

EDUC 350: Sec. E01

Foundations of Teaching as a profession

Spring 2003

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Course Description: This required course serves as an orientation to careers in elementary, middle, and high school education. Upon completion of this course and hearing what teaching in society today is about, the student should understand the nature of the formalized education in the United States and be able to assess his or her ability to go on and make teaching a career. Major topics include:

- Understanding the role of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process to teach in California.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding the reform movements, nationally and statewide, for elementary, middle, and secondary schools.
- Clarification of motives for choosing teaching as a career.
- Understanding the laws which influence teaching responsibilities.
- Understanding infusion of Special Education in General Education practices.

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

Authorization to Teach English Learners: The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate a knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and analysis of "School Law & Diversity," and/or *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS

to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in Educ 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. In this section of Educ 350, the instructor has adopted this additional policy: If you miss 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. A minimum grade of a C+ is also required in this course.

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

Field Work: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Approximately half of your time should be spent in one teacher's classroom, and the remainder of the time should be distributed among other classrooms. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Log (see attached) with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos Teacher Credentialing programs. (See Guidelines)

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

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

TPE 12: Professional, Legal and Ethical Obligations

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance.

Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

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

Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Teaching Performance Assessment for Developing as a Professional Educator

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

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

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

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

Villa, Richard A. and Thousand, Jacqueline S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1, 2, 3, p. 125-135 and 162-167)

Stuart, Jesse, 1949. *The Thread That Runs So True*
Charles Scribner and Sons: MacMillan Publishing Company (Required)

Ryan, K & Cooper, J.M. (1998) . *Kaleidoscope: Readings in Education* (Eighth Edition)
Boston: Houghton Mifflin (Recommended)

Course Requirements

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

Course Activities

Philosophy: Summarize in a page your personal philosophy of teaching and produce a personal portfolio page. (see class schedule)

Reading Log: Students are expected to read and keep a log summarizing at least **one article each week** selected from newspapers, magazines, and/or professional journals (minimum one page). The articles chosen should relate to education in general and to the topics mentioned in the text and the course syllabus. Full credit is given only for articles turned in each week on time. Late articles receive half credit. Entries in the log are to provide the following:

- title, source, date, and number of the article
- a summary of the main points
- personal reflections

When reviewed all parts must be present in the summaries. Each week you may be asked to share these articles with other students. Each week's article must be kept in a portfolio and will be collected at the end of the year. The log will also be collected and will be reflected in the final grade.

Group Presentations: Each student will participate in a group presentation on a major contemporary issue in education. The presentation should provide:

- a description of the issue
- an analysis of the issue's implication for the classroom teacher
- a summary or conclusion.

The group should prepare a one page typed abstract and a selected reading list (10-12 references in bibliographic form) for each member of the class (make it hands-on and/or FUN!). Points for the presentation will determined form the overall grade from peers in the class on a rubric grade sheet.

Grading Policy: The following will be considered in determining the final grade:

- | | |
|---|----------------------------------|
| 1. Attendance | 2. Class participation (lack of) |
| 3. Reading Log-with articles and not late | 4. Oral Presentation |
| 5. Field Experience- hours | 6. Final Exam (completed) |

Reading Log/Movie	13	Late will be .5-	1 redo will be allowed. Make sure its complete
Oral Presentation	3(gr) 3(indiv)	Portfolio	6
Observation Log	45	Philosophy Statement	2
Observation writeups	15	Introduction Page	1
Attendance	15 (12 min)	Final Exam	2
Interview Teacher	5	Participation	15

A= 125(100%) A-124-118(95%) B+ 117-110(88%) B 109-100(80%) B- 99-93(75%) C+ 92-87(70%)

A= all items and attendance **must be perfect** and final completed.

Make-up work will count 1/2 of the listed value. See definitions for requirements for complete point values.

Each absence drops the grade half.

Tentative lesson plan

Review articles/observations

Quiz/Assessments

Presentation

Break

Presentation

Assignment reviews/Followup

“TENTATIVE” CLASS SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Jan 27	Course intro Becoming a teacher Art versus Science	TTRST	TTRST
Feb 3	Credentialing in CA Kay Meredith Field experience requirement	TT ch. 2,3	Current events # 1 TTRST

Feb 10	Schooling in a democracy	TT ch. 1, 10	Current events # 2 TTRST
Feb 17	History of US schools TTRST Timelines	TT ch. 11	Current events # 3 TTRST Due
Feb 24	Philosophical perspectives Introduction Page	TT ch. 12	Current events # 4 Observations 1-5 due Teacher interview due
Mar 3	Interview Teacher Review The lives and work of teachers	TT ch. 7, 8, 9	Current events # 5 Personal philosophy draft 1 due
Mar 10	Effective Teaching,	TTch.7, 8	Movie Review # 6
Mar 17	Movie Reviews Classroom management, Discipline Systems	TT ch. 4, 6	Current events # 7 Set up Groups
Mar 24	Research in groups		Work with your research group Current events # 8
Mar 29-Apr 1`Spring Break			
Apr 7	Inclusion Credo for Your Soupport	TT ch. 5 CIS ch. 1, 2, 3, & pp. 125-135 & 162-167	Current events # 9 Law and Diversity HMWK
Apr 14	FAT City (Frusration Anxiety and Stress)		Current events # 10 Observations 6-10 due Personal philosophy draft 2 due
Apr 21	School finance Standards and testing	TT ch. 15 TTch. 9	Current events # 11 School law and diversity due
Apr 28	Issues of school curriculum	TT ch. 14	Current events # 12 Some issues presentations Observations 11-15 due
May 5	School reform Take-home Exam Evaluations	TT ch 13	Current events # 13 Some issues presentations Personal philosophy due Participation Submissions
May 12	Final	Food Celebration	Portfolio Reviews
TBD	Electronic Portfolio Middle Schools	Peggy Kelly Janet McDaniel	

CSUSM Academic Calendar

SPRING 2003 Semester

January 15-17 (Wed-Fri)	Faculty pre-instruction activities
January 20 (Mon)	Martin Luther King Jr. Day – campus closed
January 21 (Tue)	First day of classes
March 14 (Fri)	Last day of class for first session of Spring half-semester classes*
March 15 (Sat)	First day of class for second session of Spring half-semester classes*
March 29 - April 5 (Sat-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 8 (Thur)	Last day of classes
May 9-15 (Fri-Thur)	Final examinations
May 17-18 (Sat-Sun)	Commencement weekend
May 19-20 (Mon-Tue)	Grades due from instructors; end of Spring semester

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 (see syllabus for dates) and your Field Experience Record on a log format.

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 third week of the semester 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. Provide 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