

EDUC 350: Foundations of Teaching as a Profession
California State University San Marcos
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Class Location: ACD 302

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 assess his or her interest in teaching as a career. Major topics include:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

Mission of the College of Education at Cal State San Marcos: 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, life-long 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: 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 "School Law & Diversity," and *Creating an Inclusive School*.

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.

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. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. In this section of EDUC 350, the instructor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A -; if you miss three class sessions, you cannot receive a grade of B+ or B.

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 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 Cal State San Marcos 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. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

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.

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:

Armstrong D.G., Henson, K.T., and Savage, T.V. (2001). *Teaching Today*. Merrill Prentice Hall. (TT)

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) (CIS)

One of the following “Choice Books” to be determined IN CLASS:

Avi (1991) *Nothing But The Truth*, Avon Books.

Codell, E. R. (2001). *Educating Esmé*. Algonquin.

Kidder, T. (1990) *Among Schoolchildren*, Avon Books.

Michie, G. (1999). *Holler If You Hear Me*. Teachers College Press.

Paley, V. G. (1989). *White Teacher*. Harvard Press.

ASSIGNMENTS...

NOTE: Please keep a copy for yourself of all submitted assignments and do not turn in papers with binders / folders.

⇒ Participation & Attendance (10 points)

This class is designed for hands-on, active learning that requires some “stepping out” in order to better understand the role of teacher and learner. Some of these activities include partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a cooperative participant.

Key skills/knowledge I’ll be evaluating:

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Can you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately during group work to do your “share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Did 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?

⇒ Reading Response Log (10 points)

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings. In the log you will be asked to both summarize key points and reflect on what you have read. You will also share your writing with another student at the beginning of each class session. You will begin the semester with full credit. Points will be deducted if submissions are incomplete. No credit will be given for late submissions.

Key skills/knowledge I’ll be evaluating:

- At what level have you comprehended the reading? Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading and prior class discussions, fieldwork, and class activities?

⇒ Field Experience Form (log) and Observation Reports (15 points)

This assignment is designed to help you to better understand the complexity of today’s classrooms, students and the various ways teachers address the needs of their classes – and to engage in a variety of classroom settings in order to determine if, and at what level, you might want to teach.

Students will maintain a log of hours spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, students will maintain a journal documenting their field observations, connections to concepts studied in EDUC 350, analyses, and questions. A minimum of 15 field observation reports is required. The format to be used will be explained in class.

Key skills/knowledge I’ll be evaluating:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?

- Can you observe key details, seeing both the “big picture” of the classroom and specific methods, interactions, etc.?
- Can you responsibly monitor your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and readings to your observations and provide an insightful analysis?

⇒ Interview Assignment (10 points)

Select one of the following individuals to interview:

- ✓ *K-12 Public School Teacher*: One way to better understand what it is like to be a teacher is to talk to a real one! Interview one with at least 3 years of experience or one who has retired in the last year or two.
- ✓ *Senior Citizen*: Find someone 60 years of age or older and compare/contrast schooling in the past and at present!
- ✓ *Public School District Personnel Officer*: Go straight to the top and find out what the key local issues are as well as what districts are looking for when they hire new teachers!

Ideas for questions will be provided and you are encouraged to design your own questions. You will share your findings in class and turn in a written summary of the interview results that will analyze the responses and provide personal reflections based on readings and class discussions.

Key skills/knowledge I'll be evaluating:

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?
- If you were not sure of answers, did you ask your interviewee for clarification so you understood? Did you use follow up questions to probe for deeper responses?
- Were the questions you created thought provoking?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?

⇒ Choice Book Report (10 points)

Prepare a 2-3 page (double-spaced) report and group oral presentation.

Relate the book review to the theme, “the teacher as stranger.”

- ✓ How was the teacher(s) in your book a stranger to his/her students?
- ✓ How did the teacher(s) learn about the students and their needs?
- ✓ What did the teacher(s) do to address the students' needs?
- ✓ How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester?

You must make explicit connections to coursework, and you must relate the book to your own thinking about teaching. All students selecting the same book will work together to prepare a group presentation to share your knowledge and insights with other students.

Key skills/knowledge I'll be evaluating:

- Were you able to write a book report that addresses the theme/questions listed above in a thoughtful and analytical manner?
- Were you able to work well with your peers in developing a group presentation?
- Was the group presentation engaging for the audience?

⇒ Current Events in Education (5 points)

Sign up for a date when you will be responsible for presenting an item from the week's news in education.

The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local or national/international issues. You will summarize and present the importance of the news for your classmates in 3 to 5 minutes.

Key skills/knowledge I'll be evaluating:

- Did you select an article that has depth and importance?
- Can you speak articulately about your article's content?

⇒ School Law and Diversity (10 points)

Details for this written report will be given in class.

⇒ Contemporary Issues Research (15 points)

Choose a major contemporary issue in education interests you and a partner. Research the issue together and prepare a 20 minute oral report to share in class. The presentation should provide a description of the issue, its pros and cons, an analysis of the issue's implications (the "so what"), and a summary or conclusion.

At the time of your presentation each partner group will provide a one page typed abstract as well as a selected reading list (10-12 references in bibliographic form) for each class member. The instructor's copy should include each member's name and a description of each person's role in researching the topic and developing the presentation. Each group will also be responsible for developing a peer and self-evaluation for their presentation that will be given to the instructor after the oral presentation is completed. Selected members of the class will use the peer evaluation, and the group presenting will use the self-evaluation. Additional guidelines, format, and suggested topics will be discussed in class.

Key skills/knowledge I'll be evaluating:

- Do you understand a major issue affecting education and can you speak intelligently to your peers?
- Did you read from enough sources to gather relevant information and then present this in a synthesized manner?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation)?
- Did you present your information confidently, creatively, concisely and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Are you able to develop an appropriate abstract and bibliography?

⇒ Personal Philosophy of Teaching, Learning, Schooling & Inclusivity (15 points)

To summarize your learning in this course, help you to clearly articulate your emerging beliefs about teaching, learning, schooling, & inclusivity and prepare for future interviews, you will be asked to submit a paper (approx. 4 to 6 pages, typed, double-spaced) 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. In preparing this assignment you will develop the paper over the course of the semester and will experience the process of drafting, giving and receiving reader response, and revision as stages of the writing process (experiencing firsthand what you should do as a teacher with your students). More information about the paper will be given in class.

Key skills/knowledge I'll be evaluating:

- Did you draw on all your resources/experiences (not just the book) to write your philosophy?
- Are you clear about your own beliefs? Did you address the needs of all learners?
- Can you articulate your ideas fluently and coherently with correctness?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of teaching, learning, schooling and inclusivity?

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

A = 93-100 B+ = 87-89 B- = 80-82 C = 73-76 D = 60-69
A- = 90-92 B = 83-86 C+ = 77-79 C- = 70-72 F = 0-59

Assignment Values: (100 points)

Additional instructions regarding course assignments will be handed out in class.

η Participation & Attendance	10 points
η Reading Response Log	10 points
η Field Experience Observations	15 points
η Interview Assignment	10 points
η Choice Book Report/Presentation	10 points
η Current Events in Education	5 points
η School Law and Diversity	10 points

η Contemporary Issues Report	15 points
η Personal Philosophy of Teaching	15 points

A Holistic View -- Grading Rubric: EDUC 350

This course will begin to prepare you for a career in which you will significantly impact human lives. No amount of training can ever be enough. Giving less than 100% is not sufficient. Therefore, your instructor assumes that everyone in the class will aim to perform at the highest level possible.

Following are characteristics of an “A” student.

An “A” student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces papers that reveal a commitment to self-discovery and learning.
- produces papers at a professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- contributes to the positive environment of the class by respecting all members.
- completes the Personal Philosophy of Education paper to reveal significant understanding of the complexities of the education profession and to demonstrate learning around course goals.
- completes all field experience work (45 hours, 3 different settings, & 15 reports) with high quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

EDUC 350 -- Anticipated Schedule

Wk	Date	Topic	Reading (Logs)	Assignment
1	Sept 2	Labor Day Holiday		
2	Sept 9	Course Introduction Why Teach?		
3	Sept. 16	Schooling in a Democracy	TT: 1, 10	<i>Current events # 1</i> small photo for me to keep
4	Sept. 23	Becoming a Teacher Legal Issues / Inclusion	TT: 2, 3	<i>Current events # 2</i>
5	Sept. 30	History of US Schools Joys of Adolescence (Dr. McDaniel)	TT: 11	<i>Current events # 3</i> Bring Choice Book
6	Oct. 7	Philosophical Perspectives	TT: 12	<i>Current events # 4</i> Interview Assignment
7	Oct. 14	Managing Classrooms Electronic Portfolios (Dr. Kelly)	TT: 8	<i>Current events # 5</i> Ed Philosophy--draft 1 Field Observations 1-5
8	Oct. 21	Contemporary Issues Research – Independent Work		-----
9	Oct. 28	Lives & Work of Teachers – Choice Book		<i>Current events # 6</i> Choice Bk Presentations/Report
10	Nov. 4	Education and Social Justice	TT: 5	-----
11	Nov. 11	Including Inclusion	CIS: 1, 2, 3, & pp.125-135; 162-167	<i>Current events # 7</i> CI Groups # _____
12	Nov. 18	Who are Our Students? Inclusion Cont.	TT: 4, 6	<i>Current events # 8</i> CI Groups # _____ Field Observations 6-10
13	Nov. 25	School Finance & Organization	TT: 15	<i>Current events # 9</i> CI Groups # _____ School Law & Diversity Ed Philosophy--draft 2
14	Dec. 2	Issues of School Curriculum	TT: 14	<i>Current events # 10</i> CI Groups # _____
15	Dec. 9	School Reform	TT: 13	CI Groups # _____ Ed Philosophy Final Field Observations 11-15 & log
16	Dec. 16	☺ Course Wrap-up ☺		