

**EDUC 350: Foundations of Teaching as a Profession**  
**Sec. 3: TTh 9-10:15 AM; ACD 319; CRN 41424**  
**California State University San Marcos Fall 2006**

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by appointment

**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/or *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 three class sessions, you cannot receive a grade of A or A -; if you miss four 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 Recommendation Form with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos Teacher Credentialing programs.

**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.

**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.

**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 to group work—do you “do 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 others' ideas as well as your own to be heard?

**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:**

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press.

**Assignments and grading:**

- |  |           |
|--|-----------|
| Interview of a teacher<br>Details will be given in class.  | 10 points |
| Classroom observation reports<br>Using the classroom observation instrument provided in class, write up fifteen 30-minute observations in your field sites. Submit five of these on the dates on the course schedule.  | 25 points |
| Inclusion Writing Assignment<br>Details will be given in class.  | 10 points |
| Contemporary issues research<br>Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) a partner with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue. Reports to the class will be spaced out over the class periods during the second half of the semester. When you present your research orally, provide a one-page summary and a reference list for your classmates.                             | 15 points |
| Current events in education<br>Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., <a href="http://www.edweek.org/">www.edweek.org/</a> ), newspaper, or magazine, and may pertain to local, national/, or international issues. You will summarize and present the importance of the news for your classmates.   | 5 points  |
| Personal philosophy of teaching, learning and schooling<br>Details will be given in class.   | 15 points |
| Reading log<br>The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be 1 paragraph in length. Log entries must be submitted by email to <a href="mailto:nicolekonugres@cox.net">nicolekonugres@cox.net</a> by Friday at noon each week. In the subject line of the email, please use this format: G/G Ch 1 or V/T Ch.1 | 10 points |

Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed the assignment for the semester. No credit will be given for late submissions.

Participation & attendance

10 points

This course is designed for active learning during class sessions. 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.

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

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

## **EDUC 350 Inclusion Writing Assignment**

You will apply your understanding of the legal context of inclusive education and laws that influence teaching responsibilities. Study the following chapters and web sites:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. Read Ch 10.

Villa, R. A. & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. Read Ch 2.

U.S. Disability Law. Internet address:

[www.law.cornell.edu/topics/disability.html](http://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](http://www.ed.gov/offices/OSERS/IDEA)

Explanation of federal legislation known as IDEA, which ensures a free appropriate education in the least restrictive environment for children with disabilities. The latest 1997 federal reauthorization of the law is explained in detail.

### **Reflection and Applications:**

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities. In writing, identify five laws or court decisions that influence you as a professional educator. At least two of these five must relate to special education law. Give a rationale (one paragraph) for each selection. Why is it important to you? How might it affect your teaching? Feel free to add insights from your personal experiences, observations and FAT City Video.

## Criteria for Self- 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.**

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.

**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.

# Philosophy Paper

## Paragraph 1: Paper Introduction

Describe your philosophy.

1. Name your philosophy as labeled by Grant & Gillette (2005) Ch 8
2. Preview your beliefs about the following:
  - a. What is that nature of the learner?
  - b. What is nature of subject matter?
  - c. What is the nature of the learning process?
  - d. What behavior (disposition/attitude & actions) should the teacher exhibit in order to carry out his or her philosophical position?

## Paragraph 2: Nature of 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 1-2 examples of how this looks.

## Paragraph 3: Nature of the subject matter

Describe what you believe is the nature of subject matter.

What do you believe counts as knowledge and how should it be presented?

Give 1-2 examples of how you as a teacher will make choices about curriculum and instruction.

## Paragraph 4: Nature of the learning process

Describe what you believe is the nature of the learning process?

How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities? Give 1-2 examples.

## Paragraph 5: Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position?

## Paragraph 6: Conclusion

Recap your philosophy.

## Group Presentation on a Contemporary Issue

Each member of the class will join with a partner to become familiar with a contemporary issue in education that is somewhat controversial. The topic selected must have multiple perspectives (pros and cons). Cover the major points/arguments and develop an introduction and concluding statements. You will have approximately 15 minutes to present the debate.

Each group will create a one-page summary and reference list to distribute to each class member. 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



## Interview of a Teacher EDUC 350

In this assignment, you will interview a teacher and write a 3–4 page summary 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 and the No Child Left Behind Act? 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 and masking identifying details.*

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 at least one reference to the readings/discussions we have in class.

## 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?
- 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?

### Group #3 Focus

- 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?

**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?

## EDUC 350 OBSERVATIONS: TOPICS FOR WRITTEN ENTRIES

The following is a list of areas to guide you through your actual field experience. You may wish to focus on one or more of these areas during observations. Some areas will require you to obtain information from the teachers and some will be evident through the observation process.

**Room arrangement** (the physical lay-out of the room: does it support or get in the way of instruction? do the students move around the room for different phases of instruction?).

**Classroom rules and procedures** (are rules posted? who generated the rules? do you see them enforced consistently? do students seem to know what the teacher expects? has the teacher made his/her "invisible" expectations visible to the students?).

**Organizing student work** (how do students submit finished work? how does the teacher return work? are there provisions for redoing/resubmitting work? what provisions are in place for students who are absent?).

**Behavior management strategies** (how does the teacher get compliance from the students in the area of acceptable behavior? do students understand expectations? is the teacher consistent in attending to students' behavior?).

**Planning for instruction** (is there evidence of lesson planning? does the teacher do long range and short range lesson planning? are instructional materials readily available?).

**Conducting instruction** (does the teacher make provisions for active learning? how does the teacher view his/her role during instruction? do all students have a chance to participate? what materials were used in the course of the lesson? what variety of instructional approaches are used? does the teacher use wait time and prompting responses to increase involvement? is cooperative learning in evidence?).

**Managing small groups** (are there any small group instructional sections? how are students selected for small groups [assigned/choice; heterogeneous/homogeneous]? are the small groups permanent or flexible? what are the students doing who are not involved with the teacher?).

**Classroom diversity** (how diverse are the students—in ability, learning styles, ethnicity, linguistic background, socioeconomic status? how does the teacher attend to differences among the students? how does the teacher adapt instruction for students with special needs, or for English learners ["sheltered instruction"]?).

**Communication skills** (comment on the clarity of instructions. do students understand what they are to do when a sequence of instructions are given? does the teacher depend only on verbal communication skills or are there also visual prompts to accompany verbal instructions? what does the teacher's non-verbal communication indicate [body language etc.]?)

**Evaluating student progress** (how does the teacher know if objectives for instruction have been met? does the teacher ask for response to oral or written questions during the lesson and/or observe students during the lesson? what informal documentation is maintained? what "counts" for grading purposes: worksheets, homework, tests, portfolios, presentations, projects?)

**Flexibility** (what evidence of flexibility do you see in the teacher's behavior and the learning environment? do you see evidence of any "teachable moments" [unplanned events being turned into effective learning experiences with students]? does the teacher use student remarks or interest to "reroute" or enhance a planned lesson?).

**Students** (how do you think students perceive their roles as learners in the room? what opportunities do they have for interactions with each other? do interests of learners help guide instruction? are students active participants in the learning process?).

## Classroom Observation Entry # \_\_\_\_\_

Your name

### **Context**

School name

Day of the week/Date/Time

Type of classroom (grade/subject/special program)

Number of teachers and assistants/Number of students

Describe the demographic characteristics of this site/classroom  
(gender, race/ethnicity, languages, ability)

### **Overview**

Outline what you saw chronologically - address curriculum, instruction, classroom environments, management...

### **Significant Event(s)**

Describe 1-2 significant events and why you chose them for analysis.

### **Description of Event(s)**

Describe the event(s) and what the teacher(s) and students were doing.

### **Analysis of Event(s)**

Analyze the event and make reference to what you have learned/read in this course.

List any questions you may have and how this observation personally impacted your learning about teaching and learning.

**EDUC 350: Foundations of Teaching as a Profession  
Fall2006 Tentative Schedule**

-Subject to change to meet student need-

<b>Session</b>	<b>Topic</b>	<b>Planned Activity</b>	<b>Prepare for next class</b>
<b>Week 1</b>			
Thurs 8/24	Course intro	Ice Breaker  Introductions  Read Syllabus	
<b>Week 2</b>			
Tues 8/29	Class Schedule  Field Experience Requirement  Focus Groups	Review Schedule, texts, Introduce Teacher Interview (Due 9/12) Read EDUC 350 Field Experience Text <a href="http://lynx.csusm.edu/coe/facultyStaff/Syllabus.asp">http://lynx.csusm.edu/coe/facultyStaff/Syllabus.asp</a>  Focus Group Roles	Read G/G Ch 1 Focus Question Reading Response #1
Thurs 8/31	Current Event Presentation Model  Professional Dress Educational Language	Current Events Format and Sign-Up Sheet  Focus Groups G/G Ch 1  Observation Report Format Classroom Observation Entry Focus of Observations	Read G/G Ch 2 Focus Question Reading Response #2  Bring fieldwork info from Syllabus to submit for waiver (9/5)
<b>Week 3</b>			
Tues 9/5	Credential Process	Andi Shibata CSUSM Credential Evaluator  Focus Groups G/G Ch 2	Take EP Questionnaire (G/G p. 302-305) Read G/G text Ch 8 Focus Question Reading Response #3
Thurs 9/7	Educational Philosophies	Current Events What's Your Ed. Philosophy? Introduce Philosophy Paper Focus Groups G/G Ch 8	Read G/G Ch 3 Focus Question Reading Response #4 Teacher Interview Due (9/12)

<b>Week 4</b>			
Tues 9/12	Inclusion	Current Events Introduce Inclusion Writing Assignment Teacher Interview Due Focus Groups G/G Ch 3	Read V/T Ch1, 2 Reading Response #5
Thurs 9/14	Historical Perspective: Inclusive Education	Current Events Create timeline with Focus Group Literature Circles Roles	Read Nieto Part 1-2 & Lit Circle chapter Reading Response #6 Lit Circle Role Nieto Ch 1, 2, 3, 4, 5, 6 Observation Report #1 Due 9/19
<b>Week 5</b>			
Tues 9/19	Becoming an Effective Teacher	Current Events Lit Circles Observation Report #1 Due Quick-write Observation Highlights Share Experiences	Read Nieto Part 3 & Lit Circle chapter Reading Response #7 Lit Circle Role Nieto Ch 7, 8, 9, 10, 11, 12 Bring Philosophy Paper Outline (9/21)
Thurs 9/21	Philosophy Paper	Current Events Lit Circles Small group feedback PQP (praise, question, polish) Philosophy Paper	Read G/G Ch 7 Reading Response #8
<b>Week 6</b>			
Tues 9/26	Organizational Structures of Schooling	Current Events Focus Group G/G Ch 7 (use Lit Circles)	Read Nieto Part 4 & Lit Circle chapter Reading Response #9 Lit Circle Role Ch 13, 14, 15, 16, 17, 18 Bring Philosophy Paper Rough Draft (9/28)
Thurs 9/28	Philosophy Paper	Current Events Lit Circles Small group feedback PQP Philosophy Paper	Read Nieto Part 5, 6 & Lit Circle Chapter Reading Response #10 Lit Circle Role Ch 19, 20, 21, 22, 23 (203-210), 23 (211- 220)

<b>Week 7</b>			
Tues 10/3	Contemporary Issues in Education	Current Events Lit Circles Introduce Contemporary Research Report	Philosophy Paper Due (10/5) Peruse the National Middle School Association website, <a href="http://www.nmsa.org">www.nmsa.org</a>
Thurs 10/5	Middle Schooling Guest	Current Events Philosophy Paper Due with Self-Assessment	Observation Report #2 Due (10/12)
<b>Week 8</b>			
Tues 10/10	Revisit Inclusion	Current Events FAT City Video New Focus Groups	Read G/G Ch 10 Focus Question Reading Response #11
Thurs 10/12	Teachers' and Students' Rights & Responsibilities	Observation Report #2 Due Quick-write Observation Highlights Share Experiences Focus Groups G/G Ch 10 Visit inclusion websites OSERS IDEA Home Page. <a href="http://www.ed.gov/offices/OSERS/IDEA">www.ed.gov/offices/OSERS/IDEA</a> Disability Law. <a href="http://www.law.cornell.edu/topics/disability.html">www.law.cornell.edu/topics/disability.html</a>	Read G/G Ch 9 Focus Question Reading Response #12 Bring Inclusion Paper Rough Draft (10/17)
<b>Week 9</b>			
Tues 10/17	Governance of Education	Focus Groups G/G Ch 9 Small group feedback (PQP) Inclusion Paper	Read G/G Ch 11 Focus Question Reading Response #13
Thurs 10/19	Educational Finance	Focus Groups G/G Ch 11	Read G/G Ch 12 Focus Question Reading Response #13

<b>Week10</b>			
Tues 10/24	Meaningful Family & Community Involvement	Focus Groups G/G Ch 12	Bring Inclusion Paper to class (10/26)
Thurs 10/26	Writing group work	Peer Edit Inclusion Paper	Observation Report #3 Due (10/31)
<b>Week 11</b>			
Tues 10/31	Happy Halloween	Observation Report #3 Due Quick-write Observation Highlights Share Experiences	Read G/G Ch 6 Focus Question Reading Response #14
Thurs 11/2	Teaching: The Profession	Focus Groups G/G Ch 6	Read G/G 472-480 Reading Response #15 Inclusion Paper Due (11/7)
<b>Week 12</b>			
Tues 11/7	Contemporary Issues	Inclusion Paper Due Partner work	
Thurs 11/9	Contemporary Issues	Partner work	
<b>Week 13</b>			
Tues 11/ 14	Contemporary Issues Presentations	Oral Reports – Prepare 1 page handout for class members	
Thurs 11/16	Presentations Continued	Oral Reports – Prepare 1 page handout for class members	
<b>Week 14</b>			
No classes	Happy Thanksgiving		
<b>Week 15</b>			
Tuesday 11/28	Presentations Continued	Oral Reports – Prepare 1 page handout for class members	
Thurs 11/30	Wrap Up Activities	Field Observation Record Due Celebration of learning	