

California State University San Marcos
College of Education
EDUC 350: Foundations of Teaching as a Profession
California State University San Marcos
College of Education

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by arrangement

Mission Statement of the College of Education

The mission of the College of Education Community is to transform public education by preparing thoughtful educators and advancing professional practices. We are committed to the democratic principles of educational equality and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

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:

- 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.
- Understand factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding of the laws which influence teaching responsibilities.

Required Texts

Armstrong, David A., Henson, Kenneth t., and Savage, Tom V. (2001) *Teaching Today, An Introduction to Education*. Merrill Prentice Hall.

Villa, Richard A. and Thousand, Jacqueline S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.

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 will be 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. 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.

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. If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss 3 class sessions, your highest possible grade is a C+. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the CSUSM 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.

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.

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 submission for your portfolio at the completion of the program.

REQUIRED ACTIVITIES: PHILOSOPHY OF TEACHING STATEMENT

Class activities which support the development of your Philosophy include

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

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?

Foundations of Teaching Notebook

You will keep a class notebook, and will meet with the instructor during the last class period to review contents:

- I. Philosophy of Teaching
- II. Contemporary Issues Handouts from Group Presentations

Chapter Organizers from Group Chapter Presentations

Introduction to Education

Chapter 1	Chapter 10
Chapter 2	Chapter 11
Chapter 3	Chapter 12
Chapter 4	Chapter 13
Chapter 5	Chapter 14
Chapter 6	Chapter 15

- III. Field Experience Documentation
 - Field Observation Form Cover Sheet
 - Field Experience Form
 - Field Experience Journal Entries 1-15

Course Assignments

1. Philosophy of Teaching	20%
2. Class Participation	10%
3. Group Presentation on Contemporary Issue	20%
4. Group Chapter Presentation and Chapter Organizer	20%
5. Field Experience Log and Journal	30%

TOTAL	100%
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Late assignments will be penalized by a 10-point reduction each day they are late.

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

Criteria For Grading Assignments

A	Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.	90-100%
B	Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.	80-89%
C	Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.	70-79%
D	Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.	60-69%

1. Philosophy of Teaching Statement

Organize your thoughts in a way that expresses your beliefs about schools, teaching and learning. Articulate your thoughts so that your reader is able to form a picture of the teacher you hope to become. Think of your audience as the hiring committee of a school district in which you passionately hope to teach. You want your audience to connect your name and face with a distinct set of beliefs. Your philosophy should reflect your beliefs about teaching and learning, and your view of the social context of schools for the 21st century in a multicultural society. You should demonstrate professional vocabulary as you discuss your beliefs and knowledge.

Questions to Guide You

1. What is schooling?

What are the purposes of education and schools? What are schools for? How is schooling in a democracy different from schooling in a totalitarian state? What responsibilities do you have as an employee of the public, and what happens when you disagree with public policy? What about when you disagree with parents? What are your goals for your students?

2. What is teaching?

What are the purposes of teaching? Who or what is the source of knowledge in the classroom? Is teaching a one-way or two-way venture? How will you decide what to teach? Do you consider yourself a teacher of students, or of content, or both? Is teaching better described as a set of skills and knowledge, or as a set of values and attitudes? What is it about teaching that you most look forward to, and that you most fear? What is your metaphor for the teacher? What are your ethical responsibilities as a teacher? How will you contribute to the profession of teaching? What is the teachers' role as a bridge to the community? What is the teacher's role in educational renewal and reform?

3. What is learning?

What is knowledge? If you teach and students don't learn, whose problem is that? How will you know when students have learned something? Are students empty vessels into which you will pour knowledge? What does learning mean for students of different abilities or ethnicities or genders or economic classes? How will your classroom be responsive to the multiple communities represented in your students? Do all students need to learn the same thing? How important is classroom environment to learning? How will you decide what content to teach in the all-too-short time allotted to you?

NOTE: Use the questions to frame your thoughts. Do not simply answer the questions.

Criteria:

- Did you draw on all your resources/experiences to write your philosophy and not just the book?
- Are you clear about your own beliefs?
- Do you have a clear organization of ideas?
- Can you articulate your ideas fluently and coherently with correctness of written expression (grammar, syntax, spelling)?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of education, teaching, and learning?

2. Law and Diversity

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.

3. Group Presentation on Contemporary Issue (debate)

You and your group members will become familiar with a contemporary issue in education and will present your learning to your peers in the form of a debate, in order to broaden the class's knowledge and perspective of education issues. Your topic must have multiple perspectives (pros and cons). Examples of topics include standardized testing, bilingual education, tracking, school safety programs, the role of technology, government involvement, sex education, censorship, and gender equity.

Library Research: In groups, students will plan and conduct library research on a contemporary issue in education. Group members should thoroughly investigate the issue, its pros and cons, implications (the "so what") of the issue, and applications to schooling today. Each group will create a two page typed abstract AND a selected reading list (12-15 references in bibliographic form) to give to each class member on the day of the presentation. Group members' names should be at the top of the stapled handout. Come to class prepared to present all perspectives.

Class Presentation: On the day of your presentation you will (a) present your pro or con stance, (b) present major points to cover, (c) present major points and arguments by member of the opposing team, and (d) present introductory and concluding statements.

Criteria:

- Do you understand a major issue affecting education and can you speak intelligently to your peers so they understand the issue?
- Did you read from enough sources to gather relevant information?
- Are you able to synthesize information to present a concise yet thorough report?
- Are you able to organize resources (materials, people, etc.) in support of your presentation?
- Did you present your information confidently, creatively, 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 use technology to support your presentation?
- Are you able to develop an appropriate abstract and bibliography?

4. Group Chapter Presentation and Chapter Organizer

In small groups give a 45-60 minute overview of an assigned chapter from one of the textbooks. The presentation should include a graphic organizer type of handout that students can use to follow the presentation and take notes on and one activity from the chapter or one that you design. You will not be able to cover all the details of the chapter, so you must pick key terms and concepts that you think are important for your peers to understand.

Here is a sample graphic organizer from the first section of Chapter One of the Segal text:

Chapter One Teaching in a Age of Change - True or False

1. Teaching often looks easy to an outside observer because
 - it is a routine task.
 - instructional methods are clearly described in the teacher's guide.
 - the dimensions of teaching are clearly observable.
 - skilled teachers are making subtle and unnoticed decisions that prevent many problems.

2. Looking for indications of student interest and responding to students who need assistance are examples of
 - publicness.
 - unpredictability.
 - history.
 - simultaneity.

3. "Full inclusion" calls for including learners in the typical classroom who demonstrate a
 - propensity for hands-on learning.
 - willingness to work with other children.
 - range of mental and physical challenges.
 - clear vision for learning without special assistance.

4. High stakes assessment refers to
 - assessment approaches that are costly to implement.
 - assessments that are directly related to the skills needed by a citizen.
 - assessments that have important consequences.
 - none of the above.

5. The purpose of bilingual education is
 - to emphasize native language retention over English acquisition.
 - to help students begin to study major subjects in languages other than English.
 - to supplant English as the dominant language.
 - all of the above.

5. Field Experience Log and Journal

In order for you to understand the complexity of today's classrooms, students and the various ways teachers address the needs of their classes, you will observe 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. 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. You will maintain a journal documenting assumptions/expectations, interesting observations, connections to concepts studied in EDUC 350, analyses, and questions. A minimum of 15 journal entries is required. The format to be used will be explained in class.

Criteria:

- 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 can you see both the "big picture" of the classroom as well as focus in 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?
- Can you relate your classwork and reading to your observations and provide insightful analysis about that relationship?
- Were you able to move from passive observer to participant in your field experience?

COURSE GRADES

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 work that reveals a strong commitment to self-discovery and learning.
- produces work at a high 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 almost 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.

A “B” student is one who:

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- 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 almost every class meeting and is regularly 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.

A “C” student is one who:

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others’ perspectives.
- contributes to the positive environment of the class by respecting all members.

A “D” student is one who doesn’t meet all of the minimal standards of a “C” student; “F” is earned by someone who hasn’t completed significant portions of the required work and fails to meet the “C” student standards.

TENTATIVE COURSE SCHEDULE

Chapter presentations include issue presentations

Class	Topic	Assignment to Turn In	Reading for Next Class
Week 1	Orientation and Overview		
Week 2	Planning for debates and lessons	info cards	Ch 1
Week 3	Teaching in an Age of Change		Ch2
Week 4	Becoming a Professional Educator		Ch3
Week 5	Legal Issues Affecting Teachers	observations 1-15	Ch4
Week 6	Multiculturalism		Ch5
Week 7	Exceptional Learners		Ch6
Week 8	Learners' Rights and Responsibilities		Ch10
Week 9	Relationships Among Society, School and Learners		Ch11
Week 10	Historical Roots of American Education	observations 16-30	Ch12
Week 11	Practical Influences of Philosophy	start phil. paper	Ch13
Week 12	Challenges of School Reform	turn in phil. paper	Ch14
Week 13	The Influence of Curriculum		Ch15
Week 14	School Funding, Staffing and Organization		
Week 15	Law and Diversity		
Week 16	Law and Diversity	observations 31-45, notebooks	

**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.**

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	Culture
A. The sound systems of language (phonology)	A. <i>Foundations</i>	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. <i>What teachers should learn about their students</i>
H. Nonverbal communication	D. Working with paraprofessionals	B. <i>How teachers can learn about their students</i>
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. <i>How teachers can use what they learn about their students (culturally responsive pedagogy)</i>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	tact
B. <i>Psychological factors affecting first- and second-language development</i>	B. Methods	A. <i>Concepts of cultural contact</i>
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. <i>Stages of individual cultural contact</i>
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. <i>The dynamics of prejudice</i>
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

Underlined and italics are 350 competencies

Shaded areas are competencies for 545