



EDUC 350 (Section 2)

Foundations of Teaching as a Profession

CRN #45490

TR

9:00 am – 10:15 am

University Hall 440

Fall 2013

EDUC 350 (Section 3)

CRN #45497

TR

1:00 pm – 2:15 pm

University Hall 271

Fall 2013

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:

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Hours:

Thursdays 10:30 am – 11:30 am and By Appointment

School of Education Mission & Vision Statement

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Required for all credential candidates. An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. *Requires participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.*

Course Objectives

This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates will 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.

Unique Course Requirements

Fieldwork

In addition to in-class and online work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the Cougar Courses site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

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.

Required Texts

- Nieto, Sonia. (2006). *Why We Teach*. Teachers College Press. ISBN 0807745936, Approximately \$17 - 22.
- Sadker, David and Zittleman, Karen. (2012). *Teachers, Schools, and Society: A Brief Introduction to Education*. (3rd ed), McGraw Hill. ISBN 13-9780077378387, Approximately \$120, also available by rental at CSUSM bookstore.
- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4, Approximately \$21 - 27

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)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for California teaching credentials. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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. (*Adopted by the COE Governance Community, December, 1997*).

This course: Two class sessions may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F. Please note that online sessions are included in this policy. If you do not complete all required parts of an online session in the allotted time, you will be marked absent for that session. Students having extenuating circumstances must contact the instructor as soon as possible.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, 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.

All University Writing Requirement

Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, and The Outsider.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Course Requirements

Assignments and grading:

1. Reading log	10 points
2. Current events in education	10 points
3. Interview of a teacher	10 points
4. The Outsider (Inclusion assignment)	10 points
5. Classroom observation reports	20 points
6. Personal philosophy of schooling, learning and teaching	15 points
7. Participation	5 points
8. Contemporary issues research	20 points

Each assignment is described in detail below.

1. Reading log

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log, do not summarize. Your reading log must demonstrate the "value-added" model. That is, your response must do one of the following: *give an example* of what the reading described; *provide a different perspective* of a topic in the reading; or *expand upon the idea* in the reading by including more detail and depth. You need to specify which of these aspects you are using. Before you submit, read the sample logs. Entries should be one paragraph in length per week. Log entries for each week's class must be submitted via the Cougar Courses site by the *prior* Sunday at 11:55 PM. See the schedule for readings. The log will be graded holistically; you will receive either full credit or none.

No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the log entry to me by Sunday at 11:55 PM at mcdaniel@csusm.edu. Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

2. Current events in education

This assignment is in two parts:

- A. Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education. The item may be from any reputable source in television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national, or international issues. Do not submit "news" from personal blogs, newsletters, or other opinion sources. Include a complete citation for the source. You will summarize (1-2 paragraphs) and present the importance (1 more paragraph) of the news for your classmates. You may provide a link to the source if it is available (electronic or video). Be sure that you make a connection to future teachers in California if the news is from afar. If you do not submit your current event on Cougar Courses by 11:55 PM on your due date, 5 points will be deducted from your cumulative course points.
- B. Each week you will read the current events posted by your classmates. Choose 10 of the current events for a comment during the allotted "comment period." Make your comment substantive; "I agree" or "I don't think so" are not sufficient. Use the value-added model that we use for reading logs as your guide. You need to add to the discussion and engage with the student who submitted the article and/or your fellow classmates who have already commented on the news. This part of the assignment is worth 10 points—one point for each acceptable submission.

3. Interview of a teacher

In this assignment, you will interview a teacher and write a summary (1,500-2,000 words) of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

Gathering information:

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

- Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?
- What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?
- What were/are the teacher's goals for the education of students? Have these goals changed over the years?
- What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?
- What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?
- How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?
- What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?
- What does the teacher think of current "hot issues" in education such as the California High School Exit Exam, the No Child Left Behind Act, Common Core, Race To The Top, and evaluation systems for teachers? How does the teacher take action to address new reforms that impact his/her classroom?
- What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. Protect your teacher's confidentiality by using a pseudonym (e.g., Mr. Sunshine or Ms. Biology or Mr. Standards) and masking identifying details (e.g., "taught fifth grade in a suburban school district in southern California" or "moved from Suburban Middle School to Central City Elementary School").

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include multiple references to the readings/discussions we have in class.

Criteria for evaluation:

Exemplary papers are characterized by:

- Clarity of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (Sadker/Zittleman, assigned articles, class activities) into the analysis
- Correct grammar, syntax, spelling

The written report is due via the Cougar Courses site on September 15.

4. The Outsider (Inclusion assignment)

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-3 in Villa/Thousand’s *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (1,000-1,500 words) in which you comment on your own (or a friend’s) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text.

Consider the following questions:

- What personal characteristics fostered your (or your friend’s) feelings of being an outsider?
- How did you react to and cope with the situation?
- Did you share your experience with any teachers or other school personnel? Did any of them assist you?
- What could school staff, parents or friends have done to help?
- In what ways did this experience change you? Did you “learn” from this experience?
- How might this experience make you a more sensitive and effective teacher?

Criteria for evaluation: Exemplary papers are characterized by:
Addressing the questions above in a thoughtful/analytical manner
Integration of the Villa/Thousand text in the paper
Correct grammar, syntax, spelling

The written report is due via the Cougar Courses site on November 17.

5. Classroom observation reports

Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions and is also on the School of Education website at the top of the syllabus webpage. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Each written observation should be 500-750 words. Submit these via the Cougar Courses site as instructed on October 6 and November 24. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) to Cougar Courses by December 8. If you do not complete the classroom observations, you will receive a grade of INC for the course.

6. Personal philosophy of schooling, learning and teaching

Write a paper (2,000-2,500 words) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

Introduction

- Describe the level of schooling and subject field(s) you hope to teach.
- Name your philosophy (or combination of philosophies) as described by Sadker and Zittleman Ch 6.
- Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you’ve seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

Nature of schooling

- Describe what you believe is the purpose of schooling in a democracy.
- How will you as a teacher help achieve these purposes?
- Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the learner

- Describe what you believe is the nature of the learner.
- What are your thoughts about the students you will teach? What do they need from a teacher?
- Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the teaching/learning process

- Describe what you believe is the nature of the teaching/learning process?.
- What do you believe counts as knowledge and how should it be presented?
- How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?
- Give at least one concrete example of how you will interact with your students in light of your beliefs.

Teacher dispositions and actions

- Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.
- Give at least one concrete example of how you will conduct yourself in light of your beliefs.

Conclusion

- Recap your philosophy.
- What are your outstanding questions/concerns/thoughts about becoming a teacher?

Criteria for Assessment of Philosophy Paper

Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one “beefy” paragraph). These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

- Ideas: The paper is clear and focused. It holds the reader’s attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.
- Organization: The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.
- Connections: The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).
- Voice: The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.
- Sentence Fluency: The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.
- Conventions: The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

The written report is due via the Cougar Courses site on December 1.

7. Participation

This course is designed for active learning during class sessions, both f2f and online. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by December 8. The instructor will consider your self-assessment when assigning points for this assignment.

Answer each of the following questions:

- How do you participate in class discussions productively, sharing your knowledge and understandings?
- How do you participate in online class activities productively? What has been your approach to online sessions, and how effectively have you engaged in these sessions?
- How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- How do you contribute appropriately to group work—do you “do your share”?
- How do you demonstrate that you are able to accept others’ opinions?
- How do you demonstrate that you are supportive of others’ ideas?
- How do you support your peers during their presentations?
- How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
- How do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?
- What grade (10 points maximum) do you feel you have earned for your participation in EDUC 350 this semester?

8. Contemporary issues research

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue in approximately 15 minutes. You will present in November or December. When you present your research orally, provide a one-page summary and a reference list for your classmates. Each partner must submit the one-page summary to the Cougar Courses site to receive credit for this assignment. The one-page handout is due to Cougar Courses on December 8.

Grading Standards

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 School 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).

Grading Scale

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

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

Schedule/Course Outline

as of 8/28/13

Schedule is subject to change at the discretion of the instructor

For current, detailed information about readings, assignments, and activities, see Cougar Courses

Week	Class	Topics	Assignments
1	Aug 27-29	Course and field experience intro Why teach?	Log 1 due Sept 8
2	Sept 3-5	Building community in the classroom Becoming a CA teacher	Log 2 due Sept 8
3	Sept 10-12	Schooling in a democracy	Log 3 due Sept 15 Teacher interview due Sept 15
4	Sept 17-19	Philosophical perspectives	Log 4 due Sept 22
5	Sept 24-26	School Organization	Log 5 due Sept 29
6	Oct 1-3	American School History	Log 6 due Oct 7 Observations 1 & 2 due Oct 6
7	Oct 8-10	Debrief school observations. School finance & governance	Log 7 due Oct 13
8	Oct 15-17	Rights and responsibilities	Log 8 due Oct 20
9	Oct 22-24	Inclusion	
10	Oct 9-31	Middle schooling	Log 9 due Nov 3
11	Nov 5-7	Why we teach	Log 10 due Nov 10 The Outsider due Nov 10
12	Nov 12-14	Ethics and Law	
13	Nov 19-21	Some issues presentations	Observations 3, 4, and 5 due Nov 24
14	Nov 26-28	Independent study	Personal philosophy due Dec 1
15	Dec 3-5	Some issues presentations	Fieldwork time sheet and record due Dec 8 Issues presentation handout due Dec 8 Participation self-evaluation due Dec 8
16 Finals week	Dec 10-12	Some issues presentations	Some issues presentations