

EDUC 350: Foundations of Teaching as a Profession
Monday 6-8:45 PM; CRN 21830
Room ACD 104
California State University San Marcos Spring 2011

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Appointment Only

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.

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

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

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 one class session, you cannot receive a grade of A or A -; if you miss two class sessions, you cannot receive a grade of B+, B, or B-. If you miss three class sessions, you will receive a C+ at best (depending on your accomplishments on assignments). If you miss four or more class sessions, you will receive a D or F.

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.

Fieldwork: 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. Details on the fieldwork are found on the WebCT site. 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.

All University Writing Requirement

Every course at the university must fulfill the university’s writing requirement of at least 2500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, and Inclusion/Law/Diversity.

CSUSM Academic Honesty Policy

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

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

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

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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 student-centered learning each class session, and will be expected to actively participate.

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

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)

Required Texts

Texts: Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.

ISBN 0-534-64467-8

Approximately \$ 45 - 65

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

Approximately \$12 - 25

Stuart, Jesse, 1949. *The Thread That Runs So True*

Charles Scribner and Sons: MacMillan Publishing Company (Required)

Approximately \$11 - 14

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

Boston: Houghton Mifflin (Recommended)

Assignments and grading: (440)

1. Reading

120 points

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log for each chapter Use the questions from the chapter to provide a summary answer in a minimum of 1 page.

Quizzes will be held each class from the chapter terms from the reading 137 points

2. Current events in education

5 points

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, make a copy for all in class, and present the importance of the news for your classmates. You must submit your report on Web.

3. Interview of a teacher

10 points

Details are below. The written report is due via the Web.

4 Inclusion, Diversity and Special Ed Laws

10 points

Details are below. The written report is due via the Web.

5. Classroom observation reports

20 points

Using the classroom observation instrument provided in class, write up four observations in your field sites. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting. Submit these via the Web. Turn in your timesheet in your portfolio. If you do not complete the classroom observations, you will receive a grade of INC for the course. Each report is valued at 5 points.

Details are below.

6. Contemporary issues research 10 points
 Choose (1) an issue that interests you (from the topics given to you by the instructor). Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue in approximately 15 minutes. When you present your research orally, provide a one-page summary and a reference list for your classmates. Each student must submit the one-page summary to the Web link to receive credit for this assignment. .
7. Personal philosophy of schooling, learning and teaching 25 points
 You will write a 4-5 page paper describing your philosophy of schooling, learning and teaching. Details are below. The written report is to via the web submissions.
20 points
 Each assessment is taken at home, summarize the findings in a half page, and submit the findings and bring assessment to class. Each assessment is worth 5 points for a total of 20 points.
8. Participation 5 points
 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. See details above in “Class Discussions and Participation.”
9. Attendance 17 points
10. Observation Hours 45 points
11. Thread That Runs So True Summary 3 points
12. Movie Review 5 points
13. Final 10 points

A = 92%
 B = 84%
 C = 76%
 D = 72%
 F = 64%

Fieldwork Instructions

EDUC 350 requires 45 hours of field experience in public schools. *You cannot pass the course without completing this requirement.*

You must observe in each of the following educational settings at least once:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)
4. special setting (e.g., sheltered instruction/SDAIE, English language development, primary language classroom, special education, gifted education, charter schools, alternative education, adult/continuation school, court schools)

You are encouraged to observe in multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc.

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 to speak to the principal or the person designated to assist observers. Explain any special settings that you would like to observe, and/or inquire about the special settings at that school site (“What types of special programs or classes might I be able to observe at your school--English Language Development, classrooms for students with special learning needs, etc.?”). However, be open to whatever classes the school offers you for observation. Stay at the site for as long as you are able. Ask if you can see some different settings if you are at the school for an extended period (e.g., morning in first grade, afternoon in fourth grade).

Request to waive observation hours: If you have recent, significant experience with students in public school settings, you may request to waive up to 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 (page 7) and submit it to your instructor with supporting documentation no later than the third week of the semester.

Choose four of your classroom observations to write up for credit. These reports will include one from each of the four required settings (Elementary, Middle, High, Special Setting) plus one more from the setting of your choice. These will be due throughout the semester (see syllabus for dates). Each classroom observation report will follow the format below and will be approximately two pages in length, single-spaced (approximately 1,000 words). Respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

Classroom Observation Report Template

Name:

Required Setting (Elementary, Middle, High, Special):

Context:

Day of the Week/Date/Time

School Name/District

Type of classroom (grade/subject/special program)

Number of teachers and assistants/Number of students

Describe the demographic characteristics of this school or classroom

(gender, race/ethnicity, languages, ability...)

Overview/Description of Class Session: Describe what you saw chronologically. List the step-by-step activities in which the teacher and students were engaged. Include relevant information about focus areas such as classroom diversity, room arrangement, behavior management strategies, evaluation methods.

Analysis of Observation: Name 1-2 significant events and explain why you chose them for analysis. Analyze the observation and make reference to what you have learned/read in this course (e.g., Grant & Gillette, 2006, p. #).

Personal Impact: Articulate how this observation personally impacted your thinking about teaching, learning, and schooling. How will this observation inform your career as a teacher and why?

Question(s): Conclude with at least one unanswered question you have as a result of this observation.

FOCUS AREAS FOR EDUC 350 CLASSROOM OBSERVATIONS AND REPORTS

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"]?).

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?).

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? does the teacher "teach to the test," whether teacher-designed or standardized?)

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?).

Assignment: Interview of a Teacher

In this assignment, you will interview a teacher and write a 2 page summary of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience. It can be in Q & A format or narrative, your choice.

Gathering information:

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

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

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

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

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

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

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

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

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

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

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. *Protect your teacher's confidentiality by using a pseudonym and masking identifying details.*

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include at least one reference to the readings/discussions we have in class.

Criteria for evaluation:

Exemplary papers are characterized by:

- Completeness of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (readings + discussions) into the analysis
- Correct grammar, syntax, spelling.

• **Teacher Interview Rubric**

10 points

Criteria	Developing 1 point	Approaching 1.5 points	Meets 2 points
Context	Lists some contextual information.	Describes some of the contextual information.	Describes all of the contextual information.
Interview Content	Partly describes the teacher interview content.	Describes the teacher interview content.	Fully describes the teacher interview content.
Interview Analysis	Lists what was learned about the teacher.	Describes what was learned about the teacher.	Analyzes what was learned about the teacher.
Commentary	Lists what was learned about the teacher and relate it to the course.	Describes what was learned about the teacher and relate it to the course.	Analyzes what was learned about the teacher and relate it to the course with one reference.
Writing Conventions	Paper has minimum spelling and grammar errors.	Paper is well organized, has no spelling and grammar errors, and uses APA style citations with only 1-2 errors.	Paper is well organized, has no spelling and grammar errors and uses APA style citations perfectly.

Assignment: Inclusion, Diversity and Special Ed Laws

You will apply your understanding of the legal context of inclusive education and laws that influence teaching responsibilities. Study the following chapters and web sites:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. Read Ch 10.

Villa, R. A. & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. Read Ch 1-2.

Reflection and Applications:

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

Identify five laws or court decisions that influence you as a professional educator. At least two of these five must relate to special education law. Provide your rationale (one paragraph) for each selection. Why is it important to you? How might it affect your teaching? Feel free to add insights from your personal experiences, observations and FAT City Video.

Assignment: Philosophy of Schooling, Learning, and Teaching

Complete the 4 course assessments. By the end of the course, write a 4-5 page paper (double-spaced) that incorporates your personal philosophy of schooling, learning styles, working styles, multiple intelligence preferences, and teaching. Follow the template below, and self-assess before you turn in the paper. The information developed should include the information that you will gather from the assessments completed.

Paper Introduction

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

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 at least one concrete example of how you will interact with your students in light of your beliefs.

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 at least one concrete example of how you will interact with your students in light of your beliefs.

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 at least one concrete example of how you will interact with your students in light of your beliefs.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.
Give at least one concrete example of how you will conduct yourself in light of your beliefs.

Conclusion

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

Criteria for Self- Assessment of Philosophy Paper

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

Exemplary papers have the following characteristics:

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

Organization: The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

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

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

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

Conventions: The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

EDUCX 350: Foundations of Teaching as a Profession
Schedule/Course Outline

Date	Topic	Assignment
Session 1 January 24	Course/Class Introduction, Becoming a Teacher, Art versus Science Lesson Planning- Field Experience	Read EC Chapter 1 Choose Movie
Session 2 January 31	Quiz Chapter 1 Credential requirements Introduction Pages	Read EC Chapter 8 Introduction Page (Pict, Words, # and an extra copy for instructor)
Session 3 February 7	Quiz Chapter 8 Current Event Dead Poets Society- Keating vs Pritchard Introduction Pages Movie Choices Made	Read EC Chapter 5 Philosophy assessment
Session 4 February 14	Quiz Chapter 5 Current Event The lives and work of teachers Review Philosophy Styles Effective Teaching	Read EC Chapter 2 Teacher Interview Set up Working Styles assessment
Session 5 February 21	Quiz Chapter 2 Current Event Set up Groups Working Styles Interview tips for CSUSM	Read EC Chapter 6 Read CIS Ch 1-2 Inclusion, Diversity and Special Ed Laws
Session 6 February 28	Quiz Chapter 6 Current Event Inclusion Assignment Credo for Support F.A.T. City	Observations 1-2 Due Read EC Chapter 10 Movie Review
Session 7 March 7	Quiz Chapter 10 Current Event Classroom management Turning Loose Review Movies	Read EC Chapter 3 Learning styles assessment Teacher Interview Due
Session 8 March 14	Quiz Chapter 3 Current Event Interview Teacher Review School finance Learning styles assessment Review School Governance and Structure	Read EC Chapter 9

Session 9 March 20	Quiz Chapter 9 Current Event <hr/> History of Education TTRST Group research session	Read EC Chapter 11 TTRST Due
Session 10 March 28	Quiz Chapter 11 Current Event <hr/> School curriculum Standards and testing	Read EC Chapter 7 Observations 3-4
Session 11 April 4	Quiz Chapter 7 Current Event <hr/> EL/ELD	Read EC Chapter 4 Intelligence assessment
Session 12 April 11	Quiz Chapter 4 Current Event <hr/> Intelligence assessment Summarize the Assessments	Read EC Chapter 12
Session 13 April 18	Quiz Chapter 12 Presentation I, II	Personal philosophy of schooling, learning and teaching
Session 14 April 25	Presentation III, IV	
Session 15 May 2	Presentation V, VI	
Session 16 May 9	Presentation VII Portfolio Reviews A Class Divided	Portfolio Take Home Exam Distributed on line
Session 17 May 16	A Class Divided Potluck Final	Portfolio Take Home Exam

SPRING 2011 Semester

January 19-21 (Wed-Fri)	Faculty pre-instruction activities
January 24 (Mon)	First day of classes
March 18 (Fri)	Last day of class for first session of Spring half-semester classes*
March 19 (Sat)	First day of class for second session of Spring half-semester classes*
March 21-26 (Mon-Sat)	Spring break
March 31 (Thur)	Cesar Chavez Day — campus closed
May 13 (Fri)	Last day of classes
May 14-20 (Sat-Fri)	Final examinations
May 21 (Sat)	Commencement
May 26 (Thur)	Grades due from instructors; last day of Spring semester



Spring 2011

Dear Colleague:

This letter introduces _____, who is a prospective candidate for our teacher credential program and is currently enrolled in the Education 350: “Foundations of Teaching as a Profession” at California State University San Marcos. This course requires students to complete 45 hours of classroom observations in elementary, middle and high school classrooms.

As an important first component of learning to teach, this 45-hour field experience provides the student with first-hand experience in the application of his or her understanding of effective schools, student learning, teaching strategies, and the role of the teacher, but it should not be confused with *student teaching*.

The field experience consists of observation in multiple settings (e.g. elementary, middle or high school level classrooms; multilingual classrooms; special education classrooms) and a more sustained observation/participation in one classroom. I would be most appreciative for the assistance you could give this student to observe and/or participate at your school.

We encourage students to observe, formulate questions for discussion and to participate in classrooms when the teacher feels comfortable allowing them to do so. Our students are responsible for documenting their observation hours.

Thank you for your participation in the professional preparation of our students. If you have any questions about this learning experience, please call the University and leave a message at 760-750-4300. I will return your call promptly upon my arrival. Thank you for your cooperation.

Sincerely,

Stephen J. Ahle
Adjunct Professor
Education 350
California State University, San Marcos

NAME: _____ ID #: _____

**EDUCATION 350 Foundations of Teaching as a Profession
CLASSROOM OBSERVATION RECORD**

Fill in this sheet each time you observe in schools. Turn this in on the assigned due date during the semester. You must have a minimum of 45 hours of observation for EDUC 350. If you have an approved waiver, summarize the waiver in the first line (e.g., Waiver: Tutor: 20 hrs.). Highlight or mark with an asterisk the observations that you wrote up for your classroom observation reports.

Date	Grade/Setting e.g., 1st ELD or 7 th Math	School/District	Length of time	Teacher's signature
	Waiver (if applicable)			
		TOTAL NUMBER OF HOURS:		

Classroom Observation Reports

Name: _____

EDUC 350 – Foundations of Teaching as a Profession Classroom Observation Report Summary

Submit this summary as directed by your instructor (as a cover sheet each time you submit your field observation reports or on a given due date).

Obs. #	Date	Grade level	Subject field or special setting
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

Remember!!

You must observe at least once in each of the following educational settings:

- elementary school classroom (K-6)
- middle school classroom (6-8)
- high school classroom (9-12)
- special setting (e.g., sheltered instruction/SDAIE, English language development, primary language classroom, special education, gifted education, charter schools, alternative education, adult/continuation school, court schools)

California State University San Marcos
COLLEGE OF EDUCATION

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section # _____ Semester/Yr: _____ Instructor: _____

Name ID#

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. Verification of the experience (e.g., a letter from supervisor/teacher, timesheet).
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

**California Standards for the Teaching Profession (CSTP)
And
Teaching Performance Expectations (TPEs)**

A. Making Subject Matter Comprehensible to Students

TPE 1: Specific pedagogical skills for subject matter instruction

TPE I A: Subject-specific pedagogical skills for Multiple Subject Teaching assignments

TPE I B: Subject-specific pedagogical skills for Single Subject Teaching assignments

B. Assessing Student Learning

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making content accessible

TPE 5: Student engagement

TPE 6: Developmentally appropriate teaching practices

TPE 6 A: Developmentally appropriate teaching practices in K-3

TPE 6 B: Developmentally appropriate teaching practices in 4-8

TPE 6 C: Developmentally appropriate teaching practices in 9-12

TPE 6 D: Developmentally Appropriate Teaching Practices for Special Education (CSUSM)

TPE 6 E: Middle Level Philosophy and Social Organization (CSUSM)

TPE 7: Teaching English Language Learners

D. Planning Instruction and Designing Learning, Experiences

TPE 8: Learning about students

TPE 9: Instructional planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10- Instructional time

TPE 11: Social environment

F. Developing as a Professional

TPE 12: Professional, legal, and ethical obligations

TPE 13: Professional growth

CSUSM Additional TPEs - Note 6D and 6E in addition to the following:

TPE 14: Educational technology

TPE 15: Social justice

TPE 16: Biliteracy

Credo For Support

Throughout history, people with physical and emotional disabilities have been abandoned at birth. Banished from schools, used as court jesters, drowned and burned during the inquisition and gassed in Nazi Germany, and still continued to be segregated, institutionalized, tortured in the name of behavior management, abused, raped, euthanized and murdered.

Now for the first time people with disabilities are taking their rightful place as fully contributing citizens. The danger is we will respond with remediation and benevolence rather than equity and respect.

And so we offer you a **CREDO FOR SUPPORT**.

Do not see my disability as the problem, recognize my disability as an attribute.

Do not see my disability as a deficiency. It is you who see me as deviant and helpless.

Do not try to fix me because I am not broken. Support me. I can make my contribution to the community in my own way.

Do not see me as your client. I am your fellow citizen.

See me as your neighbor. Remember, none of us can be self-sufficient. Do not try to modify my behavior.

Be still and listen. What you define as inappropriate may be my attempt to communicate with you in the only way I can.

Do not try to change me, you have no right. Help me learn what I want to know.

Do not hide your uncertainty behind your "professional" distance.

Be a person who listens and does not take my struggle away from me by trying to make it all better.

Do not use strategies and theories on me.

Be with me. And when we struggle together with each other, let that give rise to self-reflection.

Do not control me. I have a right to my power as a person.

What you call non-compliance and manipulation may actually be the only way I can exert some control over my life.

Do not teach me to be obedient, submissive, quiet and polite.

I need to feel entitled to say no if I am to protect myself.

Do not be charitable to me. The last thing the world needs is another Jerry Lewis.

Be my ally against those who exploit me for their own gratification.

Do not try to be my friend. I deserve more than that.

Get to know me. We may become friends.

Do not help me even if it makes you feel good.

Ask me if I need your help. Let me show you how you can best assist me.

Do not admire me. A desire to live a full life does not warrant adoration.

Respect me for respect presumes equity.

Do not tell, correct, and lead. Listen, support, and follow.

Do not work on me. Work with me.

Written in memory of Tracy Latimer.