

California State University San Marcos
College of Education

EDUC 350: FOUNDATIONS OF TEACHING AS A PROFESSION
And Early Field Experience
Spring, 2005

Class Meetings: Tuesdays and Thursdays, 10 – 11:15 AM

Instructor: Delores Lindsey, Ph.D.

Office: 315 University Hall

Phone: (760) 750-8544

E-mail: dlindsey@csusm.edu

Office Hours: Mondays 3:30-4:30 pm, Tuesdays 11:30 am-2: 30 pm and by appointment

Course Description: This required course serves as an orientation to careers in elementary, middle, and high school education. Upon completion of this course, the student should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career.

Major topics include:

1. understanding the role of schools in society;
2. exploring philosophies and contemporary issues in education;
3. assessing the roles of teachers in schools;
4. understanding the qualifications and credentialing process for California teachers;
5. understanding and appreciating the student as an individual;
6. understanding factors affecting student achievement;
7. understanding critical issues in curriculum and instruction;
8. understanding reform movements, nationally and statewide, for elementary, middle level, and secondary schools;
9. clarification of motives for choosing teaching as a career.

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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

CLAD Infusion

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Special Education

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

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 5202, 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 insure confidentiality, in a more private setting.

Texts:

Required:

Armstrong, David; Henson, Kenneth and Savage, Tom (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.

Choose one of the following accounts of teaching:

Gruwell, Erin, *The Freedom Writers Diary*, 1999

Codell, *Educating Esme*. Alongquin Publishing

Diver Stamens, A. (1995). *Lives in the Balance*. Albany, NY: SUNY Press.

Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press.

Jennings, K. (Ed.). (1994). *One Teacher in 10*. Los Angeles: Alyson Books.

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

Perlstein, L. (2003). *Not Much Just Chillin': The Hidden Lives of Middle Schoolers*. New York: Farrar, Straud & Giroux.

Course Requirements:

Professionalism

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

Attendance

This course is participatory in nature, therefore your attendance and participation are important. Absences and late arrivals/early departures will affect the final grade. **More than one absence will jeopardize your grade in the following manner: the final grade will drop by one-third letter for every absence.** COE attendance policy states, “At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements.” Should you have extenuating circumstances, please contact me as soon as possible. Also, **late assignments** will receive a 10% reduction in points for every day late. After one week, late assignments will receive no credit.

Field Experience

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 classroom settings. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Form with documented hours and teacher verification are requirements for admission to the CSUSM Teacher Credential programs.

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.

Creating the Inclusive Classroom

Students will demonstrate knowledge of laws and dispositions relating to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and the analysis of “School Law & Diversity,” and/or “Creating an Inclusive School”.

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.

ASSIGNMENTS:

⇒ *Participation*

This class is designed for hands-on, active learning that requires some “stepping out” in order to better understand the role of teacher and learner. Some of these activities include partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Come prepared to discuss assigned readings/topics and to be a cooperative participant in class.

Key skills/knowledge to be evaluated:

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

⇒ *Reading Response Log (10 points)*

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings. In the log you will be asked to both summarize and reflect on what you have read. You will also share your writing with another student at the beginning of each class session.

Key skills/knowledge to be evaluated:

- At what level have you comprehended the reading?
- Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading and prior class discussions, fieldwork, and class activities?
- To what degree have you explored various options for responding to text or fine-tuned a couple of particular approaches?

⇒ *Field Experience Form (log) and Observation Reports (15 points)*

This assignment is designed to help you to better understand the complexity of today’s classrooms, students and the various ways teachers address the needs of their classes – and to engage in a variety of classroom settings in order to determine if, and at what level, you might want to teach.

Students will maintain a log of hours spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, students will maintain a journal documenting their field observations, connections to concepts studied in EDUC 350, analyses, and questions. A minimum of 15 field observation reports is required. The format to be used will be explained in class.

Key skills/knowledge to be evaluated:

- 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?
- Can you relate your classwork and reading to your observations and provide insightful analysis about that relationship?

⇒ ***Interview Assignment (10 points)***

Select one of the following individuals to interview:

- ✓ *K-12 Public School Teacher:* One way to better understand what it is like to be a teacher is to talk to a real one! Interview one with at least 3 years of experience or one who has retired in the last year.
- ✓ *Senior Citizen:* Find someone 60 years of age or older and compare/contrast schooling in the past and at present!
- ✓ *Public School District Personnel Officer:* Go straight to the top and find out what the key local issues are as well as what districts are looking for when they hire new teachers!

Ideas for questions will be provided and you are encouraged to design your own questions. You will share your findings in class and turn in a 2 to 3 page written summary of the interview results that will analyze the responses and provide personal reflections based on readings and class discussions.

Key skills/knowledge to be evaluated:

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?
- If you were not sure of answers, did you ask your interviewee for clarification so you understood? Did you use follow up questions to probe for deeper responses?
- Were the questions you created thought provoking?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?

⇒ ***Choice Book Report/Presentation (15 points)***

Prepare a summary review of the book and give a group oral presentation. Individual papers should be no more than 3pages. The oral group presentation lists the names and individual responsibilities of each group member. The oral presentation should be 10-12 minutes.

Relate the book review and presentation to the theme, “teachers and their personal stories”.

- ✓ How did the teacher(s) in your book tell their personal stories?
- ✓ How did the teacher(s) learn about the students and their needs?
- ✓ What did the teacher do to address the students’ needs?
- ✓ How does the experience of the teacher 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. All students selecting the same book will work together to prepare a group presentation to share your knowledge and insights with other students.

Key skills/knowledge to be evaluated:

- Were you able to create a book report/presentation that addressed the theme/questions listed above in a thoughtful and analytical manner?
- Were you able to work well with your peers in developing a group presentation?
- Was the group presentation engaging for the audience?

⇒ ***Contemporary Issues Research (15 points)***

Choose a major contemporary issue in education that interests you (from topics provided). Research the issue thoroughly and determine the key ideas and insights, i.e., *what is your opinion/perspective on this issue?* Partner with two or three other students, research the topic, and prepare a 10-12 minute oral presentation for the class. Provide a one-page summary and a reference page for your classmates. Cite a minimum of three references, using correct bibliography format.

Key skills/knowledge to be evaluated:

- Do you understand a major issue affecting education and can you speak intelligently to your peers so they understand the issue?
- Did you read from enough sources to gather relevant information?
- Are you able to synthesize information to present a concise yet thorough report?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation)?
- Did you present your information confidently, creatively, and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Are you able to develop an appropriate summary and bibliography?

⇒ ***Personal Philosophy of Teaching, Learning and Schooling (20 points)***

To summarize your learning in this course, help you to clearly articulate your emerging beliefs about teaching, learning, and schooling, and prepare for future interviews, you will be asked to submit a paper (approx. 4 pages, typed, double-spaced) in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning and schooling. In preparing this assignment you will develop the paper over the course of the semester and will experience the process of drafting, giving and receiving reader response, and revision, as stages of the writing process (experiencing firsthand what you should do as a teacher with your students). More information about the paper will be given in class.

Key skills/knowledge to be evaluated:

- Did you draw on all your resources/experiences to write your philosophy and not just the book?
- Are you clear about your own beliefs?
- Can you articulate your ideas fluently and coherently with correctness?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of teaching, learning, and schooling?

⇒ *Law and Diversity Assignment (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:

Thousand, J.S. Laws related to special education that affects teachers.

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

U.S. Disability Law. Internet address :

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

Includes information about laws affecting people with disabilities.

OSERS IDEA Home Page. Internet address :

www.ed.gov/offices/OSERS/IDEA

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

Reflection and Applications:

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

1. Writing a 3-4 page paper, Within the paper, 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. Being prepared to share selections and rationale for selection of the laws and decisions during class.

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

Assignment Values:

Additional instructions regarding course assignments will be handed out in class.

Assignment	Possible points	Due date
Participation / Field Experience Observations	15 points	#1-5 March 1, 2005 #6-10 April 5, 2005 #11-15 April 26, 2005
Law and Diversity paper	10 points	Feb. 10, 2005
Teacher Interview	10 points	March 8, 2005
Reading Response Log	15 points	April 12, 2005
Choice Book Report/Presentation	15 points	See Syllabus
Contemporary Issues Report	15 points	See syllabus
Personal Philosophy of Teaching	20 points	April 19, 2005
	100 total possible points	

Grading:

The total number of points earned out of a possible 100 points will determine grades.

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 = below 60

Holistic View

Grading Rubric: EDUC 350

Following are the characteristics of an “A” student.

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 papers that reveal a commitment to self-discovery and learning.
- produces papers at a 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 every (or 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.
- completes a final that reveals significant understanding of the complexities of the education profession and demonstrates learning around the goals of the course.
- completes all field experience work (45 hours, 3 different settings, & 15 journals) with high quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

Anticipated Schedule

Sessions	Topic	Readings Due	Assignment Due
Session 1 1/18/05	Introductions Course Overview		
Session 2 1/20	Becoming a Professional Educator... Learning agreements. Field Experience details. Panel, Choice Book decisions		Bring syllabus and fieldwork docs
Session 3 1/25	Schooling in the 21 st Century Teaching in an Age of Change... Why Teach? Becoming a teacher	TT, Chapters 1, 2 and 3	Review course schedule Decide on groups (CI and Books) Field Experience: purpose, process, and procedures
Session 4 1/27	Library and web research Read and research: Laws Related to Spec Ed, English Language Learners and Diversity	Read Thousand, "Essay..."	
Sessions 5&6 2/1-2/3	Who are our students? Understanding the rationale for inclusive education	CIS Chapters 1, 2, 3 CIS, pp. 162-167	Entries in Reading log Panel #1, Contemporary Issues, due, 2/3
Session 7&8 2/8-2/10	Inclusion: Why and How FAT City video	CIS Chapters 4, 5, 6	Panel #2, CI, due 2/8 Law and Diversity paper due 2/10

Sessions 9&10 2/15-2/17	Multiculturalism Brown vs Board Understanding Education Law	TT, Chapter 5	Book Choice Reports Group 1 due, 2/15 Panel #3, CI due, 2/17
Sessions 11&12 2/22-2/24	Shapers of Today's Educational World: Structures for Schooling Guest Speaker (2/24)	TT, Chapter 11, and 12	Book Choice Report, Group 2, due, 2/22 Panel #4, CI due, 2/24
Sessions 13&14 3/1-3/3	Shapers of Today's Educational World (cont.)	TT Chapters 7, 8,	Field Experience Journals, 1-5 due 3/1
Sessions 15&16 3/8-3/10	The Curriculum Effective Instruction	TT Chapters 13 and 14	Panel #5, CI, due 3/8 Teacher Interview due, 3/8 Book Choice Reports Groups 3, 4 due 3/10
Sessions 17&18 3/15-3/17	Classroom Management Assessing Learning	TT Chapters 9 and 10	Panel #6, CI, due 3/15 Personal Philosophy of Teaching <i>electronic Draft</i> due (through email) due, 3/17
Sessions 19&20 3/22-3/24	The Middle Level experience	Assigned articles	Panel #7, CI, due 3/22 Panel #8, CI, due 3/22 Book Choice Reports Group 5, due, 3/24
Sessions 21&22 3/29-3/31	Spring Break No Class Meetings		
Sessions 23&24 4/5-4/7	The Influence of No Child Left Behind and Standards Presentation: Culturally Proficient Instruction	Assigned websites and articles	Field Experience Journals, 6-10 due 4/5 Book Choice Report, Group 7 due, 4/7
Sessions 25&26 4/12-4/14	What will it take? Preparing for the Profession	Assigned articles	Reading Response Log (final log) due 4/12 Book Choice Report Group 6, due 4/14

Sessions 27&28 4/19-4/21	Credential advising Guest Speaker		Personal Philosophy of Teaching, paper due April 19
Sessions 29&30 4/26-4/28	Sharing our experiences: Reading logs, Field observation, and content		Field Experience Journals (complete) due, 4/26
Session 31&32 5/3-5/5	Wrap-up and Reflections 3-2-1		Final reflections (in class writing)

EDUC 350

D. Lindsey

Contemporary Issues suggested topics:

What is the influence of federal involvement in education at the local level?

What impact has standards based educational reform had on California schools?

In what ways are parents involved in public education?

What are charter schools and why are they important?

What is the impact of multiculturalism on curriculum and assessment in today's schools?

If we say ALL, why do we need No Child Left Behind as a law?

In what ways has teaching changed for the 21st century learner?

What is happening with the "technology in every classroom" initiative for California's students?

What "rights" do teachers have?

What "rights" do students have?

What is the role of teachers' unions in California classrooms?

What are three "social" issues impacting teaching today?

What is the difference between *standards* and *standardized* in today's educational debate?

What assessment data do teachers need to know in California's schools?

Others?

EDUCATION 350: FOUNDATIONS OF TEACHING
Motives for Teaching....What are Yours?



Ryan and Cooper, *Those Who Can, Teach*, discuss four important points to keep in mind when considering teaching as a profession:

1. A superficial motive to teach can, and often does, lead to failure and disappointment.
2. Clarifying your motives helps you to better identify your strengths as a person, and as a prospective teacher, as well as to cope with your shortcomings.
3. It is important to gain a greater understanding of how you and a career in education might fit together – before you begin that career.
4. Most of us have mixed motives about the majority of things that are important to us.

Why Become a Teacher?

Motives For:

Motives Against

Motives For:	Motives Against