

# Cal State University San Marcos

## College of Education

**EDUC 350: Foundations of Teaching as a Profession**  
**CRN 42038** **3 units**  
**T/Th 2:30-3:50** **University Hall**

### **Mission Statement of the College of Education, CSUSM**

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.

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**Course Description:** 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, appreciating and including 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 as a part of this course.**

**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. 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.

*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. In this section of EDUC 350, the instructor has adopted this additional policy: For every absence and combination of 3 late arrivals or early departures you will lose 10% of your final grade. You are able to earn extra credit for one absence.*

**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. Everything you do speaks--be sure your actions speak a professional message.

**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 will 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, WebCT, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

**WebCT:** This course will have an online component using WebCT. We will go over use in class the first week and then students will be required to access resources and submit assignments on line using WebCT.

### **Electronic Communication (Email & On-Line Discussion) Protocol**

Electronic correspondence, e-mail and on-line discussion, are a part of your professional interactions. If you need to contact any instructor, e-mail is often the easiest way to do so. It is our 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 College 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.

**Teaching Performance Expectations (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.

**TPE :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:**

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press.  
ISBN 0807745936  
Approximately \$12 - 20.

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.  
ISBN 0-534-64467-8  
Approximately \$ 45 - 65

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.  
Approximately \$12 - 25

**Recommended Texts:**

Borich, Gary D. (2003). *Observation skills for effective teaching*. (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

**Assignments and Point Values:**

**Interview of a Teacher**

5 points

Details will be given in class

**Classroom Observation Reports**

15 points

Using the classroom observation instrument provided in class, conduct fifteen observations in your field sites. Submit 3 online; each worth 5 points. Follow format provided on WebCT. Failure to complete 15 observations results in failure of the course.

**Community Review Group Presentation**

10 points

Research a specific community and prepare an oral report to share in class week 4. The report should describe and analyze the issue. When you present your research orally, provide a one-page handout addressing your community and a reference/resource list for your classmates. Presentation will be 15 – 20 minutes long.

**Inclusion, Diversity and Special Ed Laws Paper**

10 points

Details will be provided in class.

**Current Events in Education**

5 points

Sign up for a date when you will present an item from the current week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., www.edweek.org/), 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.

**Contemporary Issues in Education Presentation**

5 points

Students will present the pro and con of a political, cultural or social issue from topics assigned in class- work in pairs or triads

**Personal Philosophy of teaching, learning and schooling**

20 points

Write a 2-3 page paper addressing the following:

Name your philosophy as labeled by Grant & Gillette (2005) Ch 8

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 disposition/attitude & actions should the teacher exhibit in order to carry out his or her philosophical position?

See graphic organizer in syllabus.

**Reading Responses (8 assignments – See schedule.)**

16 points

The reading responses provide an opportunity to reflect on the assigned readings for each week. In the reading log, do not simply summarize. Instead, respond to the readings: summarize briefly and then agree, disagree, note specific ideas, etc. Entries are to be 2 paragraphs in length. Log entries must be submitted on WebCT. 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**

14 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

**Teachers in the Movies (Make up credit option – Due within 2 weeks of absence)**

10 points

If you need to be absent you have the option to make up one absence by completing this extra credit assignment. See detailed assignment description in syllabus

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

**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>Readings</b>   | <b>Assignment</b>  |
|---|--|---|--|
| <b>Week 1</b>   |  |   |  |
| Thurs<br>8/24   | Course intro<br><br>Name Stories<br><br>What is good teaching?<br><br>Introduce Teacher Interview  | Syllabus<br><br>Access the website at <a href="http://www.courses.csusm.edu">www.courses.csusm.edu</a><br><br>Preview all three texts:<br>Grant C. A. & Gillette, M. (2005). <i>Learning to Teach Everyone's Children</i><br><br>Nieto, S. (2005). <i>Why We Teach</i><br><br>Villa & Thousand (2005) <i>Creating an Inclusive School</i>   | Access the website at <a href="http://www.courses.csusm.edu">www.courses.csusm.edu</a>   |
| <b>Week 2</b>   |  |   |  |
| Tues<br>8/29<br><br>Computer lab?<br><br>Thurs<br>8/31<br>NO class<br>f2f<br>meeting<br>WebCT | Current Event Presentation Model<br><br>Practice WebCT: Reading Response #1<br><br>Field experience Requirement<br><br>Educational Language  | Take Educational Survey Grant & Gillette p. 312+<br><br>Take survey on WebCT<br><br>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><br><br>Read Grant & Gillette's <i>Learning to Teach</i> Ch 1-2<br>Post Reading Response #1<br><br>Read Syllabus, Schedule & WebCT Basic Sheet<br><br>Research and bring glossary of educational terms to class next Tuesday | Take Educational Survey Grant & Gillette p. 312+<br><br>Sign up for WebCT –obtain library card and password. Practice on WebCT<br><br>Bring fieldwork info from Syllabus to submit |
| <b>Week 3</b>   |  |   |  |
| Tues 9/5<br><br>Thurs 9/7   | Observation Report Overview<br><br>Professional Dress Educational language<br><br>Preview Inclusion: Law & Diversity Paper<br><br>Reading Response #2<br>Lit Circles: Use PQP (praise, question & polish) format for giving feedback | Observation Report Format<br><br>To understand how to observe and take notes during observation read Ch 7, 8 & 12 in Borich, Gary D. (2003). <i>Observation skills for effective teaching</i> . (4 <sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.<br><br>Read Nieto Preface, Part 1 & 2<br>Villa/Thousand Ch 1<br><br>Website to visit and read Thousand article—TBA  | Reading Response #2 – Due Thursday - Respond to Nieto's Preface, Part 1 & 2<br><br>Post Teacher Interview draft, read and respond to your writing team.                            |

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| <b>Week 4</b>                          |   |   |  |
| Tues<br>9/12                           | Student Services<br>Guest   | Nieto Part 1-2<br>V & T Ch 2  | Reading Response #3 –<br>Due Tuesday<br>Respond to Nieto G & G,<br>V/T & websites  |
| Thurs<br>9/14                          | Exercise and<br>Learning<br><br>Philosophical<br>Perspectives<br>activity | Peruse these websites:<br>College of Education at:<br><a href="http://lynx.csusm.edu/coe/academics/">http://lynx.csusm.edu/coe/academics/</a><br><br>and the EDUC 350 advising session info at:<br><a href="http://lynx.csusm.edu/coe/ssc/Presentations.asp">http://lynx.csusm.edu/coe/ssc/Presentations.a<br/>sp</a> | Teacher Interview Due.<br>Bring to Class with all drafts<br>& peer reviews.  |
| <b>Week 5</b>                          |   |   |  |
| Tues<br>9/19                           | Educational Equity<br><br>AVID Guest                                      | Read Nieto, Part 3<br><br>Read G & G Ch 8   | Current Event Presentation<br><br>Reading Response #4 –<br>Respond to Nieto Part 3, Ch<br>8 Grant & Gillette &<br>websites       |
| Thurs<br>9/21                          | Spoken Words<br><br>Assign Community<br>Group Project                     | Read these websites:<br>College of Education at:<br><a href="http://lynx.csusm.edu/coe/academics/">http://lynx.csusm.edu/coe/academics/</a><br><br>and the EDUC 350 advising session info at:<br><a href="http://lynx.csusm.edu/coe/ssc/Presentations.asp">http://lynx.csusm.edu/coe/ssc/Presentations.asp</a>        | Bring Philosophy Outline<br><br>Teacher Interview Due.<br>Bring hard copy to class<br>with all drafts & peer<br>reviews attached |
| <b>Week 6</b>                          |   |   |  |
| Tues<br>9/26<br>WebCT<br>No f2f<br>Mtg | Philosophy Paper<br><br>Classroom<br>Management                           | Small group meetings, online collaboration<br><br>Read G& G Ch 3 & 8  | Post Philosophy<br><br>Provide Philosophy Paper<br>Feedback to writing group<br>by 10 pm   |
| Thurs<br>9/28                          | Reading<br>Response #4  | Read Nieto Part 4<br><br>Read Mauerman Classroom Mgmt article in WebCT  | Reading Response #4 –<br>Respond to prompt.  |

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| <b>Week 7</b>                            |   |  |  |
| Tues<br>10/3                             | Philosophical Perspectives<br><br>Team Approaches | Read<br>G & G Ch 7 & 9<br>V/T Ch 5 and Voice of Inclusion: Collaborative Tchg  | Observation Report #2<br>Current Event<br>Bring philosophy paper to class      |
| Thurs<br>10/5                            | Middle Schooling Guest                            | Peruse the National Middle School Association website, <a href="http://www.nmsa.org">www.nmsa.org</a>  | Reading Response #5 – Respond to G & G & website                               |
| <b>Week 8</b>                            |   |  |  |
| Tues<br>10/10                            | Secondary Ed Guest<br><br>Presentations           | Peruse the National High School Association website, <a href="http://www.nhsa.net">www.nhsa.net</a><br><br>Read G & G Ch10   | Observation Report #3<br><br>Reading Response #6 – Current Event Presentations |
| Thurs<br>10/12<br>No f2f<br>Mtg<br>WebCT |   | Visit inclusion websites<br>U.S. Disability Law.<br><a href="http://www.law.cornell.edu/topics/disability.html">www.law.cornell.edu/topics/disability.html</a><br><br>OSERS IDEA Home Page.<br><a href="http://www.ed.gov/offices/OSERS/IDE">www.ed.gov/offices/OSERS/IDE</a><br><a href="#">A</a> | Post Law & Diversity Paper<br><br>Gather community data for group project      |
| <b>Week 9</b>                            |   |  |  |
| Tues<br>10/17                            | Why We Teach<br><br>Day in the Life               | Read Nieto Part 5 & 6<br>V/T Ch 7  | Reading Response #7 Post your response and read 3 others.                      |
| Thurs<br>10/19                           | Philosophy of Education                           | Philosophy Paper<br>1. Bring Philosophy Paper Tuesday<br>2. In class feedback activity<br>3. Implement feedback to peers' philosophy<br>4. Revise Philosophy Paper & bring Final Philosophy Paper Thursday with all drafts and feedback attached.  |  |

|                                |   |   |   |
|--------------------------------|---|---|---|
| <b>Week 10</b>                 |   |   |   |
| Tues<br>10/24                  | Inclusion<br>FAT City Video                   | Read G & G Ch 10<br>Thousand Article in WebCT<br>Read V/T Ch 3  | Post Reading Response #8<br>Respond to<br>websites/readings |
| Thurs<br>10/26                 | Special Ed Guest?<br>Writing group work       | Peruse the inclusion websites<br><a href="http://www.ed.gov/offices/OSERS/IDEA">www.ed.gov/offices/OSERS/IDEA</a><br><a href="http://www.law.cornell.edu/topics/disability.html">www.law.cornell.edu/topics/disability.html</a> | Bring Law & Diversity Draft<br>to class                     |
| <b>Week 11</b>                 |   |   |   |
| Tues<br>10/31                  | Community<br>Presentations<br>Happy Halloween | Community Issue Presentations- be positive that the<br>entire group is prepared to meet the assignment's full<br>criteria.  | Community Issue<br>Presentations                            |
| Thurs<br>11/2                  | Community group<br>Presentations              | Remember, this cooperative group activity is<br>designed to help you develop positive strategies to<br>work with other professionals in your teaching career.   |   |
| <b>Week 12</b>                 |   |   |   |
| Tues<br>11/7                   | Revisit Purpose of<br>Schooling—              | Action Plan Guide<br>Read G & G 472-480<br>V/T Ch 4   |   |
| Thurs<br>11/9<br>No f2f<br>Mtg | Educational<br>Reform                         | Group Project: Contemporary Issues and Educational<br>Reform group work   | Action Plans  |
| <b>Week 13</b>                 |   |   |   |
| Tues<br>11/ 14                 | Contemporary<br>Issues<br>Presentations       | Prepare 1 page handout for each class member  | Extra Credit Due  |
| Thurs<br>11/16                 |   | Remember, this cooperative group activity is<br>designed to help you develop positive strategies to<br>work with other professionals in your teaching career.   |   |
| <b>Week 14</b>                 |   |   |   |
| No<br>classes                  | Happy<br>Thanksgiving                         | Continue to polish Law and Diversity paper—OK to<br>submit early!!  |   |
| <b>Week 15</b>                 |   |   |   |
| Tuesday<br>11/28               | Contemporary<br>issues<br>presentations       | Prepare 1 page handout for each class member  | Law and Diversity Paper<br>Due                              |
| Thurs<br>11/30                 | Why We Teach<br>Teacher Panel<br>Presentation | Remember, this cooperative group activity is<br>designed to help you develop positive strategies to<br>work with other professionals in your teaching career  |   |
|                                |   | Celebration of learning.  |   |



## 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.

# 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.

## 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.

## 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.

Thousand, J.S. (2004) Article to be posted in WebCT

### **Reflection and Applications:**

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities.

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. Provide your 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.

## Guide for Community Study

### *Purposes:*

- Work together to gather information about the school community and its resources
- Create a unified exhibit that informs others about the school community and engages them in viewing the community from its six different perspectives.

### *Organization Strategies:*

- Where will you meet?
- What time will you meet?
- What individual assignments do you need to accomplish?
- What approaches will you use? Maps, pamphlets, charts/visuals, tape recorder/interviews, multimedia, PowerPoint, photographs, music, handouts, etc.

### *View your school community from these seven perspectives:*

Anthropologist: How does the school and community organize for art, entertainment, other activities in terms of English Language Learner needs? What languages are used for art and entertainment in this community? Who participates?

Historian: How has the community changed over time? Who has lived in this community in the past 300 years, 200 years, 100 years, 50 years, 20 years, last decades? What has effected changes?

Geographer: How has the geography influenced the community? What resources are available and what have been used? And by whom?

Economist: What kinds of work are done in the community? Who owns land? Who rents? What kinds of jobs do the community members have? How many jobs do families have to afford living in this area? What patterns do you see? How many people live in each home?

Sociologist: What groups—families, schools, businesses, and the like—operate in the community? What are some community events that bring people together?(Hint: District salary schedules are revealing)

Political Scientist: How does the community organize itself to provide services? What services are provided? How and who benefits?

Educator: Who decides what is taught? How it is taught? What services are provided for students that are learning English? Who provides instruction? When & How? What does the instruction consist of? (Emersion, Sheltered, SDAIE strategies, Bilingual ...)

### *Questions to stimulate the process:*

- What is at the heart of our community and culture?
- What are the issues or problems in our community?
- What knowledge and experiences do your students bring to school?
- What resources do we have in our community to link to our students and school?
- What activities, reading or experiences will support our students in learning?

## Criteria for effective Community Study Presentation

| Descriptors  | Highly Effective | Effective | Somewhat Effective | Needs Some Work |
|--|------------------|-----------|--------------------|-----------------|
| The presentation offers important community facts and information that a new teacher needs to know.  |                  |           |                    |                 |
| The presentation is comprehensive, incorporating views of the anthropologist, historian, geographer, economist, sociologist, and political scientist in a cohesive and informative manner. |                  |           |                    |                 |
| All group members participated actively and responsibly in the preparation and presentation of the community study.  |                  |           |                    |                 |
| The method of presentation is aesthetically pleasing. Visuals add to the clarity of the information presented.   |                  |           |                    |                 |
| Overall, the presentation offers a clear sense of the community so that the teacher has valuable information to inform and enhance his/her teaching.                                       |                  |           |                    |                 |

**Be sure to self-assess your presentation using the following criteria.**

**Submit the self-assessment the day of your presentation.**

Exemplary presentations have the following characteristics:

**Ideas:** The presentation is clear and focused. It holds the audience'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 presentation. An inviting introduction draws the audience in; a satisfying conclusion leaves the audience with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The presentation flows so smoothly, the audience hardly thinks about it.

**Voice:** The presenters speak directly to the audience in a manner that is individual, compelling, engaging, and has personality.

**Presentation Fluency:** The presentation has an easy flow. The different parts enhance the meaning.

**Conventions:** The presenters demonstrate a good grasp of standard presentation conventions. All of the multiple intelligences are addressed, so that all learners' needs are considered.

**Content relevance:** All purposes and perspectives are addressed in a meaningful way.

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

Your name

### **Context**

School name/teacher name:

Day of the week/Date/Time Elapsed in classroom:

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.

(To understand how to observe and take notes during observation read Ch 7, 8 & 12 in Borich, Gary D. (2003). *Observation skills for effective teaching*. (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.)

## Observation Performance Rubric

| Task & Criteria  | Exceeds Expectations   | Nearly Meets Expectations  | Developing  |
|--|--|--|---|
| TPE 12:<br>Describing and Analyzing Teaching Practices | <ul style="list-style-type: none"> <li>- Develops an especially insightful analysis that demonstrates an ability to make sense of the observed teaching practices as they relate to the elements outlined in the Borich text.</li> <li>- Demonstrates a clear understanding of the observation focus.</li> </ul>   | <ul style="list-style-type: none"> <li>- Describes 1 or 2 significant events, focusing on the relevant details associated with the observation focus.</li> <li>- Includes an analysis for each event that interprets, makes inferences, poses questions, and demonstrates personal learning.</li> <li>- Makes a clear connection to the Borich text, showing an understanding of the observation focus.</li> </ul> | <ul style="list-style-type: none"> <li>- Offers some description of 1 or 2 significant events, but more details would strengthen the description.</li> <li>- Develops a limited analysis that shows an ability to look closely at the event(s) but lacks sufficient interpretation, inference, questioning, and/or connection to personal learning.</li> <li>- Suggests a limited understanding of the observation focus that may come from an incomplete reading or a misreading of the Borich text.</li> </ul> <p>This paper is significantly underdeveloped in many areas of the assignment. The work does not offer enough information to gauge the teacher candidate's understanding of close observation and effective instruction.</p> |
| TPE 6<br>Developing Appropriate Teaching Practices     | <p><b><i>In the analysis and/or reflection sections of the observation:</i></b><br/>Candidate is able to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school, and/or helps students to assume increasing responsibility for learning.</p> | <p><b><i>In the analysis and/or reflection sections of the observation:</i></b><br/>Candidate can partially determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school and/or helps students to assume increasing responsibility for learning.</p>           | <p>Teacher candidate is unable to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school, and/or helps students assume increasing responsibility for learning.</p>  |
| TPE 12:<br>Professionalism                             | <ul style="list-style-type: none"> <li>- Produces "professional" writing: clear organization; appropriate development of ideas; use of conventional English.</li> <li>- Submits work on time.</li> <li>- Works productively with partner (if applicable).</li> </ul>   | <p>Demonstrates some difficulty in one of the areas of professionalism: meeting due date or producing professional writing.</p>  | <p>Demonstrates significant difficulty in one or both areas of professionalism: meeting due date and producing professional writing.</p>  |
| Total Points   |  |  |   |



## 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?).

## Teachers in the Movies (Extra Credit Option = 10 points)

Teachers, in the movies, are depicted in many different ways, some of which are accurate, most of which are less than accurate. However, we can certainly learn some lessons from those teachers. In this assignment, you will choose a movie about teachers, rent it for the weekend, answer the following guide questions, and come prepared to discuss it in class. The answers to your guide questions will be your “ticket” to the discussion. You may have seen one or more of the following movies, but will likely need to see it again, since you are looking at it through specific “teacher eyes”.

Some movies about teachers are: Finding Forester, Stand and Deliver, Dead Poet’s Society, Mr. Holland’s Opus, Kindergarten Cop, others?

Response viewing questions:

### **Before Viewing:**

1. Have you seen this movie? What scene do you remember most? Why?  
If you have not seen this movie, why did you choose it?

### **During viewing:**

1. Who is the primary teacher in the movie? Is s/he a protagonist or antagonist? Choose 3 adjectives to describe him/her.
2. Describe the students in 3 sentences or less. In your opinion, what do these students need most?
3. What is the primary conflict in the movie? Who is the source of the conflict?
4. Describe an effective management strategy a teacher uses. (It may or may not be the primary character.)
5. Describe an ineffective management strategy a teacher uses. (It may or may not be the primary character.)
6. Describe an effective teaching strategy a teacher uses.
7. Describe an ineffective teaching strategy a teacher uses.

### **After viewing:**

1. Write down one quote that makes an important point to you.
2. Would you want to be in this teacher’s classroom? Why/ why not?
3. In your opinion, is this an accurate depiction of what teaching is really like?
4. If the media were the primary vehicle by which the general public gets its information, what would their opinion be of teachers as a result of watching this movie? Would it be an accurate opinion? How might it be a dangerous opinion?

**Assignment Tracking, Attendance and Self-Assessment Sheet**

**EDUC 350 - Fall '06 - Mauerman**

(Print two copies and bring to class - one for you and one for instructor.)

Name: \_\_\_\_\_ Cell/ Phone # \_\_\_\_\_

Where do you live? \_\_\_\_\_ Email address: \_\_\_\_\_

Teaching Interest (grade level, subject area) \_\_\_\_\_

Experiences working with children/adolescents \_\_\_\_\_

Applied to credential program? (Y/N) \_\_\_\_\_ Which \_\_\_\_\_

**Attendance & Participation**

8/24 \_\_\_\_ 8/29 \_\_\_\_ 8/31 X  
9/5 \_\_\_\_ 9/7 \_\_\_\_ 9/12 \_\_\_\_ 9/14 \_\_\_\_ 9/19 \_\_\_\_ 9/21 \_\_\_\_ 9/26 X 9/28 \_\_\_\_  
10/3 \_\_\_\_ 10/5 \_\_\_\_ 10/10 \_\_\_\_ 10/12 X 10/17 \_\_\_\_ 10/19 \_\_\_\_  
10/24 \_\_\_\_ 10/26 \_\_\_\_ 11/2 \_\_\_\_ 11/7 \_\_\_\_ 11/9 X 11/14 \_\_\_\_ 11/16 \_\_\_\_ 11/21,23 XX  
11/28 \_\_\_\_ 11/30 \_\_\_\_ 12/5 \_\_\_\_ 12/7 \_\_\_\_

**Assignment Tracking**

**Instructor/Student Notes**

- \_\_\_\_\_ Participation and Attendance (14%)
  - \_\_\_\_\_ Reading Responses (16% total)
  - \_\_\_\_\_ Interview of a teacher (5%)
  - \_\_\_\_\_ Contemporary Issues Presentation (5%)
  - \_\_\_\_\_ Classroom Observation Reports (15% total) 1, 2, 3
  - \_\_\_\_\_ Community Study Presentation (10%)
  - \_\_\_\_\_ Law and Diversity/Inclusion (10%)
  - \_\_\_\_\_ Personal philosophy of teaching, learning and schooling (20%)
  - \_\_\_\_\_ Current Events (5%)
  - \_\_\_\_\_ Teachers in Movies – Extra Credit (10%)
-