

California State University San Marcos
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)

EDUC 350 – Foundations of Teaching as a Profession
Spring 2004

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Office Hours: T 8:15-9:15, or by appointment.

R 1:30-2:30

Classes Meet: TR

7:00-8:15 AM

University Hall 460

CRN 21683

TR

2:30-3:45 PM

University Hall 441

CRN 21621

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.

REQUIRED TEXTS

Abbeduto, Leonard (2004). *Taking Sides: Clashing Views on Controversial Issues in Educational Psychology*. Mc Graw Hill/Dushkin.

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).

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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 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.

CSUSM CREDENTIAL PROGRAM REQUIREMENTS

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.

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.

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

STATE, UNIVERSITY AND COLLEGE POLICIES

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." **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. More than 30 minutes tardy or leaving early counts as one absence. Should students have extenuating circumstances, please contact the instructor as soon as possible.

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).

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?

ASSIGNMENTS

Interview of a teacher (10 %)

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. Include both a summary of answers to key questions as well as an analysis of your personal reflections and connections to course concepts.

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?

Community Study (15%)

In groups selected by region, you will explore various aspects of the community in which you live. Details will be discussed in class.

Field Experience (15%)

Documentation and Journal Entries

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. **See handout or page 2 of this syllabus for more details.** 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 in 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?

School Law and Diversity (10%)

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities by identifying 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 rationale for each selection by explaining why it is important and how it might affect your teaching. Details will be given in class.

Contemporary issues research (15 %)

Position Paper and Panel Discussion

Choose an issue from the topics provided by the 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; your texts may not count as any of the

minimum 3 references. **One must be an educational journal.** 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. When you present your research orally, your groups will provide a one-page summary and a reference list (at least 10 items) for your classmates.

Current events in education (5%)

Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 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.

Reading Responses (10%)

It is important to "keep up" with the assigned reading so that discussions and information presented in class enhance and build upon your understanding of the concepts. Scaffolding information for your own students will be essential in their learning as it is in yours. A reading response is not a summary of what you read. Rather, it is what you think about what you read, how it applies to you, what it reminds you of, etc. You will be required to participate in 3 on-line chats related to the reading in which you contribute a minimum of **three** substantive comments, and will be expected to participate in all class activities and discussions that are related to the readings.

Personal philosophy of teaching, learning and schooling (10%)

In place of final exam

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.

Participation & attendance (10%)

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities.

GRADING RUBRIC

“A” Students

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly and thoughtfully, receiving 90%-100% average on all assignments.
3. Make insightful connections between all assignments and their developing overall understanding of becoming a teacher; they continually question and examine assumptions in a genuine spirit of inquiry.
4. Students show high-level achievement of course goals.

“B” Students

1. Simply comply with the course requirements and expectations.
2. Complete all assignments, usually thoroughly and thoughtfully, receiving 80%-90% average on all assignments.
3. Usually connect assignments to their developing overall understanding of becoming a teacher; may be satisfied with accepting their learning as it is received without deeply examining assumptions or seeking a higher level of understanding of the implications.
4. Students show reasonable achievement of course goals.

“C” Students

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all assignments with limited thoroughness and thoughtfulness, receiving 70%-80% average on all assignments.
3. Make limited connections between assignments and their developing overall understanding of becoming a teacher; may not be open to examining assumptions or implications and may actually dismiss the importance of the understanding of social studies concepts.
4. Attempt, but show limited progress in achieving course goals.

“D/F” Students

Fail to meet the minimum requirements of a C. The specific grade will be determined based on a rate of assignment completion, attendance, etc.

NOTES

Students must meet the attendance requirements for the grade described. Attendance is a prerequisite for earning a particular grade.

Students falling in between grade levels will earn a “+” or “-“, depending on where they meet the criteria most fully.

You must maintain a B average (3.0 GPA) in your teacher education courses to receive a teaching credential from the State of California.

COURSE SESSION TOPICS AND RELATED READINGS

Anticipated Schedule (Subject to Change)

Dates	Topic	Reading	Assignment Due
Jan. 20, 22	Why Teach? Field experience requirement	AHS ch. 1	Print syllabus and TPE's from COE website. **Bring fieldwork info. and TPE's from syllabus Jan 22.**
Jan. 27, 29	Schooling in a democracy Becoming a teacher	AHS ch. 2, 10	Make sure you are signed up for Current events, community research and panel discussion dates.
Feb. 3, 5	Credentialing in CA	AHS ch. 3	Bring draft of Teacher interview to share in writing group on Feb. 3. Final Draft due on Feb. 5
Feb. 10, 12	History of U.S. Schools	AHS ch. 11	Observations 1, 2
Feb. 17, 19	Philosophical perspectives	AHS ch. 12	Observations 3, 4 On-line discussion #1
Feb. 24, 26	Philosophical perspectives Panel Discussion #1	TS Issue 2 TS Issue 7 *TS Issue 11	Bring draft of personal philosophy to share with writing group on Feb. 24 Panel Discussion/Paper due Feb. 26 (federal involvement) Observations 5, 6
Mar. 2, 4	The lives and work of teachers	AHS 7, 8, 9	Observations 7, 8
Mar. 9, 11	The lives of our students Panel discussion #2	*TS Issue 3	Panel Discussion/Paper due Mar. 11 (second language students) Observations 9, 10
Mar. 16, 18	The lives of our students Inclusion P. 1	TS Issue 4 TS Issue 10	Observations 11, 12
Mar 23, 25	Who are our Students?	AHS ch. 4, 6	Community Study Presentations
April 6, 8	Inclusion	AHS ch. 5 VT 1, 2, 3 & pp. 125-135 & 162-167	No Class meeting 4/6. On-line discussion #2
April 13, 15	School finance Panel Discussion #3	AHS ch. 15 *TS Issue TBD	Law and diversity paper due April 13. Panel Discussion/Paper due April 15 (vouchers)
April 20, 22	Standards and assessment	*TS Issue 16	Panel Discussion/Paper due April 22 (testing)
April 27, 29	School Curriculum	AHS ch. 14	Personal Philosophy Final Draft due on April 27. Observations 13, 14, 15
May 4, 6	School reform Panel Discussion #5	AHS ch. 13 *TS Issue TBD	Panel Discussion/Paper due May 6 (choice of topics) On-line discussion #3
May 11, 13	Wrap up		No Class meeting May 13.

EDUC 350

Guidelines for Field Experience & Classroom Observation Entries

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

WHERE/WHAT TO OBSERVE

You must visit each of the following educational levels:

- Primary elementary school classroom (K-3)
- Intermediate elementary school classroom (4-6)
- Middle school classroom (6-8)
- 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:

- English language development or primary language classroom
- special education setting
- general and advanced levels in high school subject fields
- gifted education setting
- sheltered instruction (SDAIE)

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 at the last class session.

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 to your instructor with supporting documentation no later than the third week of classes.

OBSERVATION FORMAT

Type your entries on your own paper. Do not write them by hand. You should respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

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:

TOPICS FOR WRITTEN OBSERVATION ENTRIES

The following is a list of areas to guide you through your actual field experience. You may wish to focus on one or more of these areas during observations. Some areas will require you to obtain information from the teachers and some will be evident through the observation process.

Room arrangement (the physical lay-out of the room: does it support or get in the way of instruction? do the students move around the room for different phases of instruction?).

Classroom rules and procedures (are rules posted? who generated the rules? do you see them enforced consistently? do students seem to know what the teacher expects? has the teacher made his/her "invisible" expectations visible to the students?).

Organizing student work (how do students submit finished work? how does the teacher return work? are there provisions for redoing/resubmitting work? what provisions are in place for students who are absent?).

Behavior management strategies (how does the teacher get compliance from the students in the area of acceptable behavior? do students understand expectations? is the teacher consistent in attending to students' behavior?).

Planning for instruction (is there evidence of lesson planning? does the teacher do long range and short range lesson planning? are instructional materials readily available?).

Conducting instruction (does the teacher make provisions for active learning? how does the teacher view his/her role during instruction? do all students have a chance to participate? what materials were used in the course of the lesson? what variety of instructional approaches are used? does the teacher use wait time and prompting responses to increase involvement? is cooperative learning in evidence?).

Managing small groups (are there any small group instructional sections? how are students selected for small groups [assigned/choice; heterogeneous/homogeneous]? are the small groups permanent or flexible? what are the students doing who are not involved with the teacher?).

Classroom diversity (how diverse are the students—in ability, learning styles, ethnicity, linguistic background, socioeconomic status? how does the teacher attend to differences among the students? how does the teacher adapt instruction for students with special needs, or for English learners ["sheltered instruction"]?).

Communication skills (comment on the clarity of instructions. do students understand what they are to do when a sequence of instructions are given? does the teacher depend only on verbal communication skills or are there also visual prompts to accompany verbal instructions? what does the teacher's non-verbal communication indicate [body language etc.]?).

Evaluating student progress (how does the teacher know if objectives for instruction have been met? does the teacher ask for response to oral or written questions during the lesson and/or observe students during the lesson? what informal documentation is maintained? what "counts" for grading purposes: worksheets, homework, tests, portfolios, presentations, projects?)

Flexibility (what evidence of flexibility do you see in the teacher's behavior and the learning environment? do you see evidence of any "teachable moments" [unplanned events being turned into effective learning experiences with students]? does the teacher use student remarks or interest to "reroute" or enhance a planned lesson?).

Students (how do you think students perceive their roles as learners in the room? what opportunities do they have for interactions with each other? do interests of learners help guide instruction? are students active participants in the learning process?).

EDUC 350

Request to Waive Observation Hours

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	Poise and self-
confidence			
Initiative	Interpersonal communication skills	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** _____

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EDUC 350

Teacher Interview

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

Contextual information:

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

Teaching Performance Expectations (TPEs)

TPE A. Making subject matter comprehensible to students

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

TPE B. Assessing Student Learning

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

TPE C. Engaging and Supporting Students in Learning

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

TPE D. Planning Instruction and Designing Learning Experiences for Students

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

TPE E. Creating and Maintaining Effective Environments for Student Learning

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

TPE F. Developing as a Professional Educator

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