insights about the profession of teaching by analyzing the information gathered by interviewing a teacher with a distinct philosophy and experience. First, students interview a teacher and take notes. Second, students use the information from the interview to write a 3–4 page **analytical paper** that contains all components indicated in the checklist.

FIRST: Gather 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 is the teacher’s metaphor for "teaching" or "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 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 were/are the teacher’s goals for the education of students? Have these goals changed over the years?

- What are the main features of the teacher's approach toward teaching? How did/does the teacher learn about his/her students' lives and needs? What have been the teacher's experiences with 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 have been the major joys and frustrations of teaching? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now? What does the teacher think of current "hot issues" in education? How does the teacher take action to address new reforms that impact his/her classroom?
- What has the teacher learned from being a teacher?

SECOND: Write Analytical Paper

After gathering information through the interview, students use the guidelines in the checklist below to ensure that their analytical paper contains all required components. The written report is due via the Cougar Course site.

X	components of analytical paper
	Introduction <ul style="list-style-type: none"> • Briefly describe the teacher interviewed • Protect teacher's confidentiality by using a pseudonym and masking identifying details
	Describe 1st theme that characterizes the information and analyze it <ul style="list-style-type: none"> • State the theme & state what the teacher said about it • Explain what this information shows about the benefits and challenges of being a teacher • What connection is there to course content?
	Describe 2nd theme that best characterizes the information and analyze it <ul style="list-style-type: none"> • State the theme & state what the teacher said about it • Explain what this information shows about the benefits and challenges of being a teacher • What connection is there to course content?
	Reflect on what you have learned from the interview. How does it confirm or challenge what you have been learning about becoming a teacher? What are the implications of what you have learned through this interview for your thinking about becoming a teacher?

EDUC 350 Course Schedule SPRING 2013

Schedule is subject to change at the discretion of the instructor

Note: As this is a hybrid course, some class sessions will be conducted online as indicated in the syllabus.

<u>Date</u>	<u>Topics and activities</u>	<u>Assignment</u>
Session 1 Wed 23 Jan	Overview of the course Assignment descripxn: Current Event Reports	Readings: TPE 12 cougar course for ED 350 SoE website
Online Session 2 Mon 28 Jan	Mechanics of obtaining a credential: student services information session Orientation to SoE programs	Readings & Forums: TPE 12 SoE website forum
Session 3 Wed 30 Jan	Introduction to teaching as a profession Assignment descripxn: Philosophy of Ed paper	Readings: S&Z ch. 1 Due: Current events reports <i>Reading Q&A Table # 1</i>
Online Session 4 Mon 4 Feb	Consider teaching as a profession	Readings & Forums: S&Z ch. 1 Due: Forum
Session 5 Wed 6 Feb	Identify & explore the elements of various educational philosophies. Assignment descripxn: Special Ed. inclusion (“outsider”) paper (my philosophy – introduction)	Readings: S&Z ch. 6 Due: <i>Reading Q&A Table # 2</i> Waiver (observation hours)
Online Session 6 Mon 11 Feb	Identify & explore the elements of various educational philosophies.	Readings & Forums: S&Z ch. 6 Due: Forum
Session 7 Wed 13 Feb	View & discuss F.A.T. City video Special Needs Education (my philosophy - nature of the learner)	Readings: V&T ch. 1, 2 & 3; S&Z ch. 2 Due: <i>Reading Q&A Table #3</i>
Online Session 8 Mon 18 Feb	The nature of the learner Special needs education	V&T ch. 1, 2 & 3; S&Z ch. 2 Assignment Submission: Due: “Outsider” paper
Session 9 Wed 20 Feb	Identify purposes & goals for education & their relationship to curriculum Assignment Descripxn: Interview of a Teacher (my philosophy – nature of schooling) (my philosophy – knowledge, teaching/learnng)	Readings: S&Z ch. 9 S&Z ch. 10 (curriculum) Goals of Ed Survey Due: <i>Reading Q&A Table # 4</i> Goals of Ed Survey

<u>Date</u>	<u>Topics and activities</u>	<u>Assignment</u>
Online Session 10 Mon 25 Feb	The purposes & goals for education & their relationship to curriculum	Readings & Forum: S&Z ch. 9 & ch. 10 Standards websites Due: Forum
Session 11 Wed 27 Feb	Identify knowledge, skills, & dispositions of effective teachers Assignment descripxn: Contemp. Issue in Ed (my philosophy – nature of teachng/learnng) (my philosophy – teacher dispositions)	Readings: S&Z ch. 3 & ch. 11 Cultural Competent Tchr Overview of Bloom’s Txnmy Due: <i>Reading Q&A Table # 5</i>
Online Session 12 Mon 4 Mar	Identify knowledge, skills & attitudes of effective teachers	Readings & Forum: S&Z ch. 3 & ch. 11 Video: “Believe in me” Due: Forum
Session 13 Wed 6 Mar	Examine and determine relationships among the components of instruction (my philosophy – nature of teachng/learnng)	Readings: S&Z ch 11 (instruction) Bloom’s Taxonomy tutorials Due: <i>Reading Q&A Table # 6</i>
Online Session 14 Mon 11 Mar	Components of Instruction & Blooms Taxonomy	Readings & Forum: S&Z ch 11 (instruction) Bloom’s Taxonomy tutorials Due: Forum
Session 15 Wed 13 Mar	Identify and describe various organizational structures of schools Workshop: Contemp. Issues in Ed	Readings: S&Z ch. 9 & ch.3 Due: <i>Reading Q&A Table # 7</i>
Online Session 16 Mon 18 Mar	Organizational structures of schools	S&Z ch. 9 & ch. 3 Assignment Submission Due: Interview of a Teacher
Session 17 Wed 20 Mar	Develop flow chart of structures of US schooling governance & finance Share insights from “Interview of a Teacher”	Readings: S&Z ch. 7 Due: <i>Reading Q&A Table # 8</i>
Online Session 18 Mon 25 Mar	Educational finance	S&Z ch. 7 Due: Forum
Session 19 Wed 27 Mar	Ethics (role play) Compare & contrast teacher rights & responsibilities as well as those of student (my philosophy - teacher dispositions)	Readings: S&Z ch. 8 (rights/responsible) NEA Code of Ethics Due: <i>Reading Q&A Table # 9</i>

April 1 - 6	SPRING BREAK Campus closed	
<u>Date</u>	<u>Topics and activities</u>	<u>Assignment</u>
Online Session 20 Mon 8 Apr	Ethics & bullying	Readings & Forum: S&Z ch. 8 Websites & video on bullying Due: Forum
Session 21 Wed 10 Apr	Creativity & diversity in education Philosophy of Ed draft pair & share	Due: Phil of Ed <i>draft</i> hard copy
Online Session 22 Mon 15 April	Creativity & Diversity	Readings: Creativity Power Point activities Due: Forum
Session 23 Wed 17 Apr	Discuss Nieto themes Compare / contrast Nieto narratives	Readings: Nieto: chapters 1 & 23 Nieto chapter/narrative selection Due: Nieto chapter organizer
Online Session 24 Mon 22 Apr	Nieto themes Why teach?	Readings & Forum: Nieto chapter 1 & 23 & narrative Due: Forum
Session 25 Wed 24 Apr	Revisiting TPE 12 Workshop: Contemporary Issues in Ed	Due: TPE 12 activity
Session 26 Mon 29 Apr	Insights from the field: Class Observ Report Reviewing key concepts of the course Workshop: Contemporary Issues in Ed	Due: Philosophy of Ed. paper
Session 27 Wed 1 May	Contemporary Issues in Education presentations.	Due: Contemp. Issue group presentation & individual reflection
Session 30 Mon 6 May	Contemporary Issues in Education presentations.	Due: Contemp. Issue group presentation & individual reflection
Session 31 Wed 8 May	Contemporary Issues in Education presentations Course debrief	Due: Contemp. Issues group presentation & individual reflection Classroom Observation Reports Record of 45 hours of observxn