

CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION
EDUCATION 350
Foundations of Teaching as a Profession
Fridays , 8-10:45 am Fall, 2003

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and by appointment

Mission Statement: The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong 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. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 02))

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.
(approved by CCTC in SB 2042 Program Standards, August 02))

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

Course Description

Required for all credential candidates. An orientation to careers in K-12 education. Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classrooms. 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:

1. Understanding the role of schools in society.
2. Exploring philosophies and contemporary issues in education.
3. Assessing the roles of teachers in schools.
4. Understanding the qualifications and credentialing process for California teachers.
5. Understanding and appreciating the student as an individual.
6. Understanding factors affecting student achievement.
7. Understanding critical issues in curriculum and instruction.
8. Understanding reform movements, nationally and statewide, for elementary, middle level, and secondary schools.

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 CSUSM. 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.

COURSE REQUIREMENTS

It is expected that students will come to class prepared to discuss the readings, submit required assignments on time, and participate in class activities. Teacher education is a professional preparation program. Students are expected to adhere to standards of dependability, confidentiality, academic honesty, 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 of the College of Education.** It is expected that work will be turned in on time. Late work will affect the student's grade in the course and will not be accepted after a week. Please discuss individual issues with the instructor.

COE Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. **For this section of EDUC 350: If you miss three class sessions, you cannot receive a grade of A or A-; if you miss four class sessions, your highest possible grade is a C+. More than 15 minutes tardy or leaving early counts as one half absence. More than 30 minutes tardy or leaving early counts as one absence. A minimum grade of C+ is required in EDUC 350 to qualify as a prerequisite for admission to the CSUSM teacher credential programs.**

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 Form with documented hours and teacher verification, are requirements for admission to the CSUSM 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.

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 (Teacher Performance Expectation) 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 Initial Philosophy of Teaching Statement is a requirement for completion of this course and 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 your portfolio at the completion of the Teaching Credential 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 in group work, doing 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 your ideas as well as others to be heard?

Course Assignments

1. Contemporary Issue Research and Presentation	20%
2. Electronic Book Chat	10%
3. Field Experience and Journal	30%
4. Teacher Interview	15%
5. Philosophy of Teaching	15%
6. Law and Diversity Assignment	10%
TOTAL	100%

Late assignments will be penalized by a 5-point reduction each day they are late.

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

Note: You may not pass this class without completing the 45 hours of Field Experience.

Required Reading

1. Armstrong, David; Henson, Kenneth and Savage, Tom. (2001) *Teaching Today*. Merrill Prentice Hall.
2. Villa, Richard A. and Thousand, Jacqueline S. (1995) *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
3. Essay Handout: Thousand, J. “Laws Related to Special Education that Affect Teachers”
4. Choose ONE of the following books:
 - Codell, E. *Educating Esme*. Chapel Hill: Algonquin Books of Chapel Hill
 - Diver-Stammes, A. (1995). *Lives in the balance*. Albany: SUNY Press.
 - Foster, M. (1998). *Black teachers on teaching*. The New Press.
 - Humphrey, T. (2003). *In the first few years*. Newark, DE: International Reading Association.
 - Miche, G. (1999). *Holler if you hear me*. New York: Teachers’ College Press.

Course Assignments:

1. Contemporary/Controversial Issue Research/Position Paper

Choose an issue from the topics provided by the instructor. Research the issue thoroughly and take a position regarding it. Write a persuasive paper that demonstrates your understanding of the issue, provides a clear defense for your position, and also indicates your understanding of the opposing side. Cite a minimum of three (3) references; your text may not count as one of the minimum 3 references. **One must be an educational journal.** Use APA, 5th Edition format. When your topic is due, you should be prepared to support/defend either side in a panel discussion. We will discuss this format in class. (Approximately 5 pages)

Due Dates: see syllabus

2. Electronic Book Chat

Choose the “Choice Book” you wish to read and discuss with other class members. Conduct an electronic book chat via emails in which you contribute a minimum of **three** substantive comments about the book by

making connections with your own educational experience, your perceptions of the field, or readings you have done for this course. We will discuss this more specifically in class.

Due Date:

3. Field Experience Documentation and Journal Entries

In addition to in-class work, assigned readings, and projects, you will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school classroom settings. **See handout or page 2 of this syllabus for more details** You will maintain a log of hours-spent observing/participating in these classroom settings. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites, with teacher signatures.

In addition, you will maintain a journal, reflecting on your observations, documenting assumptions/expectations, interesting observations, and connections to concepts studied in EDUC 350, analyses and questions. Respect the confidentiality of the students and teacher. Use initials or fictitious names. **A minimum of 15 journal entries is required.** The format to be used will be explained in class.

Key Skills/Knowledge I'll be evaluating in your fieldwork log and journal entries:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe pertinent details and see both the "big picture" of the classroom as well as focus n on specific methods, interactions, etc.?
- Can you monitor and take responsibility for your placement to include meeting the requirements of varied settings and minimum hours? (Each observation should be at least 30 minutes long)
- Can you relate your class work and readings to your observations and provide insightful analysis about that relationship?
- Were you able to move from passive observer to participant in your field experience?

- **Due dates: See Syllabus**

4. Teacher Interview

You will write a 2-4 page paper based on an extended interview with a public school teacher who has been teaching at least three years. Include both a summary of answers to key questions as well as an analysis of your personal reflections and connections to course concepts.

Key Skills and/Knowledge I'll be evaluating:

- Has your paper provided a rich description of the teacher you interviewed?
- ***Does your paper integrate appropriate class readings and discussions to support your analysis? (i.e. Are several references made to our text, articles, or journal readings?)***
- Have you articulated your ideas fluently and coherently with college level writing style and mechanics?

- **Due date: June17**

5. Personal Philosophy of Teaching, Learning, and Schooling (in place of final exam)

The successful completion of the Initial Philosophy of Teaching Statement is a requirement for completion of this course and partially meeting the TPE 12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS. This statement will be used for assessment both in the course and at the completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio. More information will be given in class.

- **Due date: July 1**

6. Law and Diversity Assignment

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities by identifying five laws or court decisions that influence you as a professional educator. At

least one of these five must relate to special education law. Give a rationale for each selection by explaining why it is important and how it might affect your teaching.

Due date: June 5

Schedule for Class(Subject to Change)

Date	Topic	Due
September 5	Why teach? Teaching in an age of change Exceptional learners	
September 12	Differentiation: Teaching learners of all abilities Credo for Support	T. T. Ch 5 V/T pp 162-7
September 19	F.A.T. City Rationale for Inclusive Education	V/T Chs 1 and 3 (Find/begin choice book)
September 26	Becoming a professional educator Laws, Diversity, Legal Issues Panel Discussion #1: What is an appropriate balance between teachers' rights and their responsibilities?	V/T Handout V/T Ch 2 T. T. Ch 3 Due: law and diversity
October 3	Panel Discussion #2: How much federal involvement is necessary to ensure quality education? What makes teaching complex?	T. T. Ch 1
October 10	NO CLASS	Opportunity for field experience
October 17	Multiculturalism Road to Brown	T. T. Ch 4 Due: field journals #1-5
October 24	Panel Discussion #3: How should California's second language learners be educated? Historical Roots of Education	T. T. Ch 11
October 31	Theories of Education Curriculum Book talks	T. T. Chs 12 and 14 Due: electronic book chats
November 7	Effective Instruction Creating environments for learning TPEs	T. T. Chs 7 and 8 Due: teacher interview
November 14	Assessing learning Discussion #4: Do high stakes assessments improve learning?	T. T. Ch 9 Due: field journals #6-10
November 21	Writers' Workshop Relationships among society, schools, and learners	T. T. Ch 10
November 28	Happy Thanksgiving!	No Class
December 5	Learners' rights and responsibilities Discussion #5: Are vouchers an appropriate choice mechanism?	T. T. Ch 6 Due: field journals #11-15
December 12	School reform Discussion of field work	T. T. Ch 13 Due: philosophy of teaching