

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

**EDUCATION 350 CRN 42035
Foundations of Teaching as a Profession
UH 442 Mondays and Wednesdays (Fall 2002)**

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3:00-5:00 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.

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.
9. Understanding infusion of special education into general education practices.
10. Understanding the laws that influence teaching 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.
3. Essay Handout: Thousand, J. "Laws Related to Special Education that Affect Teachers" (will be distributed in class)
4. Choose **ONE** of the following 5 books:
Codell, E. *Educating Esme*
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.

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.

Creating the Inclusive Classroom

Students will demonstrate a knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and analysis of “School Law & Diversity,” and/or Creating an Inclusive School.

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.

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. Choice Book electronic chat	10%
3. Field Experience and Journal	20%
4. Teacher Interview	15%
5. Philosophy of Teaching	15%
6. Notebook	10%
7. Law and Diversity write up	15%

TOTAL	100%
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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 (15 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. (Approximately 5 pages)

Due Dates: see syllabus

2. Electronic Book Chat (10 points)

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: November 13

3. Field Experience Documentation and Journal Entries (20 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 (15 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: October 23

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

This is the second major paper for the course. In place of a final exam, you will be asked to submit a paper (3-5 pages) in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning, and schooling. It is crucial to be logical. Support your statements in a concise manner. More information will be provided during the semester.

Due: December 16

6. Class Notebook (10 points)

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 quickwrite 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 quickwrites, responses to class activities (i. e. FAT City, credo for support, etc.), your returned field experience journals, and the major assignments for this course.

Due: December 18

7. Law and Diversity Assignment (15 points)

You will apply your understanding of the legal context of inclusive education and laws which influence teaching responsibilities.

Study the following chapters and websites:

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

Villa, R. A. & Thousand, J. (1995) *Creating an Inclusive School*. Chapter 2

U. S. Disability Law. www.law.cornell.edu/topics/disability.html

Includes information about laws affecting people with disabilities

OSERS IDEA Home Page. 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 Application

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 it affect your teaching?
2. Be prepared to share selections and rationale for selection of the laws and decisions during class.

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	Incomplete assignment, inadequate effort and synthesis of information; writing is less than adequate.
F = 0-59	Assignment is missing/ inaccurate approach.

SCHEDULE: (Subject to changes)

Date:	Topic:	Reading/Assignments Prepared:
September 4	Introductions, Course Overview Guidelines for Field Experience Why teach? Who are teachers? TPEs	
September 9	Teaching in an age of change	T. T. Chapter 1
September 11	Becoming a professional educator Legal Issues Affecting Teachers	T. T. Chapters 2 & 3
September 16	Laws Related to Special Education Law and Diversity	Handout: Thousand Essay on Laws Villa/Thousand Chapter 2 Due: Law and Diversity Write Up
September 18	Guest Speaker: Robert Erichsen (Student Services)	Check-in: Field Experience Arrangements.
September 23	Including all Learners: Credo for Support Exceptional Learners and Learning Differences	Read pp. 162-7 in Villa/Thousand T. T. Ch 5
September 25	Panel Discussion # 1: Will more federal involvement result in better education?	
September 30	F.A.T. City	Villa/Thousand Chapter 1
October 2	F.A.T. City continued	
October 7	Understanding the rationale for Inclusive Education.	Villa/Thousand Chapter 3
October 9	Guest speaker: Janet McDaniel What is Middle School?	Due: Field Experience Journal Entries # 1-5
October 14	Multiculturalism	T.T. Chapter 4
October 16	“Road to Brown” Understanding education laws	
October 21	Opportunity for field experience (No class!)	
October 23	Effective Instruction	T. T. Chapter 7

Date:	Topic:	Reading Prepared:
October 28	Classroom Management	Due: Teacher Interview T.T. Chapter 8
October 30	Assessing Learning Panel Discussion #2: Do high stakes assessments improve learning?	
November 4	Relationships among Society, Schools and Learners	T.T. Chapter 10
November 6	Learners Rights and Responsibilities Discussion of student activism (Educ. Leadership, 12/2001)	T.T. Chapter 6 Due: Field Experience Journal Entries 6-10
November 11	Panel Discussion # 3: Should bilingual education be abandoned?	
November 13	Historical Roots of American Education Book Talks	T. T. Chapter 11 Due: Electronic Book Chats
November 18	Theories of Education	T.T. Chapter 12
November 21	Who is John Dewey? What is your philosophy? Writers' Workshop	Due: <u>Rough</u> draft of philosophy
November 25	Panel Discussion #4: Are vouchers an appropriate choice mechanism?	
November 27	Challenges of School Reform	T. T. Chapter 13
December 2	Panel Discussion # 5: Do teachers' unions have a positive influence on school reform?	
December 4	The Influence of Curriculum	T. T. Chapter 14
December 9	Finish field experience (No Class)	
December 11	Discussion of field work	Due: Field Experience Journal (complete)
December 16	School Funding, Staffing, and Organization Guest Speaker: Kathleen Seemann	T.T. Chapter 15 Due: Personal Philosophy of Education
December 18	Notebook share	Due: Class Notebook