

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION**

**EDUCATION 350
Foundations of Teaching as a Profession
Spring 2003**

**Meetings: Tuesdays/Thursdays
CRN 21808 and CRN 21455**

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10:00-11:00 and by appointment

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

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

(approved by CCTC in SB 2042 Program Standards, August 02))

Special Education: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices.

Course Description

Required for all credential candidates. An orientation to careers in K-12 education. Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classrooms. This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

1. Understanding the role of schools in society.
2. Exploring philosophies and contemporary issues in education.
3. Assessing the roles of teachers in schools.
4. Understanding the qualifications and credentialing process for California teachers.
5. Understanding and appreciating the student as an individual.
6. Understanding factors affecting student achievement.
7. Understanding critical issues in curriculum and instruction.
8. Understanding the infusion of special education in general education practices.
9. Understanding the laws that influence teachers' responsibilities.

Credential program recommendations: As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at CSUSM. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

Required Reading

1. Armstrong, David; Henson, Kenneth and Savage, Tom. (2001) *Teaching Today*. Merrill Prentice Hall.
2. Villa, Richard A. and Thousand, Jacqueline S. (1995) *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1,2,3, p.125-135 and 162-167)
3. Essay Handout: Thousand, J. "Laws Related to Special Education that Affect Teachers"

COURSE REQUIREMENTS

It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program. Students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement. **Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority of the College of Education.** It is expected that work will be turned in on time. Late work will affect the student's grade in the course and will not be accepted after a week. Please discuss individual issues with the instructor.

COE Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. **For this section of EDUC 350: If you miss three class sessions, you cannot receive a grade of A or A-; if you miss five class sessions, your highest possible grade is a C+. More than 15 minutes tardy or leaving early counts as one half absence. Serious illnesses or other emergencies will be discussed on a case by case basis. A minimum grade of C+ is required in EDUC 350 to qualify as a prerequisite for admission to the CSUSM teacher credential programs.**

Field Work

In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Approximately half of your time should be spent in one teacher's classroom, and the remainder of the time should be distributed among other classrooms. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Form with documented hours and teacher verification, are requirements for admission to the CSUSM Teacher Credentialing programs. A minimum grade of a C+ is also required in this course.

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.

Clad Competencies Supported by this Course:

Part IV. Cultural Diversity in U.S. and CA

- A. Historical perspectives
- B. Demography
- C. Migration and immigration

Teaching Performance Expectation (TPE) for EDUC 350

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

TPE 12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Teaching Performance Assessment for Developing as a Professional Educator

The successful completion of the Initial Philosophy of Teaching Statement is a requirement for completion of this course and partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for your portfolio at the completion of the Teaching Credential program.

Class activities that support the development of your Philosophy include:

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

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 in group work, doing 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 your ideas as well as others to be heard?

Course Assignments

1. Contemporary Issue Research and Presentation	15%
2. Electronic Book Chat	10%
3. Field Experience and Journal	20%
4. Teacher Interview	15%
5. Philosophy of Teaching	15%
6. Law and Diversity	15%
6. Class Notebook	10%
TOTAL	100%

Late assignments will be penalized by a 10-point reduction each day they are late.

Keep digital copies of all assignments for your Credential Program Electronic Portfolio.

Note: You may not pass this class without completing the 45 hours of Field Experience.

Course Assignments (See Course Schedule for Due Dates):

1. Contemporary/Controversial Issue Research/Position Paper (15 points)

Choose an issue that interests you (from the topics provided by the instructor or see instructor). Research the issue thoroughly and take a position regarding it. Write a persuasive paper that demonstrates your understanding of the issue, provides a clear defense for your position, and also indicates your understanding of the opposing side. Cite a minimum of three (3) references; **you may not cite your text. Only one source may be a web-site. One must be an educational journal.** Use correct bibliography format and footnote/endnote where appropriate. **When your topic is due, you should be prepared to support/defend either side in a panel discussion. We will discuss this format in class.** (Approximately 5 pages)

2. Electronic Book Chat (10 points)

Choose the “Choice Book” you wish to read and discuss with other class members. With a partner, conduct an electronic book chat via email in which you contribute a minimum of five substantive comments about the book, making connections with your own educational experience, your perceptions of the teaching profession, and readings you have done for this course. We will discuss this further in class.

Choose from the following books:

Codell, E. (1999). *Educating Esme*. Algonquin Books
Diver-Stammes, A. (1995). *Lives in the Balance*. SUNY Press.
Michie, G. (1999). *Holler if you hear me*. Teachers' College Press.
Palmer, P. (1998). *The Courage to Teach*. Jossey-Bass Publishers.
Paley, *White Teacher*. Harvard

3. Field Experience Documentation and Journal Entries (20 points)

In addition to in-class work, assigned readings, and projects, you will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school classroom settings. **Approximately half of your time should be spent in one teacher's classroom, and the remainder of the time should be distributed among other classrooms. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Form with documented hours and teacher verification, are requirements for admission to the CSUSM Teacher Credential programs.**

You will maintain a log of hours-spent observing/participating in these classroom settings. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites, with teacher signatures.

In addition, you will maintain a journal, reflecting on your observations, documenting assumptions/expectations, interesting observations, and connections to concepts studied in EDUC 350, analyses and questions. Respect the confidentiality of the students and teacher. Use initials or fictitious names. **A minimum of 15 journal entries is required.** The format to be used will be explained in class.

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

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

4. Teacher Interview (15 points)

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

Key Skills and/Knowledge I'll be evaluating:

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

5. Personal Philosophy of Teaching, Learning, and Schooling (15 points)

The successful completion of the Initial Philosophy of Teaching Statement is a requirement for completion of this course and partially meeting the TPE 12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS. This statement will be used for assessment both in the course and at the completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio. More information will be given in class.

Expectations and directions are included in this syllabus.

6. Law and Diversity Assignment (15 points):

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

Study the following chapters and web sites:

Thousand, J.S. (part of syllabus) Laws related to special education that affect teachers.

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

U.S. Disability Law. Internet address:

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

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.

Evidence of Learning:

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

1. In writing, identify five laws or court decisions that influence you as a professional educator. At least one of these five must relate to special education law. Give a thoughtful rationale for each selection. Why is it important to you? How might it affect your teaching?
Be sure to do more than copy information from the article. I want to be able to see your thinking about your selection. Mere restatement of information will receive minimum points.
2. Be prepared to share your selections and rationales for selection of the laws and decisions during class.

7. Class Notebook (10 points): You will maintain a notebook for this course that will be turned in at the end of the semester. Included in the notebook will be in-class quickwrites/reflections that based on the readings and class discussions. The notebook should include all in-class quick-writes, responses to class activities (Culture Bag, Credo for Support, Fat City, Law and Diversity, Rationale for Inclusive Education + others TBD), your returned field experience journals, and the major assignments for this course. Points will be based on organization and completeness.

SCHEDULE: (Subject to changes)

Date:	Topic:	Reading/Assignments Prepared:
January 21	Introductions, Course Overview Guidelines for Field Experience Why teach? Who are teachers?	
January 23	Teaching in an Age of Change	T.T. Chapter 1
January 28	Becoming a Professional Educator What are the TPEs?	T. T. Chapter 2
January 30	CSUSM `Teacher Education Program Guest Speaker	
February 4	Legal Issues Affecting Teachers	T.T. Chapter 3
February 6	The Road to Brown	T.T. Chapter 4
February 11	School Law and Diversity	Handout: Thousand Essay on Laws Due: School Law and Diversity
February 13	Multiculturalism Panel Discussion #1: Will More Federal Involvement Result in Better Education?	Due: Culture Bag
February 18	Exceptional Learners F.A.T. City	T.T. Chapter 5
February 20	Learning Differences How can we understand?	<i>Creating an Inclusive School</i> Chapter 1
February 25	Including all Learners: Credo for Support	Read p. 162-167 in <i>Creating an Inclusive School</i>
February 27	Magical Middle School! Guest Speaker	
March 4	Workshop: Understanding the rationale for Inclusive Education	<i>Creating an Inclusive School</i> Chapter 3
March 6	Is there a formula for successful teaching?	Due: Journal Entries for Field Experiences 1-5
March 11	Effective Instruction	T.T. Chapter 7 Due: Teacher Interview
March 13	Opportunity for Field Experience (No Class)	
March 18	Classroom Management	T.T. Chapter 8
March 20	Performance Assessment	T.T. Chapter 9
Panel Discussion #2: Do High-Stakes Assessments Improve learning?		

Date:	Topic:	Reading Prepared:
March 25	Relationships among Society, Schools and Learners	T.T. Chapter 10
March 27	Learners Rights and Responsibilities Panel Discussion #3: Should Bilingual Education Programs Be Abandoned?	T.T. Chapter 6
<u>April 2 and April 3 = Spring Break</u>		
April 8	Historical Roots of American Education	T.T. Chapter 11
April 10	Book Chats	Due: Electronic Book Chats
April 15	Practical Influences of Philosophy	T.T. Chapter 12 Due: Field Experience Journal Entries 6-10
April 17	Writers Workshop: Philosophy of Education	Due: First Draft of Philosophy Statement
April 22	Challenges of School Reform Panel Discussion #4: Are Vouchers an Appropriate Choice Mechanism?	T.T. Chapter 13
April 24	The Influence of Curriculum	T.T. Chapter 14
April 29	State Curriculum – What is it? Panel Discussion # 5: Do Teachers’ Unions Have a Positive Influence on Reform?	
May 1	School Funding, Staffing, and Organization	T.T. Chapter 15 Due: Personal Philosophy of Education
May 6	Field Experience Discussion	Due: Field Experience Journal Entries (11-15)
May 8	Simulation: On the Board! Notebook Evaluations	Due: Class Notebook

Criteria for Grading Assignments

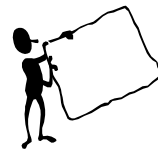
A = 93-100	<i>Outstanding work on assignments, excellent syntheses of information and experiences,</i>
A = 90-92	<i>thoughtful insight and application, and excellent writing</i>
B+ = 88-89	<i>Completion of assignment and experiences in good form with good syntheses and</i>
B = 83-87	<i>application of information and experiences; writing is strong.</i>
B- = 80-82	
C+ = 78-79	<i>Completion of assignment, adequate effort, adequate synthesis of information and</i>
C = 73-77	<i>application of information and experiences; writing is complete.</i>
C- = 70-72	
D = 60-69	<i>Incomplete assignment, inadequate effort and synthesis of information; writing is less than adequate.</i>
F = 0-59	Assignment is missing/ inaccurate approach.

Teacher Interview Guidelines

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

The following is a list of several basic questions that may be used. See the syllabus for the skills and knowledge I will be evaluating.

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



Writing Rubric for Position Paper

14-15 POINTS:

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

13 POINTS:

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

11-12 POINTS:

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

10 POINTS:

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

Up to 9 POINTS:

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

Guidelines for EDUC 350 Field Experience & Classroom Observation Entries

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

You must visit each of the following educational levels:

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

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

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

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

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

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

Request to waive observation hours: If you have recent, significant experience with students in public school settings, you may request to waive no more than 20 of the 45 hours of field observations. Should the request be granted, you will still need to observe in the variety of settings described above. Examples of roles that might qualify for a waiver are: tutor, substitute teacher, teacher aide, parent volunteer, Casey Foundation participant, school aide. ***To request a waiver, complete the form in this packet and submit it with supporting documentation no later than February 6, 2003 to your instructor.***

Your classroom observation entries should follow the format below:

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

Type your entries on your own paper. I will send you the format by email if I have a current email address for you. Do not write them by hand. You should respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

Classroom Observation Entry # _____

Your name: _____ School name: _____

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

Day of the week/Date/Time: _____

Number of teachers and assistants/Number of students: _____

Describe the demographic characteristics of this site/classroom: _____

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

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

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

Questions for discussion or exploration:

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section _____ Semester _____ Instructor _____

Name

SS #

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

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

The experience took place as follows:

School: _____
District: _____

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

Attach the following to this request:

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

Do not write below this line.

Approved

Number of hours to be waived (20 max):

_____ Denied

Reason for denial: _____

Instructor Signature

Date

FIELD EXPERIENCE RECOMMENDATION FORM - Non Confidential

Applicant's Name: _____
_____ **SSN** _____

Program: _____ Multi Subj ___ Multi Subj Mid Lev ___ Concurrent w/ Ed Spec ___ Sing Subj

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

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

Consider the candidate's personal and professional attributes with the following in mind:		
Dependability	Professional appearance/manner	Enthusiasm
Initiative	Interpersonal communication skills	Poise and self-confidence
		Sensitivity to all learners
Student Services Center welcomes your additional comments. (760)750-4277 or email:coessc@csusm.edu		

Name of Public School: _____ **Grade Level:** _____

School District _____
Number of hours candidate has been in my classroom _____

Classroom Teacher's Name _____
Classroom Teacher's Signature _____ **Date** _____

How to Write your Philosophy of Education

Why write a philosophy?

A philosophy of education is very important to all citizens. As taxpayers, as parents, as members of society, we should be aware of what is happening in our schools and have a defensible opinion about what education should be. Communicating your philosophy helps you to become aware of your own goals and values, and you will be able to see more clearly how they fit in with the goals and values espoused by your district and your community.

What should the philosophy sound like?

This statement of philosophy should reflect your own goals and beliefs as a prospective teacher. It should articulate your personal philosophy of teaching, given your view of the social context of schooling for the 21st century inclusive, multicultural society. Do not be tempted to include a little of every way of thinking or take the words of various educational leaders.

What are the requirements?

Below are some guidelines to keep in mind to produce a well written, focused, and articulate statement of your philosophy.

- Your paper should be no less than 2 and no more than 3 pages in length.
- Somewhere in your philosophy answer the following questions:
 - What is the purpose of education? (What goals do you want your students to achieve? What should everyone learn?)
 - What is excellent teaching?
 - What is the nature of learning?
 - What is the teacher's role as a bridge to the community?
 - What is the teacher's role in educational renewal and reform?
 - What is the teacher's role in Inclusion?
- In this paper, you should demonstrate **professional vocabulary** as you discuss education. In other words, here is a place to let your understanding and interpretation of required class readings show!
- Your opinions about certain education issues may surface here as they fit in with your basic beliefs about education.
- A bibliography is not required unless you cite a source.

The final essay should meet the following criteria: 1. no more words can be cut, and 2. an oral reading convinces YOU fully of the soundness of your philosophy.

Panel Discussion

4 Minute Intro. (Each Side)

1 Question from Panel #1 to Panel #2

2 Minute Response

1 Minute Rebuttal

1 Question from Panel #2 to Panel #1

2 Minute Response

1 Minute Rebuttal

1 Question from the Audience to Panel #2

2 Minute Response

1 Minute Rebuttal

1 Question from the Audience to Panel #1

2 Minute Response

1 Minute Rebuttal

2 Minute Closing Argument Panel #2

2 Minute Closing Argument Panel #1