

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

EDUC 350 – Fall 2009  
**Foundations of Teaching as a Profession**  
University Hall Room 442  
Monday/Wednesday 8:30 am – 9:45 am

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**College of Education Mission Statement**

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*).

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*Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are 09/18/09, 09/29/09, 10/05/09, 10/28/09, 11/02/09, 11/24/09, 11/25/09, 12/03/09, 12/10/09.*

*The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central <<http://www.csusm.edu/budgetcentral>> to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.*

**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. Each student must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.*

**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 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 *Creating an Inclusive School*.

**Students with Disabilities Requiring Reasonable Accommodations:** Students are approved for services through the Disabled Student Services Office (DSS). This office 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. 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." *Absences and late arrivals / early departures will affect the final grade.* Should students have extenuating circumstances, please contact the instructor as soon as possible, preferably prior to class. *In this section of EDUC 350, the following attendance policy will apply: 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 minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program.

**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. Details on the fieldwork are found on the COE syllabus webpage, at the top of the list of syllabi for this semester. 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 recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement 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. Details will be given in class.

**All University Writing Requirement:** All courses at CSUSM require a 2500-word writing requirement. In this course, you will be required to write extensively through the following assignments: weekly reading log, teacher interview, choice book report, contemporary issues research, educational philosophy paper, inclusion assignment, field experience reports, and various in-class writing assignments.

**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 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.

**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.

*NOTE: If you will be absent, notify the instructor via email, as soon as possible. Make arrangements to obtain handouts, be aware of key points of the days class, etc. Students should also submit that day's written assignments via email to avoid deduction of points. Assignments are downgraded by 10% for each day late – after one week assignments receive no credit. Also, if you are given the option to revise your work, you must resubmit by the next class session.*

**Required Texts:**

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

Villa, Richard A. and Thousand, Jacqueline S. (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1-3 + two selected "Voices") (VT)

**Plus ONE of the following "Choice Books" to be determined IN CLASS:**

Avi (1993). *Nothing but the Truth*. Avon Books, Inc.

Codell, E. R. (2001). *Educating Esmé*. Chapel Hill, NC: Algonquin.

Diver-Stamnes, A. C. (1995). *Lives in the Balance*. Albany, NY: SUNY Press.

Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press.

Michie, G. (1999). *Holler If You Hear Me*. New York: Teachers College Press.

Paley, V. G. (1993). *You Can't Say You Can't Play*. Cambridge, MA: Harvard Press.

**Assignments:** Please keep a copy for yourself of all submitted assignments and do not submit papers in binders / folders. Additional instructions regarding course assignments will be handed out in class.

**1. Participation & Professionalism (10 points)**

This class is designed for hands-on, active learning that requires some "stepping out" in order to better understand the role of teacher and learner. Some of these activities include partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a cooperative participant.

*Key skills/knowledge I'll be evaluating:*

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Can you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately during group work to do your "share"?
- Are you able to accept others' opinions?

- Are you supportive of others' ideas? Do you have a "can do" attitude?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for your ideas as well as others' to be heard?

## 2. Reading Response Log (10 points)

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings. In the log you will be asked to both summarize key points and reflect on what you have read. You will also share your writing with another student at the beginning of each class session. You will begin the semester with full credit. Points will be deducted if submissions are incomplete. Reduced credit will be given for late submissions. Reading Log format is provided later in this syllabus.

*Key skills/knowledge I'll be evaluating:*

- At what level have you comprehended the reading? Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading and prior class discussions, fieldwork, and class activities?

## 3. Classroom Observation Record & Five Classroom Observation Reports (15 points)

This assignment is designed to help you to better understand the complexity of today's classrooms, students and the various ways teachers address the needs of their classes – and to engage in a variety of classroom settings in order to determine if, and at what level, you might want to teach. *Forms are attached below and can be found on the College of Education website under "Current Syllabi".*

Students will maintain a log (the "Observation Record") of hours spent observing / participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, students will document their field observations, connections to concepts studied in EDUC 350, analyses, and questions through 5 formal written Classroom Observation Reports. The format will be explained in class.

*Key skills/knowledge I'll be evaluating:*

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe key details, seeing both the "big picture" of the classroom and specific methods, interactions, etc.?
- Can you responsibly monitor your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and readings to your observations and provide an insightful analysis?

## 4. Interview Assignment (10 points)

Select one of the following individuals to interview:

- ✓ *K-12 Public School Teacher:* One way to better understand what it is like to be a teacher is to talk to a real one! Interview one with at least 3 years of experience or one who has retired in the last year or two.
- ✓ *Senior Citizen:* Find someone 60 years of age or older and compare/contrast schooling in the past and at present!
- ✓ *Public School District Personnel Officer:* Go straight to the top and find out what the key local issues are as well as what districts are looking for when they hire new teachers!

Ideas for questions will be provided and you are encouraged to design your own questions. You will share your findings in class and turn in a written summary of the interview results, in narrative form, that will analyze the responses and provide personal reflections based on readings and class discussions.

*Key skills/knowledge I'll be evaluating:*

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?
- If you were not sure of answers, did you ask your interviewee for clarification so you understood? Did you use follow up questions to probe for deeper responses?
- Were the questions you created thought provoking?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?

## 5. Choice Book Review and Group Presentation (10 points)

Prepare a 1 to 2-page essay (double spaced) in which you take on the role of “book reviewer.” Assume your audience has read the book (don’t retell the story). Consider the following questions:

- ✓ How has your view of teaching changed as a result of reading this book?
- ✓ What is the most valuable “learning” to be gained from this book? What did the author “miss”?
- ✓ What did the teacher(s) do to address the students’ needs?
- ✓ How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester?

Group Presentation: All students selecting the same book will work together to prepare a group “dramatic” presentation to share your knowledge and insights with other students.

*Key skills/knowledge I’ll be evaluating:*

- Were you able to devise a well written book review that addresses the questions above in a thoughtful/analytical manner?
- Were you able to work well with your peers and develop an engaging group presentation?

## 6. Current Events in Education (5 points)

Sign up for a date when you will be responsible for presenting an item from the week’s news in education. The item may be from the internet (e.g., [www.edweek.org/](http://www.edweek.org/)), newspaper, or magazine, and may pertain to local or national/international issues. You will summarize and present the importance of the news for your classmates in 5 minutes maximum.

*Key skills/knowledge I’ll be evaluating:*

- Did you select an article that has depth and importance?
- Can you speak articulately about your article’s content?

## 7. Inclusion Assignment—*The Outsider* (10 points)

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 *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (2 to 3 pages, double spaced) wherein you comment on your own (or a friend’s) school experience that caused you to feel like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least 1 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 and cope with the situation?
- ✓ Did you share your experience with any teachers? Did any teachers assist you?
- ✓ What could school staff, parents or friends have done to help?
- ✓ In what ways did this experience change you? What did you “learn” from this experience?
- ✓ How might this experience make you a more sensitive teacher?

*Key skills/knowledge I’ll be evaluating:*

- Were you able to devise a cogent written reflection that addresses the questions above in a thoughtful/analytical manner?
- Did you make at least one specific (quote) connection to the VT book?

## 8. Contemporary Issues Research (15 points)

Choose a major contemporary issue in education that interests you and a partner. Research the issue together and prepare an oral report to share in class. The presentation should provide a description of the issue, its pros and cons, an analysis of the issue’s implications (the “so what”), and a summary or conclusion.

At the time of your presentation each pair will provide a one page typed *abstract* as well as a *selected reading list* (12-15 references in bibliographic form) to each class member. The instructor’s copy should include each member’s name and a *description of each person’s role* in researching the topic and developing the presentation. Each group will also develop a peer and self-evaluation for their presentation that will be given to the instructor after the oral presentation is completed. Selected members of the class will use the peer evaluation, and the group presenting will use the self-evaluation. Additional guidelines, format, and suggested topics will be discussed in class.

*Key skills/knowledge I'll be evaluating:*

- Do you understand a major issue affecting education and can you speak intelligently to your peers?
- Did you read from enough sources to gather relevant information and then present this in a synthesized manner?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation—which includes the use of Power Point technology)?
- Did you present your information confidently, creatively, concisely and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Did you develop an appropriate abstract and bibliography?

#### **9. Personal Philosophy of Teaching, Learning, Schooling & Inclusivity (15 points)**

To summarize your learning in this course, help you to clearly articulate your emerging beliefs about teaching, learning, schooling, & inclusivity, and prepare for future interviews, you will be asked to submit a paper in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning and schooling. In preparing this assignment you will develop the paper over the course of the semester and will experience the process of drafting (two drafts are required for in-class work), giving and receiving reader response, and revision as stages of the writing process (experiencing firsthand what you should do as a teacher with your students). More information about the paper will be given in class.

*Key skills/knowledge I'll be evaluating:*

- Did you draw on all your resources/experiences (not just the book) to write your philosophy?
- Are you clear about your own beliefs? Did you address the needs of all learners?
- Can you articulate your ideas fluently and coherently with correctness?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of teaching, learning, schooling and inclusivity?

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

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

**A Holistic View on Grades and Performance:** This course will begin to prepare you for a career in which you will significantly impact human lives. No amount of training will ever be enough. Giving less than 100% is not sufficient. Therefore, your instructor assumes everyone in the class will aim to perform at the highest level possible. The following are characteristics of an "A" student. *An "A" student is one who:*

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces papers that reveal a commitment to self-discovery and learning.
- produces papers at a professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.
- completes the Personal Philosophy of Education paper to reveal significant understanding of the complexities of the education profession and to demonstrate learning around course goals.
- completes all field experience work (45 hours, 3 different settings, & 5 written reports) with high quality analysis and reflection, and a willingness to "stretch" beyond what s/he already knows.

## EDUC 350 Schedule

Week	Date	Topic	Reading (Log)	Assignment to be completed BEFORE Class Session
1	08/31/09	Course Introduction		
	09/02/09	Field Experience Q & A; Current Events sign-up		Small photo – for me to keep
2	09/07/09	NO CLASS – Holiday: Labor Day		
	09/09/09	Why Teach?	GG: 1	
3	09/14/09	Teaching & Learning for the 21 <sup>st</sup> Century	GG: 2	Current Events (CE) #1
	09/16/09	The Credentialing Process – guest: Lori Solarski		
4	09/21/09	Becoming an Effective Teacher	GG: 6	CE #2
	09/23/09	Developing a Professional Stance		Interview Assignment
5	09/28/09	Organizational Structure of Schools	GG: 7	CE #3
	09/30/09	<i>Middle Schools Then &amp; Now</i> – guest: Dr. Janet McDaniel		
6	10/05/09	NO CLASS – Furlough (CB groups gather)		
	10/07/09	Forming Philosophical Perspectives	GG: 8	CE #4 Educ. Philosophy Draft 1
7	10/12/09	Inclusion: F.A.T. City	VT: 1, 2	CE #5 Classroom Obs. Report (CO) 1&2
	10/14/09	<i>Special Education Stories</i> – guest		
8	10/19/09	Lives & Work of Teachers – Choice Book (CB)		CE #6 CB Group Presentations #1-3 CB Individual Review
	10/21/09			CB Group Presentations #4-6
9	10/26/09	Inclusion Contemporary Issues (CI) partner work – Part I – library rsrch	VT: 3 & 2 voices	CE #7
	10/28/09	NO CLASS – Furlough (CI groups gather for Part I work)		
10	11/02/09	NO CLASS – Furlough		
	11/04/09	CI Partner Work – Part II – presentation development		CE #8 Inclusion – The Outsider
11	11/09/09	Governing the Educational System	GG: 9	CE #9
	11/11/09	NO CLASS – Holiday: Veterans' Day		
12	11/16/09	Contemporary Issues in Education		CE #10 CI Groups #1-2 CO 3&4
	11/18/09	<i>High School Stories</i> – guest		CI Groups #3-4
13	11/23/09	Understanding Rights / Responsibilities	GG: 10	Educ. Philosophy Draft 2
	11/25/09	NO CLASS - Furlough		
14	11/30/09	Financing Teachers & Schools	GG: 11	CI Groups #5-6
	12/02/09	<i>Elementary School Stories</i> – guest		CI Groups #7-8
15	12/07/09	Final Discussions & Closure		CI Groups #9-10 Educ. Philosophy Final Paper
	12/09/09			CO 5 Classroom Obs. Log

**California State University San Marcos**  
**COLLEGE OF EDUCATION**  
**EDUC 350 Foundations of Teaching as a Profession**  
**Guidelines for Field Experience & Classroom Observation Reports**

EDUC 350 requires 45 hours of field experience in public schools. *You cannot pass the course without completing this requirement.*

You must observe in each of the following educational settings at least once:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)
4. special setting (e.g., sheltered instruction/SDAIE, English language development, primary language classroom, special education, gifted education, charter schools, alternative education, adult/continuation school, court schools)

You are encouraged to observe in multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc.

Choose the locations of your field experience early and carefully. Make copies of the introduction letter, as you will meet with more than one principal. Call ahead and ask to speak to the principal or the person designated to assist observers. Explain any special settings that you would like to observe, and/or inquire about the special settings at that school site ("What types of special programs or classes might I be able to observe at your school--English Language Development, classrooms for students with special learning needs, etc.?"). However, be open to whatever classes the school offers you for observation. Stay at the site for as long as you are able. Ask if you can see some different settings if you are at the school for an extended period (e.g., morning in first grade, afternoon in fourth grade).

*Request to waive observation hours:* If you have recent, significant experience with students in public school settings, you may request to waive up to 20 of the 45 hours of field observations. Should the request be granted, you will still need to observe in the variety of settings described above. Examples of roles that might qualify for a waiver are: tutor, substitute teacher, teacher aide, parent volunteer, Casey Foundation participant, school aide. To request a waiver, complete the form in this packet (page 7) and submit it to your instructor with supporting documentation no later than the third week of the semester.

NAME: \_\_\_\_\_

ID #: \_\_\_\_\_

## EDUCATION 350 Foundations of Teaching as a Profession CLASSROOM OBSERVATION RECORD

Fill in this sheet each time you observe in schools. Turn this in on the assigned due date during the semester. You must have a minimum of 45 hours of observation for EDUC 350. If you have an approved waiver, summarize the waiver in the first line (e.g., Waiver: Tutor: 20 hrs.). Highlight or mark with an asterisk the observations that you wrote up for your classroom observation reports.

Date	Grade/Setting e.g., 1 <sup>st</sup> ELD or 7 <sup>th</sup> Math	School/District	Length of time	Teacher's signature
	Waiver (if applicable)			
		<b>TOTAL NUMBER OF HOURS:</b>		

## Classroom Observation Reports

Choose five of your classroom observations to write up for credit. These reports will include one from each of the four required settings (Elementary, Middle, High, Special Setting) plus one more from the setting of your choice. These will be due throughout the semester (see syllabus for dates). Each classroom observation report will follow the format below and will be approximately two pages in length, single-spaced (approximately 1,000 words). Respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

### Classroom Observation Report Template

**Name:**

**Required Setting (Elementary, Middle, High, Special):**

**Context:**

- Day of the Week/Date/Time
- School Name/District
- Type of classroom (grade/subject/special program)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom (gender, race/ethnicity, languages, ability...)

**Overview/Description of Class Session:** Describe what you saw chronologically. List the step-by-step activities in which the teacher and students were engaged. Include relevant information about focus areas such as classroom diversity, room arrangement, behavior management strategies, evaluation methods (see list on pp. 4-5 of this packet).

**Analysis of Observation:** Name 1-2 significant events and explain why you chose them for analysis. Analyze the observation and make reference to what you have learned/read in this course (e.g., Grant & Gillette, 2006, p. #).

**Personal Impact:** Articulate how this observation personally impacted your thinking about teaching, learning, and schooling. How will this observation inform your career as a teacher and why?

**Question(s):** Conclude with at least one unanswered question you have as a result of this observation.

## FOCUS AREAS FOR EDUC 350 CLASSROOM OBSERVATIONS AND REPORTS

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"]?).

**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?).

**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? does the teacher "teach to the test," whether teacher-designed or standardized?).

**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?).

Name: \_\_\_\_\_

**EDUC 350 – Foundations of Teaching as a Profession  
Classroom Observation Report Summary**

*Submit this summary as directed by your instructor (as a cover sheet each time you submit your field observation reports or on a given due date).*

<b>Obs. #</b>	<b>Date</b>	<b>Grade level</b>	<b>Subject field or special setting</b>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____

Remember!!

You must observe at least once in each of the following educational settings:

- elementary school classroom (K-6)
- middle school classroom (6-8)
- high school classroom (9-12)
- special setting (e.g., sheltered instruction/SDAIE, English language development, primary language classroom, special education, gifted education, charter schools, alternative education, adult/continuation school, court schools)

You will complete a fifth report on the setting of your choice.

California State University San Marcos  
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**Request to Waive Observation Hours-EDUC 350**

EDUC 350 Section # \_\_\_\_\_ Semester/Yr: \_\_ Instructor: \_\_\_\_\_

\_\_\_\_\_  
Name

\_\_\_\_\_  
ID#

***I request a waiver for the following experience in public schools:***

Tutor

Substitute teacher

Teacher aide

Parent volunteer

School aide

Casey Foundation participant

Other (describe): \_\_\_\_\_

***The experience took place as follows:***

School: \_\_\_\_\_

District: \_\_\_\_\_

Dates: \_\_\_\_\_

No. of hours in this experience: \_\_\_\_\_

Attach the following to this request:

1. Verification of the experience (e.g., a letter from supervisor/teacher, timesheet).
2. Your reflection on the experience (1-2 pages typewritten). Describe the experience and convey what you learned from the experience that will help you to be an effective teacher candidate.

**Do not write below this line.**

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Approved

Number of hours to be waived (20 max): \_\_\_\_\_

Denied

Reason for denial: \_\_\_\_\_

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date