

**California State University San Marcos  
College of Education**

**EDUC 350: Foundations of Teaching as a Profession  
SPRING 2006  
CRN 22113**

**Instructors:** Isabel R. Soliz, MA

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**Class Meeting times/places:** Wed 5:30 pm-8: 15 pm; Chaparral High School in Temecula

**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 “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.

**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 Recommendation Form with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos Teacher Credentialing programs.

**Use of Technology:** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, iLEARN/WebCT, 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?

**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:**

Armstrong D.G., Henson, K.T., and Savage, T.V. (2005). *Teaching Today. Seventh Ed.* 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)

### **One of the Following “Choice Books”: (Amazon, Barnes & Noble)**

Kidder, Tracy (1989). *Among School Children.* Boston: Houghton-Mifflin.

Kozol, J. (1991). *Savage Inequalities: Children in America’s Schools.* New York: Harper

Ladson-Billings Gloria (2001) *Crossing Over to Canaan*

Meier, Daniel R. (1997). *Learning in Small Moments: Life in an Urban Classroom.* New York: Teachers College Press.

Michie, G. (1999). *Holler If You Hear Me.* New York: Teachers College Press.

Paley, Vivian (1992) *You Can’t Say You Can’t Play*

Valdes, Guadalupe (2001) *Learning and Not Learning English*

### **Assignments and grading:**

|   |           |
|---|-----------|
| Interview of a teacher                                  | 10 points |
| Classroom Observation Reports                           | 25 points |
| Choice Book Report/Discussion                           | 20 points |
| School Law and Diversity Assignment                     | 10 points |
| Current Events in Education                             | 5 points  |
| Personal Philosophy of Teaching, Learning and Schooling | 15 points |
| Attendance, Participation, Collaboration                | 15 points |

### **Interview of a teacher (Due: April 5, 2006)**

**10 points**

You will write a 3-4 page paper based on an extended interview with a public school teacher who has been teaching at least three years. Your purpose is to render a sketch of the teacher as a person with a distinct philosophy and who uses specific classroom behaviors shaped by their experience. The following is a list of several basic questions that may be used.

1. Why did you become a teacher? How attractive was this profession at the time you entered? Did you consider other career paths? Do you have any regrets for selecting this career?
2. Describe your professional education training. How helpful was it in preparing you for how to teach? How long did it take for you to be comfortable with your teaching?
3. How would you define “teaching”? Do you have a particular educational philosophy that describes your teaching style?
4. How many years have you taught? At what grade levels? Which did you enjoy the most? Why?
5. What have been the major joys you have experienced---frustrations? What changes in your school or in the profession would be necessary for you to experience more joys and fewer frustrations?
6. How do you learn about the individual differences in the lives and experiences of your students? Have you experienced any “culture shock” in working with students whose background is different from your own? What accommodations (if any) have you made to work more effectively with different types of students?
7. What “first year lesson” did you learn that stays with you to this day?
8. Do you have some favorite memories from classroom experiences? Do you tend to remember specific students?
9. What changes have you noticed in the profession since you started? How do you feel about these changes?
10. Is there anything else I should know to help prepare me for a career in teaching?

### **Analysis:**

After collecting the information, think about what you have learned about this teacher and teaching in general. Focus on a few themes that best characterize what you have heard. Don’t try to be all-inclusive in your written analysis. Consider that this information means to you as you prepare yourself to work with students – especially those that come from a background different from yourself. Please protect the teacher’s confidentiality by using a pseudonym and masking other details.

### **Classroom observation reports (Due Feb. 8, Mar.15, April 19)**

**25 points**

You must complete 45 hours of observations in public schools for this course. Choose the location for your field experience observations early and carefully. Make copies of the introduction letter, as you may need one when you meet with the school principal or secretary. I suggest you call ahead and ask for an appointment to observe and explain the purpose of your visit. Plan ahead as it may take a week or more for the school to arrange an observation visit. Depending on the time you have available, you may wish to explain that you would like to observe in several different grades or classroom settings. You **MUST** visit the following grade levels/school setting to include in your 45 hours of observation.

- Primary classrooms (K-3)
- Upper elementary (4-6)
- Middle school (6-8)
- High school (9-12)
- Special Education (RSP or SDC)
- Bilingual/Structured English Immersion – if available

Complete **one observation form for each classroom** you visit. Each observation should last at least 30 minutes. Your observations will be collected at three times (dates are listed in the class schedule). Each group of observations will have a specific focus and you will need to **include a general overview** highlighting the focus of all the classrooms visited during each observation period.

Type your observations on the form provided or create your own using a similar format. All of the necessary forms should be accessed at:

<http://lynx.csusm.edu/coe/facultyStaff/Syllabus1.asp>

There is a notation to EDUC 350 students to download the Field Experience File. Download this document before the next class session.

#### **Focus #1 – Due Feb. 8, 2006.**

- A. **Room Arrangement** (physical layout): Does the desk or table arrangement support or detract from the delivery of instruction? Can all students see the board? Can the teacher move easily about the room?
- B. **Classroom rules and procedures:** Are rules posted? Who generated the rules? Do you see evidence that they are enforced? Consistently? Do students seem to know what is expected of them?
- C. **Classroom diversity:** Do you see evidence of diversity; in ability, ethnicity, linguistic background, special needs or socioeconomic status? Do you notice the teacher responding to all students equally? How do students respond/relate to this diversity?
- D. **Students:** Do students appear ready to learn? Do you sense positive interactions with other learners both in the classroom and outside the classroom?
- E. **School/Class climate:** Were you able to observe students on the school playground or outside of class? Do you feel this school/classroom is a friendly and positive learning atmosphere? How do adults outside of class respond to students?

#### **Focus #2 – Due Mar. 15, 2006.**

- F. **Classroom Management:** Was the teacher able to get compliance from the students in the area of behavior? What techniques did you observe used to

- control the behavior of students? Did you see evidence that the students understand the expectations? Was the teacher consistent in discipline used?
- G. **Communication:** Observe the clarity of instructions. Do students seem to understand what they are to do? Does the teacher use several forms of communication i.e., visual, oral etc?
- H. **Variety of instruction:** Does the teacher use a variety of teaching techniques-direct instruction, small groups, guided practice, and/or hands-on activities?

**Focus #3 – Due April 19, 2006.**

- I. **Planning for instruction:** Did you see any evidence of a lesson plan? Were the materials organized and ready for use at the proper time?
- J. **Flexibility:** Did you notice evidence of flexibility in teacher behavior? Were there “teachable moments” that the teacher used to make a point? Did the teacher make use of or build upon student responses to make an instructional point?
- K. **Evaluation techniques:** How does the teacher know if the objectives of the lesson are being met? What documentation is maintained? Did you see evidence that instruction is revised or individualized based upon the evaluations used?

**School Law and Diversity (Due Feb. 15, 2006)**

**10 points**

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:**

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

U.S. Disability Law. Internet address:

[www.law.cornell.edu/topics/disability.html](http://www.law.cornell.edu/topics/disability.html)

Includes information about laws affecting people with disabilities.

OSERS IDEA Home Page. Internet address:

[www.ed.gov/offices/OSERS/IDEA](http://www.ed.gov/offices/OSERS/IDEA)

Explanation of federal legislation known as IDEA, which ensures a free appropriate education in the least restrictive environment for children with disabilities. The latest 1997 federal reauthorization of the law is explained in detail.

**Reflection and Applications:**

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

1. In writing, identify five laws or court decisions that influence you as a professional educator. At least one of these five must relate to special education law. Give a rationale for each selection. Why is it important to you? How might they affect your teaching?
2. Be prepared to share selections and rationale for selection of the laws and decisions in class.

**Current events in education (ongoing)**

**5 points**

Sign up for a date when you will be responsible for presenting an item from the week's news in

education (5 minutes maximum). The item may be from television, radio, internet (e.g.,

[www.edweek.org/](http://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.

**Personal philosophy of teaching, learning and schooling (Due April 26, 2006) 15 points**

Organize your thoughts in a way that expresses your beliefs about schools, teaching and learning. Articulate your thoughts so that your reader is able to form a picture of the teacher you hope to become. Think of your audience as the hiring committee of a school district in which you passionately hope to teach. You want your audience to connect your name and face with a distinct set of beliefs. Your philosophy should reflect your beliefs about teaching and learning, and your view of the social context of schools for the 21<sup>st</sup> century in a multicultural society. You should demonstrate professional vocabulary as you discuss your beliefs and knowledge. 2-3 pages.

**Questions to Guide You**

1. What is schooling?

What are the purposes of education and schools? What are schools for? How is schooling in a democracy different from schooling in a totalitarian state? What responsibilities do you have as an employee of the public, and what happens when you disagree with public policy? What about when you disagree with parents? What are your goals for your students?

2. What is teaching?

What are the purposes of teaching? Who or what is the source of knowledge in the classroom? Is teaching a one-way or two-way venture? How will you decide what to teach? Do you consider yourself a teacher of students, or of content, or both? Is teaching better described as a set of skills and knowledge, or as a set of values and attitudes? What is it about teaching that you most look forward to, and that you most fear? What is your metaphor for the teacher? What are your ethical responsibilities as a teacher? How will you contribute to the profession of teaching? What is the teachers' role as a bridge to the community? What is the teacher's role in educational renewal and reform?

3. What is learning?

What is knowledge? If you teach and students don't learn, whose problem is that? How will you know when students have learned something? Are students empty vessels into which you will pour knowledge? What does learning mean for students of different abilities or ethnicities or genders or economic classes? How will your classroom be responsive to the multiple communities represented in your students? Do all students need to learn the same thing? How important is classroom environment to learning? How will you decide what content to teach in the all-too-short time allotted to you?

*NOTE: Use the questions to frame your thoughts. Do not simply answer the questions.*

Class activities, which support the development of your philosophy, include

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

**Criteria:**

- Did you draw on all your resources/experiences to write your philosophy and not just the book?
- Are you clear about your own beliefs?
- Do you have a clear organization of ideas?
- Can you articulate your ideas fluently and coherently with correctness of written expression (grammar, syntax, spelling)?
- Is it clear you have had enough exposure to schools to write your current philosophy?

- Did you address the areas of schooling, teaching, and learning?

**Choice Book Report/Discussion (Due April 26, 2006)**

**20 points**

Prepare a 3-page essay on the teacher(s) and/or students whose experiences were chronicled in your choice book. How did the teacher(s)/students in your book tell his/her/their story(ies)? How did the teacher(s) learn or not learn about the students and their needs? What did the teacher(s) do or not do to address the students' needs? How did the teacher(s) find fulfillment in the career of teaching? How does the experience of the teacher(s) or students relate to the readings and discussions from your coursework this semester? You must make explicit connections to coursework, and you must relate the book to your own thinking about teaching. You and the others who read the same book will share your book to your classmates in a fishbowl activity on the last day of class.

**Attendance, participation & collaboration**

**15 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.

Students will engage in active learning each class session, and will be expected to actively participate, collaborate, and demonstrate professionalism at all times.

- 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?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times?
- Do you attend each and every class, arrive on time and well prepared in all aspects, and do not ever leave early?
- Do you give close attention to each activity and speaker, and never whisper or do other things while there is a speaker?

You will do a self-assessment using the Rubric for Participation, Collaboration and Professionalism; and write a one-page rationale. You should give a rationale for the points you gave yourself in each area of the rubric and provide examples for each area. Your professor will also do an assessment using this rubric. Turn in your Rubric and Rationale with examples.



## Rubric for Participation, Collaboration and Professionalism

| <b>CATEGORY</b>                    | <b>Excellent</b>   | <b>Acceptable</b>   | <b>Unacceptable</b>   |
|------------------------------------|--|---|---|
| <b>Attitude</b>                    | Always has a positive attitude. Never is critical of the task or others without offering alternatives, showing initiative, and working hard for improvement.   | Usually has a positive attitude. Rarely is critical.  | Seldom has a positive attitude. Often is critical.  |
| <b>Participation</b>               | Attends every class, always on time and well prepared, never leaves early. Give closest attention to class activities and speakers.  | Usually attends every class, on time and prepared, doesn't leaves early. Give most attention to class activities and speakers.  | Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking.   |
| <b>Professionalism</b>             | Always behaves, talks and works in a professional manner, regardless of task/topic.  | Often behaves, talks and works in a professional manner, regardless of task or topic.   | Seldom behaves, talks and works in a professional manner, regardless of task/topic.   |
| <b>Collaboration</b>               | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.   | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.   | Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player.   |
| <b>Contributions</b>               | Always provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.   | Often provides useful ideas; stays focused most of the time. A satisfactory group member who does what is required.   | Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge and participate.  |
| <b>Disposition toward Teaching</b> | Always demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and CA Standards for Teaching. | Often demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and CA Standards for Teaching. | Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and Standards for Teaching. |
| <b>Leadership</b>                  | Shows strength through leadership in different class activities; other students respect you as a leader.   | Effectively participates and contributes, but rarely shows leadership qualities.  | Does not show leadership in any area of class.  |

### General Scoring Rubric for Written Assignments:

The points awarded depend on the points associated with each assignment. Read these as general guidelines. Achieving an “excellent” requires careful attention to detail and to following the syllabus instructions.

#### Excellent (9/10; 13/15; 17/20; 21/25)

- Follows requested format as described in the syllabus
- All elements of the assignment are included
- Provides concrete details of the observation, interview, book, philosophy
- Insightful commentary using personal viewpoints
- Presents clear and logical organization of thoughts
- Has few, if any, mechanical errors
- Holds interest – is interesting to read
- Uses a sophisticated vocabulary and sentence structure

#### Very Strong (7/8; 10/12; 13/16; 16/20)

- Follows requested format as described in the syllabus
- All elements of the assignment are included
- Provides some concrete details of the observation, interview, book, philosophy
- Includes personal viewpoints
- Good organization
- Some mechanical errors
- Holds interest – is somewhat interesting to read
- Some sentence/vocabulary variety

#### Meets the Standard (5/6; 7/9; 10/12; 11/15)

- Follows some of the requested format as described in the syllabus
- Some elements of the assignment are included
- Provides a few concrete details of the observation, interview, book, philosophy
- Includes personal viewpoints
- Organization hard to follow
- Many mechanical errors
- Hard to read
- Little sentence/vocabulary variety

Grades will be determined by the total number of points earned. (100 points possible)

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F = 0-59

## COURSE GRADES

### **An “A” student is one who:**

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- contributes to the positive environment of the class by respecting all members.

### **A “B” student is one who:**

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- contributes to the positive environment of the class by respecting all members.

### **A “C” student is one who:**

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.

- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A “D” student is one who doesn’t meet all of the minimal standards of a “C” student; “F” is earned by someone who hasn’t completed significant portions of the required work and fails to meet the “C” student standards.

### Tentative Course Schedule – Subject to Change

| DATE                         | TOPIC  | READINGS  |
|------------------------------|--|---|
| 01/18/06<br>1st              | Introductions<br>Discuss syllabus/expectations<br>Why Teach?   | Print syllabus<br>Print EDUC 350 Field Experience File        |
| 01/25/06<br>2nd              | Why Teach?<br>Philosophy of Schooling, Teaching and Learning<br><b>*Current Events in Education</b>        | AHS: Chs. 1 & 11<br>Readings in class                         |
| 02/01/06<br>3rd              | Standards: Teacher Performance Expectations<br>Electronic Portfolio<br><b>*Current Events in Education</b> | AHS: Chs. 2 & 12  |
| 02/08/06<br>4th              | Legal Issues in Schooling<br><b>*Current Events in Education</b><br><b><i>Observation Group #1 DUE</i></b> | AHS: Chs. 3 & 14  |
| 02/15/06<br>5 <sup>th</sup>  | Learners And Their Needs<br>School Law Assignment DUE<br><b>*Current Events in Education</b>               | AHS: Ch. 4  |
| 02/22/06<br>6 <sup>th</sup>  | Responding to Diversity<br>Circle of Courage (Villa book)<br><b>*Current Events in Education</b>           | AHS: Ch. 5  |
| 03/01/06<br>7 <sup>th</sup>  | Group Work/Walking Field Trip<br>To A+ Materials   | Identify multicultural materials                              |
| 03/08/06<br>8 <sup>th</sup>  | Learners: Exceptional<br>F.A.T. City Video<br><b>*Current Events in Education</b>                          | AHS: Ch. 6<br>V & T: Chs. 1, 2, 3,<br>pp. 125-135 and 162-167 |
| 03/15/06<br>9 <sup>th</sup>  | <b>The Curriculum</b><br><b>*Current Events in Education</b><br><b><i>Observation Group #2 DUE</i></b>     | AHS: Ch. 7  |
| 03/22/06<br>10 <sup>th</sup> | Effective Instruction<br><b><i>Current Events in Education</i></b>   | AHS: Chs. 8 & 13  |
| 03/29/06                     | Spring Break   |   |
| 04/05/06<br>11 <sup>th</sup> | Management & Discipline<br><b><i>Current Events in Education</i></b><br>Teacher Interview DUE              | AHS: Ch. 9  |
| 04/12/06<br>12 <sup>th</sup> | Assessing Learning<br><b><i>Current Events in Education</i></b>  | AHS: Ch. 10   |
| 04/19/06<br>13 <sup>th</sup> | Where do I begin?<br>Guest speaker<br><b><i>Observation Group #3 DUE</i></b>                               |   |
| 04/26/06                     | <b><i>Current Events in Education</i></b><br>Book Chats<br><b>Philosophy DUE</b>                           |   |
| 05/03/06                     | Book Chats (continued)<br><b><i>Choice Book Papers DUE</i></b>   |   |