

**EDUC 350: Foundations of Teaching as a Profession**  
**Section 3 Tuesday/Thursday 1:00 – 2:15 UH 442**  
**CRN: 22130**  
**California State University San Marcos Fall 2006**

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**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 three class sessions, you cannot receive a grade of A or A -; if you miss four class sessions, you cannot receive a grade of B+ or B.

**NOTE: If you will be absent, notify the instructor via email, as soon as possible, so arrangements can be made to save handouts, etc. You should also submit that day's written assignments via Webct 6 to avoid deduction of points. Assignments are downgraded by 10% for each day late – after one week assignments receive no credit. Also, if you are given the option to revise your work, you must resubmit by the next class session.**

**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, 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.

**WebCT:** This course will have an online component using WebCT. We will go over use in class the first week and then students will be required to access resources and submit assignments on line using WebCT 6.

## **Electronic Communication (Email & On-Line Discussion) Protocol**

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

### **Things to consider:**

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

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

**Teaching Performance Expectation (TPE) for EDUC 350:** A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing is expected to be met during this course:

### **TPE 12: Professional, Legal and Ethical Obligations**

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

### **Teaching Performance Assessment for Developing as a Professional Educator**

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

**Class Discussions and Participation:** Students will engage in 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:**

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

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

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press.

**Assignments and grading:**

- 1. Interview of a teacher** 20 points  
Details are below. The report is due on:
- 2. Classroom observation reports** 30 points  
Using the classroom observation instrument provided in class, write up fifteen 30-minute observations in your field sites. Submit five of these on each of the three dates on the course schedule.
- 3. Inclusion Writing Assignment** 20 points  
Details are below. The written report is due on:
- 4. Current events in education** 10 points  
Sign up for 1 date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national, or international issues. You will summarize and present the importance of the news for your classmates.
- 5. Personal philosophy of teaching, learning and schooling** 30 points  
You will write a 3 - 4 page paper describing your philosophy of schooling, learning and teaching. Assignment is described below.

## 6. Reading log

10 points

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be 1 paragraph in length. Log entries will be turned in at the end of the semester.

Individual submissions are not graded. Points are assigned on the basis of having completed the assignment for the semester. No credit will be given for late submissions.

## 7. Participation & attendance

30 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.

## 8. Teachers in the Movies

Extra Credit 10 points

(Make up credit option – Due within 2 weeks of absence)

If you need to be absent you have the option to make up one absence by completing this extra credit assignment. See detailed assignment description in syllabus

## 9. Choice Book

Essay: First-hand Accounts of Teachers

Extra Credit 10 points

Prepare a 3-page essay on the teacher(s) whose experiences were chronicled in your choice book. How did the teacher(s) in your book tell her/his/their story(ies)? How did the teacher(s) learn about the students and their needs? What did the teacher(s) 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) 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 creative presentation.

Codell, E. R. (2001). *Educating Esmé*. Chapel Hill, NC: Algonquin.

Diver Stamnes, 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.

McCourt, F. (2005). *Teacher Man: A Memoir*. New York: Scribner.

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

Grades will be determined by the total number of points earned (150 points possible):

A = 150 - 141

A- = 141 - 136

B+ = 135 - 131

B = 130 - 126

B- = 125 - 121

C+ = 120 - 116

C = 115 - 111

C- = 110 - 106

D+ = 105 - 101

D = 100 - 96

D- = 95 - 91

F = 90 or less

## **EDUC 350** Interview of a Teacher – Assignment # 1

In this assignment, you will interview a teacher and write a 3–4 page summary of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

### **Gathering information:**

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

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

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

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

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

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

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

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

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

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

**Analysis:**

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

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



## Classroom Observation Reports - Focus of Observations – Assignment # 2

### Group #1 Focus

- 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 or outside?
- 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 learning atmosphere? How do adults outside of class respond to students?

### Group #2 Focus

- 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-lecture, small groups and/or hands-on activities?
- 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?

### Group #3 Focus

- 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. **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 instructions? Are students active participants in the learning process?
- L. **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?

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

Your name

**Context**

School name

Day of the week/Date/Time

Type of classroom (grade/subject/special program)

Number of teachers and assistants/Number of students

Describe the demographic characteristics of this site/classroom  
(gender, race/ethnicity, languages, ability)

**Overview**

Outline what you saw chronologically - address curriculum, instruction, classroom environments, management...

**Significant Event(s)**

Describe 1-2 significant events and why you chose them for analysis.

**Description of Event(s)**

Describe the event(s) and what the teacher(s) and students were doing.

**Analysis of Event(s)**

Analyze the event and make reference to what you have learned/read in this course.  
List any questions you may have and how this observation personally impacted your learning about teaching and learning.

## **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.

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.

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

Your name: \_\_\_\_\_ School name: \_\_\_\_\_

Type of classroom (grade/subject/special program): \_\_\_\_\_

Day of the week/Date/Time: \_\_\_\_\_

Number of teachers and assistants/Number of students: \_\_\_\_\_

Describe the demographic characteristics of this site/classroom: \_\_\_\_\_

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

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

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

Questions for discussion or exploration:

## 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.

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\_\_\_\_\_  
Approved

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

\_\_\_\_\_  
Denied

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

\_\_\_\_\_

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

\_\_\_\_\_  
Date

**FIELD EXPERIENCE RECOMMENDATION FORM - Non Confidential**

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

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

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

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

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

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

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

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

## Observation Write Up Rubric

Task & Criteria	Exceeds Expectations	Nearly Meets Expectations	Developing
TPE 12: Describing and Analyzing Teaching Practices	<ul style="list-style-type: none"> <li>- Develops an especially insightful analysis that demonstrates an ability to make sense of the observed teaching practices as they relate to the elements outlined in the Borich text.</li> <li>- Demonstrates a clear understanding of the observation focus.</li> </ul>	<ul style="list-style-type: none"> <li>- Describes 1 or 2 significant events, focusing on the relevant details associated with the observation focus.</li> <li>- Includes an analysis for each event that interprets, makes inferences, poses questions, and demonstrates personal learning.</li> <li>- Makes a clear connection to the Borich text, showing an understanding of the observation focus.</li> </ul>	<ul style="list-style-type: none"> <li>- Offers some description of 1 or 2 significant events, but more details would strengthen the description.</li> <li>- Develops a limited analysis that shows an ability to look closely at the event(s) but lacks sufficient interpretation, inference, questioning, and/or connection to personal learning.</li> <li>- Suggests a limited understanding of the observation focus that may come from an incomplete reading or a misreading of the Borich text.</li> </ul> <p>This paper is significantly underdeveloped in many areas of the assignment. The work does not offer enough information to gauge the teacher candidate's understanding of close observation and effective instruction.</p>
TPE 6 Developing Appropriate Teaching Practices	<p><b><i>In the analysis and/or reflection sections of the observation:</i></b></p> <p>Candidate is able to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school, and/or helps students to assume increasing responsibility for learning.</p>	<p><b><i>In the analysis and/or reflection sections of the observation:</i></b></p> <p>Candidate can partially determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school and/or helps students to assume increasing responsibility for learning.</p>	<p>Teacher candidate is unable to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school, and/or helps students assume increasing responsibility for learning.</p>
TPE 12: Professionalism	<ul style="list-style-type: none"> <li>- Produces "professional" writing: clear organization; appropriate development of ideas; use of conventional English.</li> <li>- Submits work on time.</li> <li>- Works productively with partner (if applicable).</li> </ul>	<p>Demonstrates some difficulty in one of the areas of professionalism: meeting due date or producing professional writing.</p>	<p>Demonstrates significant difficulty in one or both areas of professionalism: meeting due date and producing professional writing.</p>
Total Points			

### **EDUC 350 Inclusion Writing Assignment – Assignment # 3**

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

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

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

Feel free to add insights from your personal experiences, observations and FAT City Video.

## **Philosophy Paper – Assignment # 5**

### **Paragraph 1: Paper Introduction**

Describe your philosophy.

1. Name your philosophy as labeled by Grant & Gillette (2005) Ch 8
2. Preview your beliefs about the following:
  - a. What is that nature of the learner?
  - b. What is nature of subject matter?
  - c. What is the nature of the learning process?
  - d. What behavior (disposition/attitude & actions) should the teacher exhibit in order to carry out his or her philosophical position?

### **Paragraph 2: Nature of learner**

Describe what you believe is the nature of the learner.

What are your thoughts about the students you will teach? What do they need from you? Give 1-2 examples of how this looks.

### **Paragraph 3: Nature of the subject matter**

Describe what you believe is the nature of subject matter.

What do you believe counts as knowledge and how should it be presented?

Give 1-2 examples of how you as a teacher will make choices about curriculum and instruction.

### **Paragraph 4: Nature of the learning process**

Describe what you believe is the nature of the learning process?

How will you as a teacher use subject matter and other experiences to guide student meaningful learning activities? Give 1-2 examples.

### **Paragraph 5: Teacher dispositions and actions**

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position?

### **Paragraph 6: Conclusion**

Recap your philosophy.

## **Teachers in the Movies (Extra Credit Option = 10 points)**

Teachers, in the movies, are depicted in many different ways, some of which are accurate, most of which are less than accurate. However, we can certainly learn some lessons from those teachers. In this assignment, you will choose a movie about teachers, rent it for the weekend, answer the following guide questions, and come prepared to discuss it in class. The answers to your guide questions will be your “ticket” to the discussion. You may have seen one or more of the following movies, but will likely need to see it again, since you are looking at it through specific “teacher eyes”.

Some movies about teachers are: Finding Forester, Stand and Deliver, Dead Poet’s Society, Mr. Holland’s Opus, Kindergarten Cop, Freedom Writers, others?

Response viewing questions:

### **Before Viewing:**

1. Have you seen this movie? What scene do you remember most? Why?  
If you have not seen this movie, why did you choose it?

### **During viewing:**

1. Who is the primary teacher in the movie? Is s/he a protagonist or antagonist? Choose 3 adjectives to describe him/her.
2. Describe the students in 3 sentences or less. In your opinion, what do these students need most?
3. What is the primary conflict in the movie? Who is the source of the conflict?
4. Describe an effective management strategy a teacher uses. (It may or may not be the primary character.)
5. Describe an ineffective management strategy a teacher uses. (It may or may not be the primary character.)
6. Describe an effective teaching strategy a teacher uses.
7. Describe an ineffective teaching strategy a teacher uses.

### **After viewing:**

1. Write down one quote that makes an important point to you.
2. Would you want to be in this teacher’s classroom? Why/ why not?
3. In your opinion, is this an accurate depiction of what teaching is really like?
4. If the media were the primary vehicle by which the general public gets its information, what would their opinion be of teachers as a result of watching this movie? Would it be an accurate opinion? How might it be a dangerous opinion?

Date	Topic/Activity	Readings / Assignments Due
1/23/07	Ice Breaker, Introductions, Review of syllabus Introduction of Current Events assignment Current Events sign up	No readings
1/25/07	Review of calendar, EDUC 350 Field Experience text, Observations Discussion groups: Grant Chapter 1 Current Events	Grant: Chapter 1 Field Experience Text: <a href="http://lynx.csusm.edu/coe/facultyStaff/Syllabus.asp">http://lynx.csusm.edu/coe/facultyStaff/Syllabus.asp</a>
1/29/07	Discussion groups: Nieto Current Events	Nieto: Preface, Intro, Chapter 1
2/1/07	Guest speaker: Andi Shibata, CSUSM Credential Evaluator Current Events	No readings
2/6/07	Discussion groups: Nieto Current Events	Nieto: Chapters 2 & 3
2/8/07	Teacher Panel Current Events	No readings
2/13/07	Introduction to Philosophy Paper Discussion Groups: Grant Chapter 8 Current Events	Grant: Chapter 8 <b>Teacher Interview Due</b>
2/15/07	Discussion Groups: Grant Chapter 2 Current Events	Grant: Chapter 2
2/20/07	Discussion Groups : Nieto Current Events	Nieto: Chapters 4 & 5
2/22/07	Discussion: Observation Topics A-E Current Events	No readings <b>Philosophy Paper Outline Due</b>
2/27/07	Discussion Groups: Nieto Current Events	Nieto: Chapters 6 & 7
3/1/07	Guest Speaker: Dr. Janet McDaniel, Mid-Level Program Coordinator Current Events	No readings <b>Observation Report #1 Due</b>
3/6/07	Small Group Feedback: Philosophy Paper Current Events	No readings <b>Philosophy Paper Rough Draft Due</b>
3/8/07	Discussion Groups: Grant Chapter 6 Current Events	Grant: Chapter 6
3/13/07	Discussion: Observation Topics F-I Current Events	No readings
3/15/07	Introduction to Inclusion Paper Discussion Groups: Nieto Current Events	Nieto: Chapters 8 & 9

3/20/07	Discussion Groups: Villa 1 & 2 Current Events	Villa: Chapters 1 & 2 <b>Philosophy Paper Due</b>
3/22/07	F.A.T City Video Current Events	No readings <b>Observation Report #2 Due</b>
4/3/07	Discussion Groups: Nieto Current Events	Nieto: Chapters 10, 11 & 12
4/5/07	Discussion Groups: Grant Chapter 7 Current Events	Grant: Chapter 7
4/10/07	Discussion Groups: Nieto Current Events	Nieto: Chapters 13 & 14
4/12/07	Discussion: Observation Topics J & K Current Events	No readings
4/17/07	Small group feedback: Inclusion Paper Current Events	No readings <b>Inclusion Paper Rough Draft Due</b>
4/19/07	Discussion Groups: Grant Chapter 9 Current Events	Grant: Chapter 9
4/24/07	Discussion Groups: Nieto Current Events	Nieto: Chapters 15, 16 & 17 <b>Observation Report #3 Due</b>
4/26/07	Discussion Groups: Grant Chapter 10 Current Events	Grant: Chapter 10
5/1/07	Discussion Groups: Nieto Current Events	Nieto: Chapters 18 & 19 <b>Inclusion Paper Due</b>
5/3/07	Discussion Groups: Grant Chapter 11 Current Events	Grant: Chapter 11
5/8/07	Discussion Groups: Nieto Current Events	Nieto: 20 & 21 <b>Observation Paperwork Due</b>
5/10/07	Discussion Groups: Nieto Current Events	Nieto: 22 & 23

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

**Assignment Sheet** (Print two copies and bring to class - one for you and one for instructor.)



Name: \_\_\_\_\_

Phone # \_\_\_\_\_ Where do you live? \_\_\_\_\_

e-mail \_\_\_\_\_

Teaching Interest (grade level, subject area) \_\_\_\_\_

Experiences working with children/adolescents \_\_\_\_\_

Applied to credential program? (Y/N) \_\_\_\_\_ Which one(s) \_\_\_\_\_

### Attendance & Participation

\_\_\_\_\_ 1-23    \_\_\_\_\_ 2-8    \_\_\_\_\_ 2-27    \_\_\_\_\_ 3-15    \_\_\_\_\_ 4-10    \_\_\_\_\_ 4-26

\_\_\_\_\_ 1-25    \_\_\_\_\_ 2-13    \_\_\_\_\_ 3-1    \_\_\_\_\_ 3-20    \_\_\_\_\_ 4-12    \_\_\_\_\_ 5-1

\_\_\_\_\_ 1-29    \_\_\_\_\_ 2-15    \_\_\_\_\_ 3-6    \_\_\_\_\_ 3-22    \_\_\_\_\_ 4-17    \_\_\_\_\_ 5-3

\_\_\_\_\_ 2-1    \_\_\_\_\_ 2-20    \_\_\_\_\_ 3-8    \_\_\_\_\_ 4-3    \_\_\_\_\_ 4-19    \_\_\_\_\_ 5-8

\_\_\_\_\_ 2-6    \_\_\_\_\_ 2-22    \_\_\_\_\_ 3-13    \_\_\_\_\_ 4-5    \_\_\_\_\_ 4-24    \_\_\_\_\_ 5-10

\_\_\_\_\_ Interview of a teacher (20 points)

\_\_\_\_\_ Classroom Observation Reports (30 points) 1, 2, 3

\_\_\_\_\_ Inclusion (20 points)

\_\_\_\_\_ Current Events (20 points)

\_\_\_\_\_ Personal philosophy of teaching, learning and schooling (20 points)

\_\_\_\_\_ Reading Log (10 points)

\_\_\_\_\_ Participation and Attendance (30 points)

\_\_\_\_\_ Teachers in Movies – Extra Credit (10 points)

\_\_\_\_\_ Choice Book – Extra Credit (10 points)

## Laws Related to Special Education that Affect Teachers

By 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 Vocational 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” replace 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 pan 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.

**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>I. 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