

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION**

EDUCATION 350

CRN 42118

Foundations of Teaching as a Profession

Fall 2002

UNIV 441 Tuesdays/Thursday 2:30-3:45

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Office Hours: Tuesdays

10:00-11:00 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 the infusion of special education in general education practices.
9. Understanding the laws that influence teachers' responsibilities.

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.

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. (Chapters 1,2,3, p.125-135 and 162-167)
3. Essay Handout: Thousand, J. "Laws Related to Special Education that Affect Teachers"

COURSE REQUIREMENTS

It is expected that students will come to class prepared to discuss the readings, submit required assignments, 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 five class sessions, your highest possible grade is a C+. More than 15 minutes tardy or leaving early counts as one half 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. A minimum grade of a C+ is also required in this course.

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 activities that support the development of your Philosophy include

- Class Discussions
- Inclusive Education Activity
- Readings
- Credo for Support Activity
- FAT City Activity
- Law and Diversity Activity
- Field Experiences

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	15%
2. Electronic Book Chat	10%
3. Field Experience and Journal	20%
4. Teacher Interview	15%
5. Philosophy of Teaching	15%
6. Law and Diversity	15%
6. Class Notebook	10%
TOTAL	100%

Late assignments will be penalized by a 10-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.

Course Assignments:

1. Contemporary/Controversial Issue Research/Position Paper (20 points)

Choose an issue that interests you (from the topics provided by the instructor or see 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; **you may not cite your text. Only one source may be a web-site. One must be an educational journal.** Use correct bibliography format and footnote/endnote where appropriate. **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 email in which you contribute a minimum of five substantive comments about the book, making connections with your own educational experience, your perceptions of the teaching profession, or readings you have done for this course. We will discuss this in class.

Choose from the following books:

Codell, E. (1999). *Educating Esme*. Algonquin Books
Diver-Stammes, A. (1995). *Lives in the Balance*. SUNY Press.
Kidder, T. (1990). *Among Schoolchildren*. Avon Publishing.
Michie, G. (1999). *Holler if you hear me*. Teachers' College Press.
Palmer, P. (1998). *The Courage to Teach*. Jossey-Bass Publishers.

Due Date: November 14

3. Field Experience Documentation and Journal Entries (30 points)

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. **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 Credential programs.**

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 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 (10 points)

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. After summarizing answers to key questions, analyze your personal reflections on these responses. I will also go over more details of this assignment in class.

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: October 22**

5. Personal Philosophy of Teaching, Learning, and Schooling (in place of final exam 15 points)

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: Dec. 17**

6. Law and Diversity Assignment: You will apply your understanding of the legal context of inclusive education and laws which influence teaching responsibilities.

Study the following chapters and web sites:

Thousand, J.S. (passed out in class) Laws related to special education that affect teachers.

Villa, R. A. & Thousand, J. S. (1995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Read all of Chapter 2.

U.S. Disability Law. Internet address:

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

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 by:

1. In writing, identify 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. Why is it important to you? How might they affect your teaching?
2. Be prepared to share selections and rationale for selection of the laws and decisions during our next class.

Due: September 24

7. Class Notebook: You will maintain a notebook for this course that will be turned in at the end of the semester. We will either begin or end each class session with a quick-write in which you are expected to synthesize your thoughts and questions based on the readings and class discussions. The notebook should include all in-class quick-writes, responses to class activities (Culture Bag, Credo for Support, Fat City, Law and Diversity, Rationale for Inclusive Education), your returned field experience journals, and the major assignments for this course. **Due: Dec. 17**

SCHEDULE: (Subject to changes)

Date:	Topic:	Reading/Assignments Prepared:
September 3	Introductions, Course Overview Guidelines for Field Experience Why teach? Who are teachers?	
September 5	Teaching in an Age of Change	T.T. Chapter 1
September 10	Becoming a Professional Educator What are the TPEs?	T. T. Chapter 2
September 12	CSUSM `Teacher Education Program Guest Speaker	
September 17	Legal Issues Affecting Teachers	T.T. Chapter 3
September 19	The Road to Brown	T.T. Chapter 4
September 24	School Law and Diversity	Handout: Thousand Essay on Laws Due: School Law and Diversity
September 26	Multiculturalism Panel Discussion #1: Will More Federal Involvement Result in Better Education?	Due: Culture Bag
October 1	Exceptional Learners F.A.T. City	T.T. Chapter 5
October 3	Learning Differences How can we understand?	<i>Creating an Inclusive School</i> Chapter 1
October 8	Including all Learners: Credo for Support	Read p. 162-167 in <i>Creating an Inclusive School</i>
October 10	Magical Middle School! Guest Speaker	
October 15	Workshop: Understanding the rationale for Inclusive Education	<i>Creating an Inclusive School</i> Chapter 3
October 17	Is there a formula for successful teaching?	Due: Journal Entries for Field Experiences 1-5
October 22	Effective Instruction	T.T. Chapter 7 Due: Teacher Interview
October 24	Opportunity for Field Experience (No Class)	
October 29	Classroom Management	T.T. Chapter 8
October 31	Performance Assessment	T.T. Chapter 9

Panel Discussion #2: Do High-Stakes Assessments Improve learning?

Date:	Topic:	Reading Prepared:
November 5	Relationships among Society, Schools and Learners	T.T. Chapter 10
November 7	Learners Rights and Responsibilities Panel Discussion #3: Should Bilingual Education Programs Be Abandoned?	T.T. Chapter 6
November 12	Historical Roots of American Education	T.T. Chapter 11
November 14	Book Chats	Due: Electronic Book Chats
November 19	Practical Influences of Philosophy	T.T. Chapter 12 Due: Field Experience Journal Entries 6-10
November 21	Writers Workshop: Philosophy of Education	Due: First Draft of Philosophy Statement
November 26	Challenges of School Reform Panel Discussion #4: Are Vouchers an Appropriate Choice Mechanism?	T.T. Chapter 13
November 28	No Class! Happy Thanksgiving!	
December 3	The Influence of Curriculum	T.T. Chapter 14
December 5	Field Experience Opportunity (No Class)	
December 10	State Curriculum – What is it? Panel Discussion # 5: Do Teachers’ Unions Have a Positive Influence on Reform?	
December 12	Field Experience Discussion	Due: Field Experience Journal Entries (complete)
December 17	School Funding, Staffing, and Organization	T.T. Chapter 15 Due: Personal Philosophy of Education
December 19	Simulation: On the Board! Notebook Evaluations	Due: Class Notebook

Criteria for Grading Assignments

A = 93-100	<i>Outstanding work on assignments, excellent syntheses of information and experiences,</i>
A = 90-92	<i>thoughtful insight and application, and excellent writing</i>
B+ = 88-89	<i>Completion of assignment and experiences in good form with good syntheses and</i>
B = 83-87	<i>application of information and experiences; writing is strong.</i>
B- = 80-82	
C+ = 78-79	<i>Completion of assignment, adequate effort, adequate synthesis of information and</i>
C = 73-77	<i>application of information and experiences; writing is complete.</i>
C- = 70-72	
D = 60-69	<i>Incomplete assignment, inadequate effort and synthesis of information; writing is less than adequate.</i>
F = 0-59	Assignment is missing/ inaccurate approach.