California State University SAN MARCOS | School of Education

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EDUC 350
Foundations of Teaching as a Profession
Section 5 CRN #48590
Online Course
Fall 2014

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

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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

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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 asses 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.

STUDENT LEARNING OUTCOMES

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.

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 special education law, and *Creating an Inclusive School*.

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 40 hours (5 classroom visits) of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the COE syllabus webpage, at the top of the list of syllabi for this semester. 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 recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

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.

All University Writing Requirements
In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

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 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."

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 an educator, it is expected that each student will do his/her own work, and 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.

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 Participation in an on line course requires one to keep up with the course assignments and discussion. With respect to due dates and participation you are required to submit your work within two weeks that an assignment is open to students. After two weeks all assignments will be cut off. In other words, once an assignment is cut off you will not be allowed to submit that assignment into the Cougar Course shell. Make sure you keep track of cut off dates for all your assignments. The cut off dates are listed in the Assignments links, Discussion forum links, Quizzes link, etc. The syllabus also lists the dates assignments due dates, which are the dates that assignments are open to students. Again, you have two weeks to complete an assignment after the due date.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Course6, 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. For this course all assignments will be submitted online.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. Please use the email in the Cougar Course sheet: Course Mail. It is much easier to keep track of messages this way. Moreover, it is my 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 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 e-mail and on-line discussion messages you send 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.

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

Nieto, Sonia. (2006). *Why We Teach*. Teachers College Press. ISBN 0807745936,.

Sadker, David and Zittleman, Karen. (2012). Teachers, Schools, and Society: A Brief Introduction to Education. (3rd ed), McGraw Hill. ISBN 13-9780077378387

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: ISBN 0-87120-251-4

Class Discussions and Participation

Students will engage in student-centered learning each class via the discussion forum. Discussion forums 1-12 are graded, the last three forums are ungraded but required since they focus on the presentations created by your classmates. In considering your participation in the discussion forums ask yourself the following:

- Do you participate in discussion forums productively, sharing my knowledge and understandings?
- Do I interact productively with my peers, taking on a variety of roles (leader, follower, etc.)?
- Do I contribute appropriately to group work—do I "do my share"?
- Do I accept others' opinions?
- Am I supportive of others' ideas?
- Do I support your peers during their presentations in the discussion forums?
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Assignments and Grading

1. Reading logs   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 for the Monday/Wednesday class must be submitted via the course Cougar Course site by the prior Friday at noon each week.

Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed the assignment for the semester.   No credit will be given for late submissions. In extraordinary circumstances, if you do not have access to Cougar Course for a timely submission, you may email the log entry to me by Friday at noon at gvaladez@csusm.edu. Later, when you have Cougar Course access, you will resubmit. Also, keep the syllabus schedule as the entries are not assigned in a chronological order.

2. Interview of a teacher   5 points

Details are below. The written report is due via the Cougar Course site on **Mar 1**

3. Inclusion paper (The outsider)   5 points

Many students with special needs come to view themselves as *outsiders* because they are labeled as different from the typical student. Following the procedures written below you will write a reflective essay about inclusion.

4. Classroom observation reports   5 points

Using the classroom observation instrument provided in class, complete 45 hours of classroom observations in your field sites.

5. Contemporary issues research   5 points

Choose one issue that interests you and your teaching presentation partners (from the topics given to you by the instructor) to create and upload for your classmates. Research the issue and prepare an online presentation to share in class. The report should describe and analyze the issue. Presentations to the class will be spaced out over the last three modules of the course: Modules 13-15. When you present you will also provide a one-page summary and a resource list for your classmates. Each presenter must submit the one-page summary to the Cougar Course site to receive credit for this assignment. You will be provided directions for how to submit and present your projects online in the Cougar course shell.

6. Critiques of presentations   3 points

You will write out critiques of all the presentations presented in this course. As a reviewer you answer the questions provided you in the Cougar course shell. In all you will write three reports that critique all the presentations separately. The reports are worth one point each.

7. Personal philosophy of schooling, learning and teaching   10 points

You will write a 4-5-page paper describing your philosophy of schooling, learning and teaching. Details are below and in the Cougar Course shell (Moodle).

8. Quizzes   18 points

You are to complete 9 quizzes in this course. Each quiz is worth two points and will be graded electronically

9. Forums   8 points

You will be graded for your participation in the online forums. To complete your forum you will type in your response to the question or activity posted in the Discussion forum section of each module. Make sure you type in at least a paragraph. Thoughtfulness is important in your posting as your classmates and the instructor will read your comments.

10. Video response grids   12 points

You will complete four video response grids for this course. After viewing a video in one of the course shell modules, you will complete a response grid. The grids are provided in each module where you will view a video. To complete these grids you will first viewed the assigned video, download the response form, fill out the form by answering the questions on the form, and then upload the finished grid on the link provide in the module.   You can type directly into the response grids. Directions for completing the response grids are located in the Cougar course shell.   The following is a list of the response grids and the point value for each you will complete in this course:

    First year teacher response grid- 6 pts.
    Feather in the Storm video response grid-2 pts.
    Stories of practice grid-2 pts.
    Fat City (How Difficult Can this Be?) video response grid-2 pts.

11. Module activities   14 points

You will complete nine module activities in this course. The directions for completing each of these activities are located in the Cougar course shell. Follow the directions provided in the pertinent modules for each of these required activates. The following is a list of the module activities and the point value for each you will complete in this course:

Miss Nelson taxonomy grid- 2 pts.
Miss Nelson/Viola Swamp final report form- 2 pts.
Best practices web scavenger hunt- 2 pts.
Brainstorming activity-2 pts.
Best practices grid- 2 pts.
Synectics analogies grid- 2 pts.
CTA bullying resource review-2 pts.

12. Participation Grade   5 points

You will be given a grade for participation in this course. This grade is based upon your ability to keep on schedule, how well you participate in discussion forums, and the completeness of your reflections and writing.

Grading Scale

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

A = 93-100 ,**A–** = 90-92, **B+** = 87-89, **B** = 83–86, **B-** = 80-82, **C+** = 77-79, **C** = 73-71, **C-** = 70-72, **D** = 60-69 , **F** = 0-59

Assignment #2: Interview of a Teacher

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.

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 #3: Inclusion paper (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 1-3 in *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (2 to 3 pages, double spaced) wherein you comment on your own (or a friend's) school experience that caused you to feel like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least 1 specific connection to the VT text. Consider the following questions:

  What personal characteristics fostered your or your friend's feeling of being different?
  How did you react and cope with the situation?
  Did you share your experience with any teachers? Did any teachers assist you?
  What could school staff, parents or friends have done to help?
  In what ways did this experience change you? What did you "learn" from this experience?
  How might this experience make you a more sensitive teacher?

Assignment # 7: Philosophy of education paper

Write a 4-5-page paper (double-spaced) 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

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.? Describe the level of schooling and subject field(s) you hope to teach.

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 1-2 examples of how this will look in your classroom/career.

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 1-2 examples of how this will look in your classroom.

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 1-2 examples of how this will look in your classroom.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry
out your philosophical position.
Give 1-2 examples of how this will look in your career.

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.

Date	Topic	Reading log due on date of class	Assignment
08/25/14	Module one- Course introduction	What are the expectations for this class and what are the central themes that will be covered this semester? What are the expectations for the fieldwork components of this class? What are the expectations of the final presentation of this class? What are the three levels of public schooling? How will I navigate through this course? What is the difference between education and schooling? Preparation for this module: **Read** and **study** the directions for module 1 and the overview of module elements. **Read** the two articles in the module. **Review** the directions for the fieldwork and class presentations. **Study** the three levels of public schooling grid. (This will help you understand the fieldwork for the course.) **Read** the quotes about setting goals..,just for funzies!	Be sure to **upload** your photo into the course shell. Introduce yourself to the class by answering the questions: What is your name? What do expect to learning from this course? Tell us the name of your favorite ice cream flavor. Write out a description of what it means to be an educated person and what it means to be a person that has only been schooled.
09/01/14	Module two- Becoming a teacher	What are the mechanics of obtaining a credential? Is teaching a *real* profession? What does *becoming* a teacher entail? What are my assumptions about the teaching profession? Preparation for this module: **Read** the directions and lecture notes: Becoming a teacher and *The First Year.* **Read** the article, *Perfect Day.* **Read** the assigned chapter for Reading log 1. **Review** the PBS web link that accompanies, *The First Year.* **Watch** the video, *The First Year.*	**Submit** reading log 1. **Complete** the Credential program quiz. **Upload and complete** the response grid for The *First Year* video.

Date	Topic	Reading log due on date of class	Assignment
09/08/14	Module three- The goals of education and the dimensions of curriculum	What are the goals of education in our republic? What are the varieties of curriculum in today's schools? What is the hidden curriculum and how does it impact day-to-day teaching and learning? What counts as knowledge and whose knowledge is the most valued in schools? Preparation for this module: **Read** and **study** the lecture notes for the *Goals of Education* article and the *hidden curriculum*. **Read** the *Goals of Education* and the <u>Los Angeles Times</u> article dated 8/25/10. **Read** and **study** the glossary/article of curriculum types. **Watch** the video, *Feathers in the Storm*. **Download** the video response sheet for *Feather in the Storm*.	**Submit** reading log 9 . **Complete** the curriculum quiz. **Submit** the video response sheet for *Feather in the Storm*.
09/15/14	Module four- Bloom's taxonomy, Gardner's multiple intelligences, and Maslow's hierarchy of needs	What is Bloom's taxonomy and what is its significance to education? What are Gardner's multiple intelligences and how are they significant to education? What are Maslow's hierarchy of needs and how to do they impact teaching and learning? What is the role of educational theory and pedagogy? Preparation for this module: **Read** the directions and lecture notes: *Bloom's Taxonomy, Gardner's Multiple Intelligences, and Maslow's Hierarchy of Needs.* **Read and study** each web link and study guide in the module**.**	**Submit** reading log 4. **Complete** the quizzes, Bloom's Taxonomy and Gardner and Maslow review **Complete and upload** <u>Miss Nelson is Missing</u> taxonomy grid assignment.
09/22/14	Module five- Stories of practice and the teacher interview	How do teachers relate their stories of teaching practice? What is the significance of a story of teaching practice? What the essential elements of a teaching story of practice? How do the essential elements of story of teaching practice? How will I conduct a teacher interview? Preparation for this module: **Read** the directions and lecture notes: *Stories of Practice.* **View** the four media site videos: *Introduction to Stories of Practice, Percy Pie, The Drop of Water that Swallowed the Sea,* and, *Robert Sparrow.* **Read** the assignment guidelines for the teacher interview assignment to prepare you for work in the field.	**Submit** reading log 8. **Complete and upload** the reflection grid for *Stories of Practice.*

Date	Topic	Reading log due on date of class	Assignment
09/29/14	Module six- Inclusive education and the special needs student	What is education for inclusion? What are the elements of an inclusive classroom? What are the 13 handicapping conditions? What are the challenges facing individuals living with autism? Preparation for this module: **Read** log 7. **View** both *Fat City* and *In my language* videos. **Read** and **study** the *13 Handicapping conditions* web page. **Review** the Special education web links.	**Submit** reading log 7. **Submit** *Fat city* response sheet. **Take** the 13 Handicapping conditions quiz. **Complete** the Web links for special education scavenger hunt. **Contribute** to this week's discussion forum.
10/06/14	Module seven- Ethics in education and *Miss Nelson is Missing*- a case study	In what ways is teaching a profession? What are the basic ethical standards of the teaching profession? How can I evaluate a teacher's ethical behavior? What are my own ethical standards and how will I address ethical standards of the teaching profession? Preparation for this module: **Read** the directions and all lecture notes for this module. **Study** the NEA Code of Ethics. **Take** the Ethic quiz. **Review and upload** the brainstorming and final report formats related to this module.	**Submit** reading log 6. Complete the Ethics quiz. **Upload and complete** final report for Miss Nelson is Missing. **Contribute** to discussion forum.
10/13/14	Module eight- Writing workshop- The *Philosophy of education* and *The outsider* papers	What is a philosophy of education? What is my philosophy of education? What are the expectations for my P*hilosophy of Education* paper? What are the issues faced by students with specials needs and challenges in today's schools? What are the expectations for the inclusion paper, *The Outsider*? Preparation for this module: **Read** the assigned chapter for Reading log 9. **Review** the directions and lecture notes: *Philosophy of education* and *the Outsider*. **Review** the directions for the brainstorm activity. **Download** the grid for the brainstorm activity.	**Submit** the teacher interview paper. **Complete and submit** the brainstorm activity.

Date	Topic	Reading log due on date of class	Assignment
10/20/14	Module nine-Best practices in today's classrooms.	What is the notion of best practice? How are theory, educational research, and practice related to best teaching practices in today's classrooms? What examples of best practice should I look for while during my field observations? Preparation for this module: **Read** the assigned chapter for Reading log 2 and the NEA best practice brief. **Review** and **Study** the NEA best practices web link. **Review** the directions and lecture notes: *Best Practices, Directions for Best practices grid* and *Current events guidelines.* **Review** the directions for the brainstorm activity. **Download** the format for *Best practices grid.*	**Submit** reading log 2. **Submit** the Best practices assignment and complete the best practices we scavenger hunt report. **Take** the NEA Best practice brief quiz.
10/27/14	Module ten-The immigrant student and bilingual education	What are some of the basics concerning bilingual education? What does the term SDAIE mean and why is it important? What are some of the issues facing immigrant children? What is culture shock? How does culture shock affect immigrant students? Preparation for this module: **Read** the assigned chapter for Reading log 5. **Read** and **Study** the lecture notes and articles provided in the module: Immigrant children and education fact sheet, both Culture Shock articles, English Only article from the L.A. Times, *The Gardeners' Story,* and the Specially Designed Academic Instruction in English (SDAIE) definition. **View** the module videos: W*hy bilingual education is important, The importance of bilingual education* and *Spanish immersion classroom.*	**Submit** reading log 5. **Submit** the Inclusion paper (The outsider) **Take** the Module 10 quiz.

Date	Topic	Reading log due on date of class	Assignment
11/03/14	Module eleven- Synectics- On being a creative teacher	What are the essential aspects of creative teaching? What is Synectics? What are some of the obstacles to teaching creatively? How can a teacher increase creativity in his/her classroom? Preparation for this module: **Read** the assigned chapter for Reading log 10. **Read** and **Study** the lecture notes for Creativity and teaching and Synectics grid analogy notes and directions, and the *Creative Space* on-line magazine. **Upload** the Synectics analogies grid format. **View** and **Study** the Synectics- On being a creative teacher Power Point presentation. **View** the module videos Creativity in the classroom (dance), Why teach creativity?, and Mistakes.	**Submit** reading log 10. **Submit** Synectics analogy grid assignment. **Take** the Synectics quiz. **Contribute** to discussion forum.
11/11/14	Module twelve-Gay student, gay teacher	What are the challenges faced by the LGBT student? Why do we need to consider the LGBT student? What are some of the obstacles faced by the LGBT student? How can one become a more effective teacher for the LGBT student? Preparation for this module: **Read** the assigned chapter for Reading log 3. **Read** and **Study** the lecture notes for Module 12, *Gay student, Gay teacher*, the reading entitled, *Pizza*, and the *Queer Coyotes* article. **View** and **Study** the CTA bullying webpage. **View** the module video Bullying video, YouTube link	**Submit** reading log 3. **Submit** Philosophy of teaching and learning assignment. **Submit** review of web CTA bullying webpage resource.
11/17/14	Module thirteen- Presentations	What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates? Preparation for this module: **Read** and **Study** the presentations provided by your classmates.	**Submit** your critique of the presentations provided in this module. If you are a presenter, upload your presentation in the Presenter's forum. Remember to submit both your presentation and a final report in the last module of this course.

Date	Topic	Reading log due on date of class	Assignment
11/24/14	Module fourteen-Presentations	What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates? Preparation for this module: **Read** and **Study** the presentations provided by your classmates.	**Submit** your critique of the presentations provided in this module. If you are a presenter, submit your presentation in the Presenter's forum. Remember to upload both your presentation and a final report in the last module of this course. **Submit** classroom observations from the field.
12/01/14	Module fifteen-Presentations	What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates? Preparation for this module: **Read** and **Study** the presentations provided by your classmates.	**Submit** your critique of the presentations provided in this module. If you are a presenter, submit your presentation in the Presenter's forum. Remember to upload both your presentation and a final report in the last module of this course. **Submit** your final presentation and report for a grade. **Submit** a grade request for your participation grade.

Due dates: The due dates are listed in the Moodle shell. Generally, you have a month to turn in an assignment after the date it is assigned. Late assignments will result in a cut to the grade. Most reading and work are worth 2 to 4 points each. Late assignments can only receive a half grade at best. Keep to the deadlines posted in the Moodle shell.

The absolute cutoff date for the entire class is December 08, 2014. No assignments will be accepted after this date.