



EDUC 350 Sec 03
Foundations of Teaching as a Profession
CRN #48501
Tuesdays
5:30 p.m. – 8:15 p.m.
University Hall 443
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	By appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Required for all credential candidates. An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.*

Freeborn: 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.

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 School 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 and reading parts of *Creating an Inclusive School*.

GENERAL CONSIDERATIONS

Students with Disabilities Requiring Reasonable Accommodations:

Candidates with disabilities who require reasonable accommodations 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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. SOE 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 following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F.

Credential Program Recommendations

As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

Fieldwork

In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the Cougar Courses site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

All University Writing Requirement

Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, and The Outsider.

CSUSM Academic Honesty Policy

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

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

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

Plagiarism

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

Use of Technology

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received emails in a timely manner. Please be reminded that email and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all email and online discussion messages you send to your colleagues, to faculty members in the School 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.

Class Participation and Professionalism

Students will engage in student-centered learning each class session, and will be expected to actively participate. As an assignment, you will self-evaluate your participation and professionalism in class. You will answer the following questions:

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 School 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:

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936
Sadker, David Miller and Zittleman, Karen R., (2012) *Teachers, Schools, and Society, A Brief Introduction to Education (3rd ed.)* New York, NY, McGraw-Hill. ISBN 0-07-737837-0
Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School (2nd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4

Assignments and Grading:

1. Reading log 10 points

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be at least one paragraph in length per week. Log entries for Tuesday's class must be submitted via the Cougar Courses site by the *prior Monday* at 11:55 PM. See the schedule for readings. The log will be graded holistically; you will either receive full credit or none. No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the log entry to me by Monday, at 11:55 PM at sfreebor@csusm.edu. Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.
2. Current events in education (Clip of the Week) 1 point

Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national, or international issues. You will summarize and present the importance of the news for your classmates. Be sure that you make a connection to future teachers in California if the news is from afar. After you present your current event, go to the Cougar Courses site and submit a one-sentence report as the "Current Events" assignment (the date, topic, and source of your report), so that you can receive credit. You must submit your report by December 2.
3. Nieto presentation 4 points

Present the salient points in your assigned chapters of *Why We Teach* by Sonia Nieto.
We will discuss the requirements and possibilities in class.
4. Interview of a teacher 10 points

Details are below. The written report is due via the Cougar Courses site on Sept 15.

5. The Outsider (Inclusion assignment) 10 points
 Details are below. The written report is due via the Cougar Courses site on Nov. 3
6. Classroom observation reports 20 points
 Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Submit these via the Cougar Courses site as instructed on October 6 and November 17. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) in class on November 18. **If you do not complete the classroom observations, you will receive a failing grade for the course.**
7. Contemporary issues research 20 points
 Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue in approximately 15 minutes. You will present on November 18 and December 4. These dates could change if enrollment in the class increases. When you present your research orally, provide a one-page summary and a reference list for your classmates. Each partner must submit the one-page summary to the Cougar Courses site to receive credit for this assignment. The one-page handout is due to Cougar Courses on December 2.
8. Personal philosophy of schooling, learning, and teaching 15 points
 Details are below. The written report is due via the Cougar Courses site on December 2.
9. Participation 10 points
 This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. See details above in "Class Discussions and Participation." You will submit a self-assessment on Cougar Courses by December 2.. The instructor will consider your self-assessment when assigning points for this assignment.

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

A = 94-100	A- = 90-93
B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72
D = 60-69	F = 0-59

Assignment: Interview of a Teacher

In this assignment, you will interview a teacher and write a summary (1,500-2,000 words) 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, the No Child Left Behind Act, and merit pay for teachers? How does the teacher take action to address new reforms that impact his/her classroom?

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

Analysis:

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

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

Criteria for Evaluation:

Exemplary papers are characterized by:

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

Assignment—The Outsider

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-2 in Villa/Thousand's *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (1,000-1,500 words) in which you comment on your own (or a friend's) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text. Consider the following questions:

- What personal characteristics fostered your (or your friend's) feelings of being an outsider?
- How did you react to and cope with the situation?
- Did you share your experience with any teachers or other school personnel? Did any of them assist you?
- What could school staff, parents or friends have done to help?
- In what ways did this experience change you? Did you “learn” from this experience? How might this experience make you a more sensitive and effective teacher?

Criteria for evaluation: Exemplary papers are characterized by:
Addressing the questions above in a thoughtful/analytical manner
Integration of the Villa/Thousand text in the paper.
Correct grammar, syntax, and spelling

Assignment: Philosophy of Schooling, Learning, and Teaching

Write a paper (2,000-2,500 word) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

Paper Introduction

Describe the level of schooling and subject field(s) you hope to teach.
Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8.
Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

Nature of Schooling

Describe what you believe is the purpose of schooling in a democracy.
How will you as a teacher help achieve these purposes?
Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the Learner

Describe what you believe is the nature of the learner.
What are your thoughts about the students you will teach? What do they need from a teacher?
Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the teaching/learning process

Describe what you believe is the nature of the teaching/learning process?.

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

How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?

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

Teacher dispositions and actions

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

Give at least one concrete example of how you will conduct yourself in light of your beliefs.

Conclusion

Recap your philosophy.

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

Criteria for Self- Assessment of Philosophy Paper

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

Exemplary papers have the following characteristics:

Ideas:

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

Organization:

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

Connections:

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

Voice:

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

Sentence Fluency:

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

Conventions:

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

SCHEDULE AS OF 8/26/14

Schedule is subject to change at the discretion of the instructor

<u>Week</u>	<u>Class</u>	<u>Details</u>	<u>Assignments</u>
1	August 26 Course introduction. Why teach?	Read the field experience guidelines and syllabus. Bring questions with you August 26	Access the Cougar Courses website at http://cc.csusm.edu/ Log 1 due Sept 1: TSS, Ch. 1
2	September 2 Teaching as a profession	Begin work on your teacher interview.	Log 2 due Sept 8: TSS, Ch. 9
3	September 9 The purpose of school	Continue working on your teacher interview.	Log 3 due Sept 15: TSS, Ch. 6 Teacher interview due Sept 15
4	September 16 Philosophical perspectives	Bring the results of your "What is Your EP?" survey Waiver requests for field experience hours must be turned in during class today	Log 4 due Sept 22: TSS Ch. 2
5	September 23 How we learn	Bring Nieto (skimmed)	Log 5 due Sept 29: TSS Ch. 5 Write 3 questions based on reading for Teacher Panel
6	September 30 Multicultural history of American education	Bring Nieto (mostly done) Guests: Experienced teachers	Log 6 due Sept 29: TSS, Ch. 11 Observations 1 & 2 due Oct 6
7	October 7 The lives and work of effective teachers	Bring Nieto (done)	Log 7 due Oct 6: VT Ch. 1 and 2 and TSS, Ch. 4
8	October 14 Student life and inclusion	Bring Nieto	Log 8 due Oct 13: Ch. 8 Prepare 3 questions for school administrator
9	October 21 Law and Ethics	Guest: School administrator	LOG 9 DUE OCT 20: TSS. CH. 10 THE OUTSIDER DUE OCT 20

<u>Week</u>	<u>Class</u>	<u>Details</u>	<u>Assignments</u>
10	October 28 Curriculum	Work on your Nieto presentations and/or your issues presentation.	Log 10 due Oct 27: TSS, Ch. 3
11	November 4 Diversity	Nieto presentations in class today	The Outsider due Nov 3
12	November 11	Veterans Day, no class	
13	November 18 Presentations	Some issues presentations	Observations 3, 4, and 5 due Nov 17
14	November 25	On-line Session	
15	December 4 Presentations	Some issues presentations Fieldwork time sheet and record due in class	Personal philosophy due December 2 Issues presentation handout submitted by December 4 Participation self-evaluation due December 2 Current events notice due December 2