

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**Education 350: Foundations of Teaching as a Profession  
Spring 2005, Section 05, CRN 21206  
Wednesday. 1730-2015, SCI2 243**

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**College of Education Mission Statement**

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

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**COURSE DESCRIPTION**

Required for all credential candidates. An orientation to careers in K-12 education. Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings. *(CSUSM General Catalog 2004-2005, p. 246)*

**Prerequisites:** None

**Course Objectives:** The Catalog course description above is amplified in that this course explores the history, philosophies and contemporary structures of 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 California and be able to assess his or her interest in teaching as a career. Major topics include theoretical and practical considerations addressing the objectives listed below. Therefore, candidates completing EDUC 350 will be able to demonstrate knowledge, skills and dispositions (e.g., attitudes and commitments) indicating:

- Understanding the roles of schools in society
- Understanding general philosophies of, and contemporary issues in education.
- An ability to assess the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciation of the student as an individual.
- Understand factors affecting student achievement.

- Understanding critical issues in curriculum and instruction.
- Motivation for, and professional commitments to choosing teaching as a career.
- Understanding infusion of education for special needs students in K-12 education.
- Understanding legal, ethical and statutory obligations that influence teaching responsibilities
- ability to report, interpret, analyze and synthesize complex information; and,
- university-level competence in information literacy, use of technology and oral and written communication

### **Unique Course Requirements:**

Fieldwork. The course requires documentation of 45 hours of supervised fieldwork. In addition to the guidelines for documentation indicated in Attachment 2 to this syllabus, candidates may apply up to 25 tutoring hours accomplished in conjunction with EDUC 364 and the Casey Foundation in meeting this requirement.

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 Teacher Performance Expectation described below. 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.

Inclusion of considerations for special needs students: 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 specified in the course outline.

### **Required Texts**

Ryan & Cooper (2004). *Those Who Can, Teach – 10th Edition*. New York: Houghton-Mifflin

### **Authorization to Teach English Learners**

This credential program has 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 02*)

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for all credential programs offered in the College of Education. Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and

extensive educational program for all students. You will be required to formally address the following TPEs in 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.

### **Alignment of Teacher Education Standards to Foster Student Learning**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), *and how these outcomes correspond to your potential to enhance student learning as a new teacher*. In particular, this course is informed by and aligned with the standards and principles of the:

- National Council for the Accreditation of Teacher Education (NCATE)
- Interstate New Teacher Assessment and Support Consortium (INTASC)
- National Board for Professional Teaching Standards (NBPTS); and the
- California Commission on Teacher Credentialing (CCTC)

### **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. 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 the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students in addition to those of DSS (see below).

## Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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.

### Course Requirements

Please read these assignments in detail. You will note that I ask you for specific information to be addressed in each assignment. Completing all elements of the assignment will earn a passing grade, whereas missing elements may not allow a passing grade, depending on the magnitude of the omission. A grade of "C+" or higher requires you to exceed the minimum in substantive ways, as indicated in the grading requirements.

All assignments are due on the dates indicated. Written assignments must be word processed, double-spaced, paginated, and have 1" margins on all sides. Your name and the CRN for your section must appear at the top right of the first page. Page limitations are not given as writing styles differ. You are expected to make your written assignments as long (or as short) as it takes you to respond to all elements of the assignment and make your point(s). It is expected that all assignments will reflect university-level composition and exposition ( e.g., an average of more than one structural error per page means no higher than a "C" for that component ). Use of electronic spelling and grammar checking is encouraged. All assignments address critical variables in meeting Teacher Performance Expectation 12.

Assignment	Points Assigned	Due
1. Interview of a teacher	100	4/20
2. Classroom observation reports	150	4/27
3. Community Study	150	Papers – 4/6 Present 4/6 & 13
4. School Law and Diversity	100	2/23
5. Contemporary Issues Research	150	4/20
6. Readings in Education	150	Weekly, 2/2 – 4/13
7. Personal Philosophy of Teaching, 100 Learning, and Schooling		Draft on 3/16, Final on 4/27
8. Participation and Attendance	100	Assessed 5/4

#### 1. Teacher Interview:

In this assignment you will interview a teacher and **write** a summary of what you learned. Your purpose is to render a sketch of the teacher as a person with a distinct philosophy and one who uses specific classroom behaviors shaped by their experience. The teacher you select should be someone who as been teaching for a minimum of five years at a public elementary, middle, or high school.

##### **Suggested questions**

- "Why did you choose to enter teaching as a career? 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?"

- “Describe your professional educational training? How helpful was it in preparing you in how to teach? How long did it take for you to be comfortable with your teaching?”
- “How would you define *teaching*?” Do you have a particular educational philosophy that describes your main teaching style?”
- “Have you made any career moves since you started teaching-i.e., different grades, schools, school districts, etc?”
- “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 frustrations?”
- “How do you learn about the individual differences in the lives and experiences of your students? Have you experienced any “cultural 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?”
- “Do you have some favorite memories from classroom experiences? Do you tend to remember specific students?”
- “What changes have you noticed in the profession since you started? How do you feel about these changes?”
- “Is there anything else that I should have asked to help prepare me for a career in teaching?”

**Analysis:** After collecting your 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 what this information means to you as you prepare yourself to work with students, especially those who come from a background different than your own in terms of culture, ethnicity, language, economic class, etc. Please protect the teacher’s confidentiality by using a pseudonym and masking other details which might lead to identification of the individual (specific grade or class at a specifically-named school).

## **2. Classroom Observation Reports:**

Please refer to Attachment 2 for details

## **3. Community Study:**

**Task:** Work in groups of 3 or 4 to gather information about a school community and its resources. **Create a unified presentation and written paper** which informs others about the school community and engages them in viewing the community from its six different perspectives.

### **Organization Strategies:**

- Where will you meet?
- What time will you meet?
- What individual assignment do you need to accomplish?
- How will you present your information? Maps, pamphlets, charts/visuals, multimedia, powerpoint, photographs, etc.

**View your school community from these six perspectives:** The paper and presentation should provide a “thumbnail” sketch of major dimensions of community organization addressing these themes, and answering the questions that stimulate the process.

Anthropologist: How does the community organize for art, entertainment, and other activities?  
 Historian: How has the community changed over time?  
 Geographer: How has the geography influenced the community?  
 Economist: What kinds of work are done in the community?  
 Sociologist: What groups-families, schools, businesses, and the like-operate in the community?  
 Political Scientist: How does the community organize itself to provide services?

**Questions to stimulate the process:**

- What is at the heart of our community and culture
- What are the issues or problems in our community?
- What knowledge and experiences do your students bring to school?
- What resources do we have in our community to link to our students and school?
- What activities, reading or experiences will support our students in learning?

**Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft.**

Criteria for effective Community Study Presentation

Descriptors	Highly Effective	Effective	Somewhat Effective	Needs Some Work
The presentation offers important community facts and information that a new teacher needs to know.				
The presentation is comprehensive, incorporating views of the anthropologist, historian, geographer, economist, sociologist, and political scientist in a cohesive and informative manner.				
All group members participated actively and responsibly in the preparation and presentation of the community study.				
The method of presentation is aesthetically pleasing. Visuals add to the clarity of the information presented.				
Overall, the presentation offers a clear sense of the community so that the teacher has valuable information to inform and enhance his/her teaching.				

**4. School Law and Diversity**

**Task: In a written report**, you will apply your understanding of the legal context of inclusive education and laws that influence teaching responsibilities. Study the following:

Attachment 3 to this syllabus

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.

One other scholarly resource (e.g., legal brief, statute, legislative mandate, book chapter, electronic resource, scholarly journal, ERIC, etc.) Be sure to assess the relevance of this chosen resource (a demonstration of information literacy) for your study. Provide an appropriate (e.g., APA) citation.

**Reflection and Applications:** Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities. **In writing** 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. Give a rationale (one paragraph) for each selection. Why is it important to you? How might it affect your teaching?

### **5. Group Presentation on a Contemporary Issue**

**Task:** Candidates will work in groups of 3 or 4 (may be the same group as for the Community Study) to research an educational issue, either from the topics presented to you in class or one you propose to the instructor. Research the issue and prepare an oral report to share in class (with appropriate learning aids, i.e. PowerPoint®, overheads, other audiovisual). The report should describe and analyze the issue from the standpoint of what it means for you as prospective teachers. On the day of your presentation provide a one-page abstract of your topic and a reference list (at least 10 items) for your professor and classmates (paper handout or disk).

### **6. Readings in Education**

**Task:** Candidates will read one article per week from the scholarly or popular press and submit a one page synopsis of the important points of the reading, an analysis of the relevance for you as an aspiring teacher, and connections you see between the reading and the materials/discussions/fieldwork, or other class activities. The paper will be submitted weekly. Candidates will be selected at random to present their reading orally to their colleagues (approx 3-5 min.) and respond to questions/comments for another 3-5 min, as appropriate)

### **7. Personal Philosophy of Teaching, Learning, and Schooling**

**Task: Write** a paper that expresses your personal philosophy of these 3 elements at this point in time. 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.

Rather than simply responding to a series of questions, you should organize your thoughts in a way that makes sense to you. Identify, some themes, or an approach to teaching that expresses your beliefs as they have evolved this semester. Then articulate these so that your reader (the professor)/listener(the hypothetical hiring committee) is able to form a picture of the teacher you hope to become.

**8. Attendance, Class Discussions and Participation:** Candidates are expected to adhere to the COE attendance policy as indicated herein, will engage in active learning each class session, and will be expected to actively participate. Points to consider in assuming responsibility for an effective level of participation include:

- 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?
- Are you receptive to new information that may differ from your socialization and experiences?
- Are you receptive to viewpoints which come from diverse (e.g., ethnic, cultural, religious, etc) perspectives?

### **Grading Standards**

**Grading Scale:** A=93+, A-=90-92, B+= 87-89, B=83-86, B-= 80-82, C+=77-79, C=73-76, C-= 70-72, D+=67-69, D=63-66, D-= 60-62, F=59 or lower Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late will receive no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 85% on content and context (detail, logic, professional reflection, synthesis of information, depth of analysis, etc.), and 15% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the Manual of Citation of the American Psychological Association, or other guides to citation such as [www.apastyle.org/index.html](http://www.apastyle.org/index.html)

### **Summative Assessment Rubric**

**A=Exceeds Expectations:** The student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**B=Adequately Meets Expectations:** The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional



expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**C=Minimal Performance:** The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The specific grade will be computed from rate of assignment completion, attendance, etc.

**Appeals:** Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult the Interim Associate Dean, Dr. Peggy Kelly.

### **All University Writing Requirement**

The university writing requirement is 2500 words, or approximately 7 pages of double-spaced text averaging 15 words per line in a document with one inch margins. In order to achieve a passing grade, the writing assignments numbered 1-7 will exceed that minimum requirement by a significant margin. A minimum page requirement for each assignment is not given, except for reading synopses, as candidates' writing styles are different. To specify a limit, or a range of pages for written assignments might privilege (or penalize) a candidate, according to her/his written communication style. The emphasis in all written communication in this course is **effectiveness** in presenting one's point, position, perspective, knowledge, understanding, empathy and/or meaning-making. . . not the lengths to which one does that.

### **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 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.”

### Schedule/Course Outline

Date	Topic	Assignment
Session 1 1/19	Introduction and course overview. Performance expectations. Why teach?	None
Session 2 1/26	Classroom observation requirement  Teaching as a profession: The context of School and Schooling. Self Assessment of motivations, skills, knowledge and challenges/	Attachment 2  Questions assigned in Session 1.
Session 3 2/2	Historical foundations of American public education  Characteristics of Effective Teachers	Ryan, pp 295-306, 330-331, &. <b>Submit Readings in Education 1. (Assignment #6)</b> Ryan, Ch. 5
Session 4 2/9	Credential Program Information Guest Presenter, Ms Nancy Proclivo. Dir., Student Services Center, COE	None <b>Submit Readings in Education 2 (Assignment #6)</b>
Session 5 2/16	Teacher ethics, roles and responsibilities	Ryan, Ch. 7 <b>Submit Readings in Education 3 (Assignment #6)</b>
Session 6 2/23	Diversity and the Law	Attachment 3 <b>Submit Diversity/Law (Assignment #4). Submit Readings in Education 4 (Assignment #6)</b>
Session 7 3/2	Governance, Finance and the Law	Ryan, Ch. 10 <b>Submit Readings in Education 5 (Assignment #6)</b>
Session 8 3/9	Curriculum trends and opportunities	Ryan, Ch. 4 <b>Submit Readings in Education 6 (Assignment #6)</b>
Session 9 3/16	Professionalization of teaching and union relationships	Ryan, pp. 470-478 <b>Submit draft of Teaching Philosophy (Assignment #7)</b> <b>Submit Readings in Education 7 (Assignment #6)</b>
Session 10 3/23	New Teacher Expectations (Yours and the Profession's)	Ryan, Ch. 13. INTASC handouts <b>Submit Readings in Education 8 (Assignment #6)</b>
Session 11 4/6	Group presentations of Community Profiles	<b>Submit Readings in Education 9 (Assignment #6)</b>
Session 12 4/13	Group presentations of Community Profiles	<b>Submit Readings in Education 10 (Assignment #6)</b>
Session 13 4/20	Group presentation of contemporary issues	<b>Submit Teacher Interview Assignment (Assignment #1)</b> <b>Submit abstracts and resource lists (Assignment #5)</b>

Session 14 4/27	Course Review and Summary. Discussion of Field Experiences.	<b>Submit all field observation materials (Assignment #2). Submit final Philosophy of Teaching (Assignment #7)</b>
Session 15 5/4	Evaluations. Final comments and lessons learned	<b>Assessment of Assignment #8</b>
Final Exam	None	None

**ATTACHMENT 1**

**SB 2042 – AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>2. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

## Attachment 2

### **Guidelines for EDUC 350 Field Experience & Classroom Observation Entries**

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

You must visit each of the following educational levels:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)

In these three basic settings, observe a variety of students with different instructional environments. These include multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc. Some of the environments you should see are:

1. English language development or primary language classroom
2. special education setting
3. primary (K-3) and intermediate (4-6) levels in elementary schools
4. general and advanced levels in high school subject fields
5. gifted education setting
6. sheltered instruction (SDAIE)

You may choose to make some of your observations in schools other than “regular” daytime schools. Consider observing in charter schools, alternative education sites, adult education schools, or court schools. For additional settings, obtain permission from your instructor before you do the observations.

Choose the locations of your field experience early and carefully. Make copies of the introduction letter, as you will meet with more than one principal. Call ahead and ask for an appointment with the principal. It may take them a week or so to arrange a meeting with you. Explain that you would like to observe several different educational settings. *However, remember you need to be with one teacher a significant amount of time if you plan to have him/her fill out your Field Experience Recommendation Form (for applying to the credential program).*

You must observe in varied settings to satisfy this course requirement. Each observation should last at least 30 minutes. Your observation entries must reflect these different settings. You will turn in a total of 15 classroom observation records throughout the semester (see syllabus for dates) and your Field Experience Record at the last class session.

Request to waive observation hours: If you have recent, significant experience with students in public school settings, you may request to waive no more than 20 of the 45 hours of field observations. Should the request be granted, you will still need to observe in the variety of settings described above. Examples of roles that might qualify for a waiver are: tutor, substitute teacher, teacher aide, parent volunteer, Casey Foundation participant, school aide. To request a waiver, complete the form in this packet and submit it to your instructor with supporting documentation no later than the third week of classes.

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Your classroom observation entries should follow the format below:

- Your name
- School name
- Type of classroom/grade/subject
- Day of the week/date/time/number of teachers and assistants/number of students in class.
- Demographic characteristics of the site and classroom.
- Assumptions/expectations you have about this observation. What do you think you're going to see? What assumptions do you have about these particular kinds of students and teachers or about this class?
- Focus of your observation and a description of what you saw within this focus—don't try to observe everything. Zero in on a few key points and how they affect the big picture of the classroom.
- Analysis of the observation—comparison with classroom discussions and readings *and* ways in which your assumptions/expectations were accurate or inaccurate.
- Questions for discussion or exploration.

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

**Classroom Observation Entry # \_\_\_\_\_**

Your name: \_\_\_\_\_ School name: \_\_\_\_\_  
Type of classroom (grade/subject/special program): \_\_\_\_\_  
Day of the week/Date/Time: \_\_\_\_\_  
Number of teachers and assistants/Number of students: \_\_\_\_\_  
Describe the demographic characteristics of this site/classroom: \_\_\_\_\_

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Assumptions/Expectations/Questions I have about this observation (concerning the teachers, students, class, etc.):

Focus of observation/Description (highlights) of what I saw around this focus:

Analysis of observation—connect back to course work and to above assumptions, expectations and/or questions:

## EDUC 350 OBSERVATIONS: TOPICS FOR WRITTEN ENTRIES

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

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

**Classroom rules and procedures** (are rules posted? Who generated the rules? Do you see them enforced consistently? Do students seem to know what the teacher expects? Has the teacher made his/her “invisible” expectations visible to the students?).

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

**Behavior management strategies** (how does the teacher get compliance from the students in the area of acceptable behavior? Do students understand expectations? Is the teacher consistent in attending to students’ behavior?).

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

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

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

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

**Communication skills** (comment on the clarity of instructions. Do students understand what they are to do when a sequence of instructions are given? Does the teacher depend only on verbal

communication skills or are there also visual prompts to accompany verbal instructions? What does the teacher's non-verbal communication indicate [body language etc.]?)

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

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

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





**Number of Observations**

	ELD/Primary Lang.	Special Education	Sheltered/SDAIE	Gifted Education
Elementary K-3				
Elementary 4-6				
Middle 6-8				
High 9-10				
High 11-12				
Other				

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section \_\_\_\_\_ Semester \_\_\_\_\_ Instructor \_\_\_\_\_

\_\_\_\_\_  
Name SS #

I request a waiver for the following experience in public schools:

- \_\_\_\_\_ Tutor
- \_\_\_\_\_ Substitute teacher
- \_\_\_\_\_ Teacher Aide
- \_\_\_\_\_ Parent volunteer
- \_\_\_\_\_ School aide
- \_\_\_\_\_ Casey Foundation participant
- \_\_\_\_\_ Other (describe):

The experience took place as follows:

School: \_\_\_\_\_  
 District: \_\_\_\_\_  
 Dates: \_\_\_\_\_  
 No. of hours in this experience: \_\_\_\_\_

Attach the following to this request:

1. A letter from supervisor/teacher verifying the experience, including the length of time spent in this experience.
- 2. Your reflection on the experience (1-2 pages typewritten). Describe the experience and convey what you learned from the experience that will help you to be an effective teacher candidate.**

Do not write below this line.

-----  
\_\_\_\_\_ Approved                      Number of hours to be waived (20 max): \_\_\_\_\_

\_\_\_\_\_ Denied

Reason for denial: \_\_\_\_\_

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

**FIELD EXPERIENCE RECOMMENDATION FORM – Non Confidential**

**Applicant's Name:** \_\_\_\_\_  
**SSN** \_\_\_\_\_

**Program:** \_\_\_\_\_ Multi Subj    \_\_\_ Multi Subj Mid Lev    \_\_\_ Concurrent w/ Ed Spec    \_\_\_ Sing Subj

This individual is considering applying for admission to a Cal State San Marcos Teacher Education Program. The applicant has indicated that he/she has worked with children/youth (class/groups) under your supervision. One of the criteria on which candidates are admitted to the CSUSM program is successful work experience with children (either paid or volunteer). All credential program applicants are required to submit a Field Experience Recommendation Form from a public classroom teacher.

In a brief narrative, reflect on this individual as a teacher candidate. When possible, please provide specific examples and details. If your narrative exceeds this page, or if a separate letter is used, please attach to this form and sign. In order to avoid questions of authenticity, do not cut and paste your narrative in the box below.

**Consider the candidate's personal and professional attributes with the following in mind:**

Dependability confidence	Professional appearance/manner	Enthusiasm	Poise and self-
Initiative	Interpersonal communication skills	Sensitivity to all learners	

**Student Services Center welcomes your additional comments. (760)750-4277 or  
email:coessc@csusm.edu**

**Name of Public School:** \_\_\_\_\_  
**Grade Level:** \_\_\_\_\_  
**School District** \_\_\_\_\_  
**Number of hours candidate has been in my classroom** \_\_\_\_\_  
**Classroom Teacher's Name** \_\_\_\_\_  
**Classroom Teacher's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

College of Education • California State University San Marcos • San Marcos, CA 92096-0001 •  
(760) 750-4279

## **Attachment 3**

### **Laws Related to Special Education that Affect Teachers**

Jacqueline Thousand

Chapter 2 of Villa and Thousand (1995), *Contemplating Inclusive Education from a Historical Perspective*, charts over 200 years of history which has brought us as a country to embrace inclusive educational opportunities for all children. What follows is a summary of key court cases and legislation which have shaped special education and the teacher's role in supporting students with varying learning and language differences. For more detail see these two web sites: [www.law.cornell.edu/topics/disability.html](http://www.law.cornell.edu/topics/disability.html) and [www.ed.gov/offices/OSERS/IDEA](http://www.ed.gov/offices/OSERS/IDEA).

#### **Legislation Related to Special Education**

**The development of special education services in this country has been greatly influenced by the civil rights movement of the 1960s. Out of the movement came legislation designed to prevent discrimination. For instance Section 504 of the Vocational Rehabilitation Act of 1973 is a civil rights law that prevents discrimination against all persons with disabilities in programs that receive federal funds. Since all public schools receive federal funds in some form, Section 504 ensures equal opportunity for students' participation in the full range of school activities. Also, through Section 504, some students who are not eligible for special education services may receive accommodations to assist them to be successful in school. For example, students with health problems such as asthma or extreme allergies as well as other challenges that do not make them eligible for special education may receive assistance through Section 504.**

**The Americans with Disabilities Act (ADA), signed into law by President Bush in 1990 extends the Vocation Rehabilitation Act of 1973 by protecting all individuals with disabilities from discrimination and requires employers to make reasonable accommodations for employees with disabilities. ADA does not deal directly with education; however, it does clarify the civil rights of all people with disabilities and ensures that buildings, transportation, and other public places (including schools) are accessible to people with disabilities. Your school must be accessible to wheelchairs, for instance. If it is not, it must undergo renovations to install ramps, elevators, or wide entryways.**

**In 1975 the U.S. federal government finally made a legal commitment to the education of students with disabilities. In that year Congress passed Public Law 94-142, the Education for the Handicapped Act (EHA) which set federal guidelines for special education services. It translated early court decisions into civil rights principles for students with disabilities and mandated the six concepts that have guided special education practice ever since. Those six principles are:**

- 1. Free Appropriate Public Education. Students with disabilities are entitled to attend public schools and to receive the educational services they need. This education is provided at no cost to parents.**
- 2. Least Restrictive Environment. Students with disabilities must be educated in the least restrictive environment in which they can succeed with support. For most students, this environment is the general education classroom.**

3. Individualized Education Program. **Services for students with disabilities must be individually tailored. This is accomplished by annually developing or revising an Individualized Education Program (IEP). Every IEP includes a statement of the student's current performance levels, a set of goals and accompanying short-term benchmarks or objectives for achieving the goals. The IEP clearly specifies who is responsible for delivering various aspects of the student's program, how progress will be evaluated, and where and how long services will be provided.**
4. Nondiscriminatory Evaluation. **Students are to be assessed using instruments that do not discriminate on the basis of race, culture, or disability. In considering eligibility for special education, students must be assessed by a multidisciplinary team in their native language using tests that directly relate to the area(s) of concern for which the child was referred.**
5. Due Process. **Due process procedures protect students with disabilities and their parents in all special education affairs. Specifically, if a disagreement occurs between the family and school personnel regarding a student's eligibility for special education, no changes can be made in the student's services until an impartial hearing and, if necessary, the appropriate court resolves the issue. School personnel also are protected if they disagree with parents' requests for services; they also may use due process procedures to resolve the dispute.**
6. Zero Reject and Child Find. **No student may be excluded from public education because of a disability. Each state also must take action to locate children who may be entitled to special education services.**

**Public laws must be periodically reauthorized. The 1990 reauthorization of P.L. 94-142 described above changed the law to the Individuals with Disabilities Education Act (IDEA). The more suitable person-first language of "individual with disabilities" replaces the unfavorable labeling language of "the handicapped" in the title of the legislation. This law added significantly to providing education to very young children with disabilities and preparing older student for transition to post-secondary life. Two new categories of disability – autism and traumatic brain injury – were added to the already existing categories of learning disabilities, speech or language impairments, mental retardation, emotional disturbance, hearing impairments, visual impairments, deaf-blindness, orthopedic impairments, multiple disabilities, and other health impairments. It also funded projects to promote the inclusion of students with severe disabilities in general education.**

**In 1997, President Clinton signed into law the second reauthorization of P.L. 94-142 and accompanying amendments know as IDEA 97. Seven significant changes greatly affect schools, teachers, and educational and assessment practices.**

1. General Education Teacher Involvement. **At least one general educator must participate as a member of a student's IEP team. The IEP also must directly address the student's participation in general education and must justify placements that are not in general education.**
2. Evaluation and Eligibility. **IDEA 97 clarifies that when parents consent to have their child evaluated, they are not consenting to possible future special education placement. Students cannot be made eligible for special education because of past poor instruction or because of language differences. Previous requirements that a comprehensive reevaluation occurs every three years can be modified if the family desires; already existing information can be used rather than repeated administration of standardized tests.**
3. Assessment of All Students. **Historically students receiving special education services were not included in state, district, or school-wide assessment of student performance. IDEA 97 corrected this by requiring that by July, 2000, each state must assess the academic progress of students who have IEPs by including them in the standardized assessments other students task or by using an alternative assessment process. Students who need appropriate adaptations such as extended time or large print during assessment are entitled to these adaptations.**
4. Discipline. **If needed, the IEP must include strategies for addressing student behavior issues. A behavior plan must be developed, if a student is suspended or placed in an alternative interim placement. If a student with disabilities brings a weapon or drugs to school, the school now has the option to place the student in an alternative placement for up to 45 days; and that placement must provide continued special education services.**
5. Transition. **Beginning at age 14, IEPs must address the transition to post-secondary needs of students eligible for special education. These needs must be updated annually, with increasing detail each year as to the school and outside services (e.g., community vocational education) the student will access.**
6. Paraprofessionals. **Paraprofessionals, teaching assistants, aides, and like personnel must be trained for their jobs and appropriately supervised.**

7. Mediation. **As part of due process procedural rights, each state must make mediation available to parents as an early and informal strategy for resolving disputes over a student with disabilities' identification, placement or services. The State bears the cost of mediation. Parents do not have to mediate; and mediation may not delay a possible due process hearing.**

### Court Cases Influencing Special Education

Issues concerning students with disabilities are addressed by federal and state laws. How these laws are interpreted often is resolved through the courts. Since 1954, many hundreds of legal decisions have clarified the rights of students with disabilities and the role of educators in supporting these children's education. In many instances court decisions led to the development of and passage of legislation. As you review some of the landmark decisions listed here, you should notice how they influenced legislation described earlier.

- **Brown v. Board of Education (1954). This probably is the most important case in establishing the principle that school segregation denies equal education opportunity. Although the decision refers primarily to racial segregation, it is viewed as the foundation for ensuring equal educational opportunity for students with disabilities.**
- **Diana v. State board of Education (1970). California was required to correct biased assessment practices with Chinese American and Mexican American students. Students for whom English was not a primary language had to be assessed in both their primary language and English; culturally biased items had to be dropped from tests and alternative intelligence tests had to be developed to reflect Mexican American culture.**
- **Larry P. v. Riles (1984). In California it was ruled that IQ testing as a basis for identifying African American students as mentally retarded for special education purposes was discriminatory. California schools were ordered to reduce the disproportionately high numbers of African American students in special classes for students with mental retardation.**
- **Honig v. Doe (1998). This decision ruled that if a student is excluded from school for more than 10 days, it was a change of placement and all procedures for making a change of placement must be followed.**
- **Daniel R.R. v. State Board of Education. (1989). This decision established the consideration of the following two factors in determining the appropriateness of a placement for a student with disabilities: 1) whether a student can be satisfactorily educated in general education with supplementary supports and services, and 2) whether, in cases in which the general education setting is not successful, the student is mainstreamed to the maximum extent appropriate.**
- **Oberti v. Board of Education of Clementon School District (1993). This case is considered key in establishing the principle of inclusive education. In this case concerning a student with Down syndrome, the district court ruled and the court of appeals upheld the ruling that school districts must make available a full range of supports and services in general education to accommodate the needs of students with disabilities. The court stipulated that because a student learns differently from others does not necessarily warrant exclusion from general education.**
- **Doe v. Withers (1993). Mr. Withers, a history teacher, was responsible for making oral testing accommodations for Douglas Doe, a student with learning disabilities who was in his class. Although a state legislator, Mr. Withers refused to provide the oral testing. Consequently, Douglas failed the class, making him ineligible for athletics. The court awarded the family \$5000 in compensatory damages and \$30,000 in punitive damages. This case is widely cited as an example of general educators' responsibility to make good faith efforts to provide required accommodations for students with disabilities.**
- **Sacramento Unified City School District v. Rachel H. (1994). This case is another historic national victory for inclusive education, not only because the Ninth Circuit U.S. Court of Appeals required the Sacramento school district to place Rachel Holland, a girl with severe disabilities, in regular education classes full-time with non-disabled peers, but because the U.S. Supreme Court refused to hear the school district's 11<sup>th</sup> hour appeal to overturn the Ninth Circuit's decision. This left the circuit court's landmark decision intact and, in the words of the Holland's attorney, "signaled the end to a system that automatically excludes children with disabilities from the regular classroom and relegates them to segregated 'handicapped only' classes.**

Source: Much of the material presented above is adapted from Marilyn Friend and William Bursuch's excellent 1999 text, Including Students with Special Needs: A Practical Guide for Classroom Teachers (2<sup>nd</sup> ed.), published in Boston by Allyn and Bacon. Many thanks to both authors for their fine analysis and synthesis of complex and often obtuse court decisions and laws.