

California State University San Marcos
College of Education
Education 350B: Foundations of Teaching as a Profession
4:00-6:45 Mondays 3 units

Instructor: G.E. Stuve´ Ph.D.

Office Hours: 3:30 p.m. Monday or by Appointment On Campus Rm: 321B

Phone (760) 750-8202; Email: gstuve@chelixcorp.com

FAX: (760) 749-6679)

Mission Statement of the College of Education, CSU 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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Student Disability: Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student services Office (DSS) in Craven Hall at (760) 750-4905 or TTY (760) 750-4909. Eligible students may contact John Segoria during his office hours for in a more private setting in order to ensure confidentiality.

Course Description: This is an orientation course that focuses on the role of schools in society, issues affecting student achievement, introduction to curriculum and instruction, the role of teachers in schools and communities, teacher education, and the process of becoming a teacher in the state of California. In addition to classroom attendance and participation in oral and written assignments, students will complete forty-five (45) hours of supervised fieldwork in a variety of classroom settings. Written and oral communication, literacy, and appropriate use of technology are required of professional educators; therefore they are stressed as methods for completing course requirements. Education 350B is one of three integrated courses employing a blended framework of essential elements. Students are expected to integrate knowledge from the other two courses into the themes, readings and discussions of this course.

Purpose and Goals: The intent of this course is to help students appreciate the role of formal education in society, to understand aspects of global education, and to explore some of the major issues facing teachers and the education profession today. The course is intended for individuals interested in becoming teachers, and/or for people interested in promoting quality education. Upon completion of this course, the student should understand the nature of formalized education in the United States and should be able to assess his/her interest in teaching as a career.

Major topics include:

- Understanding the role of schools in society.
- Exploring philosophies and contemporary issues in education.
- Understanding the history, rationale, and legal foundations of inclusive education.
- Understanding the qualifications and credentialing process to teach in California.
- Understanding and appreciating the student as an individual.
- Assessing the roles of teachers in schools and in the education of all children.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Clarification of motives for choosing teaching as a career.
- Understanding educational reform movements

Required Materials:

Armstrong D.G. , Henson, H.T. and Savage, T.V. (2005). Teaching Today, Merrill Prentice-Hall (7th edition).

Villa, Richard A. and Thousand, Jacqueline S. (1995). Creating an Inclusive School. Alexandria, VA: Association for Supervision and Curriculum Development
Selected essays distributed by the instructor including:

“Laws Related to Special Education that Affect Teachers” by J. Thousand

“Gold Star Junkies” by David Ruenzel

“How Culture Shapes Math Instruction in Japan, Germany and the U.S. by CSU Institute for Educational Reform

Materials on CSU College of Education website-reference EDUC 350

Suggested Texts/readings

Kidder, Tracy (1989). Among Schoolchildren. Boston: Houghton-Mifflin.

Meier, Daniel R. (1997). Learning in Small Moments: Life in an Urban Classroom. New York: Teachers College Press.

Kozol, J. (1991). Savage Inequalities: Children in America’s Schools. New York: Harper.

State reports i.e.; “It’s Elementary,” “Caught in the Middle,” “Here they come- Ready or Not,” “Second to None,” and other works supplied and/or approved by the instructor.

Course Requirements

General Expectations: This course is designed for dynamic learning where students take an active part in the learning process. It is therefore essential that students come to class prepared to discuss required readings, submit required assignments, conduct research, lead discussions, and participate in group activities.

***Attendance:* The attendance policy of the College of Education (COE): Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than eighty percent of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If you miss two class sessions, are late (or leave early) to more than three sessions, you cannot receive a grade of "A". If you miss three class sessions, your highest possible grade is a "C+" Should you have extenuating circumstances, contact the instructor as soon as possible**

Fieldwork: In addition to in-class work, assigned readings, and projects, students will be expected to observe a minimum of 45 hours in public schools. Each student will maintain a journal, documenting interesting observations, analysis and questions generated from observations of classrooms in various educational settings (see guidelines for field experience.) Written reports of these visits and the observation forms **will be submitted on three dates listed on the tentative class schedule.** These reports will be included in determining the final grade. These "field experiences **may be** included in the requirements for admission to the CSUSM Teacher Credential program.

Reading Logs: Students are expected to read and keep a log summarizing at least articles selected from magazines, and/or professional journals. The articles chosen should relate to education in general and to the topics mentioned in the text. The instructor will furnish several of the articles. **No readings logs will be accepted after November 13th.** Entries for the log should provide the following:

- title, source, and date of the article, and Log #-i.e., "Log # 3
- a brief summary of the main points
- personal reflections

You may be asked to share these articles with other students. The logs will be collected and will be reflected in the final grade.

Teacher Interview: Students will interview a teacher and write a 3 to 4 page summary of the information learned. **Specific details are included in this syllabus and discussed in the first class.**

Technology Assignments: 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). Some assignments will require use of the Internet.

Philosophy Statement Students will development a philosophy statement. Specific details are included on page 12 and will be discussed in class.

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Under new provisions of state law, institutions of higher education are to spell out specific behaviors students will be able to perform after successfully completing a course of study. The behaviors listed below have been adopted for this class.

Students successfully completing Education 350:

- 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.
- resist racism and acts of intolerance.
appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- are aware of and act in accordance with ethical considerations
- they model ethical behaviors for students.
- understand and honor all laws relating to professional misconduct and moral fitness.
- know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum.
- can articulate the rationale for inclusive educational opportunities for all students.
- are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services)
- are familiar with their legal and ethical responsibilities to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity.
- use pre-referral processes such as the Student Study Team and consultation with general and special education colleagues rather than automatic referral of students to special education or other exceptional services
- collaborate with special educators and other specialized support personnel to plan for, teach, and assess the students with special characteristics for whom they are responsible

- use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students

Class Assessments/ Grading: From time to time the instructor may administer short assessments to determine student comprehension of the concepts being presented in class discussions and lectures.

The following point system will be used in determining the final grade:

Attendance and Class Participation (10 points), Teacher Interview (10 points), Reading Logs (20 points), Group Oral Presentation (10 points), Field Experiences (20 points), Philosophy Statement (5 points) Technology Assignments (5 points) Final Exam (20 points).

The total number of points earned out of 100 will determine your final grade.

A	100-95	A-	94-90	B+	89-86	B	85-81	B-	80-78
C+	77-73	C	72-69	C-	68-65	D	64-60	F	59-

Reading Logs		Class Observations	
Total	Bonus		Bonus
14/15	5	15 plus covering all areas	5
12/13	4	13/14	4
10/11	3	11/12	3
8/9	2	9/10	2
7	1	8	1

Tentative CLASS SCHEDULE (as of 8/1)

Date	Topic	For Next Class
8/30 9/6	Course overview, field experience guidelines, class discussion-"Why do you want to become a teacher" Overview of the credentialing process Holiday – no class	Read <u>Teaching Today (TT)</u> Chap.1& 2. Interview a teacher
9/13	Discussion: Historical Roots of Education in America Discuss Teacher Interviews- hand in written report of interview	Text Chap.12 & pg 230-236. Discuss Focus #1 Observations, first journal "due
9/20	Fieldwork Discussion Focus #1 Discuss first journal assignment. Lecture: Teaching in an Age of Change- The influence of Teachers	Text Ch.4,5,& 6 Focus Grp #1 due
9/27 10/4	Exceptional Learners and their needs: school reactions--categorical programs: GATE, Special Education, LEP/NEP (ELL).Title I, etc	Villa/Thousand Chap 1& 2. * Text Chap. 9 &
10/11	Classroom Management, School discipline, suspension/expulsion Start technology assignment	Text Chap. 7 & 8 Focus Grp #2 due
10/18	Field Experience Discussion Focus #2. Discipline, Curriculum and Instruction	Text Chap. 14
10/25	School Governance, role of the state, county and local school districts. Superintendent, Board power and responsibilities, Teacher Unions- Teacher Ethics	Chap.11 1st draft of Philosophy, Technology assignment due
11/1	Philosophy, Community Values-Classroom Impact	Read Chap. 13 Philosophy due
11/8	Learners Rights, major laws impacting school practices Educational Philosophies	Reading Log due
11/15	Educational reforms, Standards, assessments NCLB,API	Text Chap 3 "Assessment.."
11/22	School Finance, developing a budget, income sources, expenditures, block grants etc.,	Text Chap. 15. Focus Group #3 due
11/29	Field Experience Discussion Focus #3 – Getting a Job/ The First Year of Teaching	Read Chap.9
12/6	Obtain final exam for take-home completion Oral reports	Turn in Final Text Chap. 2.
12/13	Oral Reports, Wrap Up Activities Final Exam collected	

Using Technology: Selecting a Community for a Teaching Position

Each student is to select two communities to research via the Internet. Look for information about a possible teaching position. Choose one community close enough to actually visit and a second one for a community you have not visited.

Step 1. Assuming you were to actually be interested in a teaching position, develop a list of questions regarding the type of information you feel would be important to have in order to make an initial judgment about what it might be like to work in this community and school district.

Step 2. Seek out websites from the communities, school districts, and local schools you have chosen to research. Look for answers to the questions you posed.

Step 3 Print out the website information you found most helpful. (Be selective –don't print everything you find and then attach to #4).

Step 4. Write a summary (one-page minimum) of your hypothesis of what the schools would be like and the general characteristics of its students-based on the information you glean form the various websites you consult.

Technology Assignment Assessment Rubric:

Criteria	Below Expectations Standard	Meets Standard	Exceeds Standard
Questions generated to produce information on schools/community			
Quality of the hypothesis of the school(s) demographic characteristics.			
Inclusion of website materials			
hypothesis of original questions			

Guidelines for Classroom Observations: Education 350

Choose the location for your field experience observations early and carefully. Make copies of the introduction letter as you may need one when you meet with the school principal or secretary. I suggest you call ahead and ask for an appointment to observe and explain the purpose of your visit. Plan ahead as it may take a week or more for the school to arrange an observation visit. Depending on the time you have available, you may wish to explain that you would like to observe in several different grades or classroom settings.

You **must** visit the following grade levels/school settings to include in your 45 hours of observation.

- Primary classrooms (grades K-3)
- Upper grades (4-6)
- Middle school grades (6-8)
- High school grades (9-12)
- Special Education (RSP or SDC)
- *Bilingual (if available)

Complete **one observation form for each classroom** you visit. Each observation should last at least 30 minutes. Your observations will be collected in three times (dates listed in the classroom schedule). Each group of observations will have a specific focus and you will need to include a general overview highlighting the focus of all the classrooms visited during each observation period.

Type your observations on the form provided or create your own using a similar format. All observation entries should include the following information:

- ❖ Your name
- ❖ School Name
- ❖ Type of classroom (grade or subject)
- ❖ Date and number of minutes you observed
- ❖ Adults and students in the room
- ❖ Assumption/expectations you have prior to the observations
- ❖ Analysis of the observation-try to compare what you saw with class discussions or readings and your reaction/opinion to what you observed
- ❖ Include any questions you might like to ask the teacher. You don't have to ask them- I just want to know what you are thinking.

Focus of Observations

Group #1 Focus

- A. **Room Arrangement** (physical layout): Does the desk or table arrangement support or detract from the delivery of instruction? Can all students see the board? Can the teacher move easily about the room?
- B. **Classroom rules and procedures:** Are rules posted? Who generated the rules? Do you see evidence that they are enforced? Consistently? Do students seem to know what is expected of them?
- C. **Classroom Diversity** Do you see evidence of diversity; in ability, ethnicity, linguistic background, special needs or socioeconomic status? Do you notice the teacher responding to all students equally? How do students respond/relate to this diversity?
- D. **Students:** Do students appear ready to learn? Do you sense positive interactions with other learners both in the classroom or outside?
- E. **School/class Climate:** Were you able to observe students on the school playground or outside of class? Do you feel this school/classroom is a friendly and learning atmosphere? How do adults outside of class respond to students?

Group #2 Focus

- F. **Classroom Management:** Was the teacher able to get compliance from the students in the area of behavior? What techniques did you observe used to control the behavior of students? Did you see evidence that the students understand the expectations? Was the teacher consistent in discipline used?
- G. **Communication:** Observe the clarity of instructions. Do students seem to understand what they are to do? Does the teacher use several forms of communication i.e., visual, oral etc?
- H. **Variety of Instruction:** Does the teacher use a variety of teaching techniques- lecture, small groups and/or hands-on activities?

Group #3 Focus

- I. **Planning for instruction:** Did you see any evidence of a lesson plan? Were the materials organized and ready for use at the proper time?
- J. **Flexibility:** Did you notice evidence of flexibility in teacher behavior? Were there "teachable moments" that the teacher used to make a point? Did the teacher make use of or build upon student responses to make an instructional point?
- K. **Evaluation techniques:** How does the teacher know if the objectives of the lesson are being met? What documentation is maintained? Did you see evidence that instruction is revised or individualized based upon the evaluations used?

EDUCATION 350
Foundations of Teaching as a Profession
Teacher Interview

In this assignment you will interview a teacher and **write a 3 to 4 page summary** of what you learned. Your purpose is to render a sketch of the teacher as a person with a distinct philosophy and who uses specific classroom behaviors shaped by their experience. I suggest you select someone who has been teaching for at least five years at a public elementary, middle or high school.

Suggested questions:

- "Why did you choose to enter teaching as a career? How attractive was this profession at the time you entered? Did you consider other career paths? Do you have any regrets for selecting this career?"
- "Describe your professional education training? How helpful was it in preparing how to teach? How long did it take for you to be comfortable with your teaching?"
- "How would you define "teaching?" Do you have a particular educational philosophy that describes your main teaching style?"
- "Have you made any career moves since you started teaching-i.e., different grades, schools, school districts, etc.?"
- "What have been the major joys you have experienced---frustrations? What changes in your school or in the profession would be necessary for you to experience more joys and fewer frustrations?"
- "How do you learn about the individual differences in the lives and experiences of your students? Have you experienced any "cultural shock" in working with students whose background is different from your own? What accommodations (if any) have you made to work more effectively with different types of students?"
- "Do you have some favorite memories from classroom experiences? Do you tend to remember specific students?"
- What changes have you noticed in the profession since you started? How do you feel about these changes?
- "Is there anything else that I should have asked to help prepare me for a career in teaching?"

Analysis:

After collecting your information, think about what you have learned about this teacher and teaching in general. Focus on a few themes that best characterize what you have heard. Don't try to be all-inclusive in your written analysis. Consider what this information means to you as you prepare myself to work with students-especially those that come from a background different from yourself. Please protect the teacher's confidentiality by using a pseudonym and masking other details.

Scoring Guide for Reading Logs and Other Writing Assignments (Teacher Interview)

Writing logs for journals are scored on a 1 to 3 scale with "3" being the highest mark. Other writing assignments are generally marked on a ten-point scale as follows:

Excellent(3) 9/10 for other writing assignments

- Follows requested format (including: title, source, and date of publication, short summary, and personal reflections for reading logs.
- Provides concrete details of the article/interview.
- Insightful commentary using personal viewpoints.
- Presents clear and logical organization of thoughts.
- Have very few, if any, mechanical errors.
- Holds interest-is interesting to read.
- Uses a sophisticated vocabulary.

Very Strong (2) 7/8 for other assignments

- Follows requested format (including: title, source, date of publication, short summary, and personal reflections for reading logs)
- Provides concrete details of article/interview.
- Includes personal viewpoints
- Good organization
- Has a few mechanical errors
- Holds interest-is interesting to read.
- Some sentence variety

Meets the Standard (1) 5/6 for other assignments

- Follows some of the requested format including: title, source, and date of publication, short summary, and personal reflections.
- Provides a few concrete details
- Adequate summary of the article.
- Organization hard to follow
- Many mechanical errors
- Hard to Read
- Little sentence variety

Personal Philosophy of Teaching, Learning and Schooling

The purpose of this assignment is to articulate your emerging beliefs about teaching, learning and schooling. The paper should be 3 to 4 pages (double-spaced). A rough draft is due for peer review at the last class before Spring Break.

Rather than simply responding to a series of questions, you should organize your thoughts in a fashion that makes sense to you. Identify some themes or an approach to teaching that expresses your beliefs as they have evolved this semester. Work to articulate these beliefs so that your reader will be able to form a picture of the teacher you hope to become. You might think of your audience as the hiring committee of a school district. You want your audience to connect your name and face with a distinct set of beliefs. You need to compose your own approach to this assignment. Listed below is a set of questions that you might wish to address but you need to compose your own approach to this assignment.

Please notice that the assignment contains three interrelated concepts: teaching, learning and schooling.

First, what is teaching? (What are the purposes of teaching? Is the teacher the source of knowledge? 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 about teaching that you most look forward to, and cause you most concern?)

Second, what is learning? (What is knowledge? If you teach and students don't learn-whose problem is that? When will you know that students have learned something? Are student's empty vessels into which you will pour knowledge? What does learning mean for students of different abilities, ethnicities or gender? Do all student need to learn the same thing?)

Finally, what is schooling? (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 might be your approach when you disagree with public policy? How about when you disagree with parents?)

Criteria for evaluation:

Exemplary papers are characterized by:

- Organization of presentation of ideas
- Comprehensiveness (addresses teaching, learning and schooling)
- Appropriate examples of beliefs
- Integration of coursework readings, discussions and/or observations
- Written expression (grammar, syntax, spelling, etc)

Group Presentation on a Contemporary Issue

Each member of the class will join with others to become familiar with a contemporary issue in education that is somewhat controversial. The topic selected must have multiple perspectives (pros and cons). Once in a group you will plan and conduct research to prepare for a mini-debate. Your knowledge of the subject should be broad enough that you could debate either side of the issue. On the day of the oral debates the instructor will tell you which side of the question your group will present/defend. You will have a few minutes to organize your team for the presentation. Anticipate major points/arguments and develop an introduction and concluding statements. You will have approximately one-half hour to present the debate.

Each group will create a two page typed abstract and a selected reading list (at least 12 references in bibliographic form) to distribute to each class member for future reference. The names of each member of the group should be included in the handout.

You may select one of the following topics or propose a different one for instructor approval.

Topics:

- a. Are charter schools revitalizing education in America?
- b. Do concerns about safety in school warrant a "zero tolerance" policy?
- c. Have public schools adequately accommodated concerns about religion?
- d. Is full inclusion of special education good for schools?
- e. Is the federal NCLB act working in improving education in America?
- f. Has the passage of Proposition 227 in California helped bilingual students?
- g. Should our high school history classes present the "raw" facts of American history?
- h. Will school vouchers improve education in the United States?
- i. Has the STAR accountability program been successful in improving education in California?
- j. Does "character education" build moral values in public school students?
- k. How would you cut 10% from a school district budget?