



EDUC 350 Section 2
Foundations of Teaching as a Profession
CRN #27398
Wednesdays
2:30 pm – 5:15 pm
University Hall 439
Spring 2014

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

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

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

Basic Tenets of our Conceptual Framework

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

| | |
|--|----|
| COURSE DESCRIPTION..... | 2 |
| STUDENT LEARNING OUTCOMES | 3 |
| Teacher Performance Expectation (TPE) for EDUC 350 | 3 |
| TPE 12: Professional, Legal and Ethical Obligations..... | 3 |
| Teaching Performance Assessment for Developing as a Professional Educator..... | 3 |
| Authorization to Teach English Learners | 3 |
| Special Education Inclusion | 3 |
| GENERAL CONSIDERATIONS | 3 |
| Students with Disabilities Requiring Reasonable Accommodations..... | 3 |
| All University Writing Requirement | 3 |
| CSUSM Academic Honesty Policy | 4 |
| Plagiarism:..... | 4 |
| Use of Technology | 4 |
| Electronic Communication Protocol..... | 4 |
| Credential Program Recommendations..... | 4 |
| School of Education Attendance Policy | 5 |
| Class Discussions and Participation | 5 |
| COURSE REQUIREMENTS AND GRADING STANDARDS | 5 |
| Required Texts & Materials..... | 6 |
| Field Work | 6 |
| Assignment Descriptions | 6 |
| Grades:..... | 11 |
| SCHEDULE/COURSE OUTLINE | 13 |

COURSE DESCRIPTION

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

Diaz-Greenberg: 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 (45) hours of supervised fieldwork in K-12 classrooms.

STUDENT LEARNING OUTCOMES

Teacher 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 School of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Special Education Inclusion

Consistent with the intent to offer a seamless teaching credential in the School 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 special education law, and the text, creating an Inclusive School.

GENERAL CONSIDERATIONS

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments, both in-class and as homework (i.e. "homefun").

CSUSM Academic Honesty Policy

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

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

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

Plagiarism:

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

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

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

Things to consider:

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

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

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.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. 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. SOE 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. Additionally, the following attendance policy will apply:

ONE class session may be missed without penalty to your grade.

Each additional missed class will drop your final grade by ONE letter grade.

Class Discussions and Participation

Students will engage in student-centered 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 peers, taking on a variety of roles (leader, follower)?
- 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 AND GRADING STANDARDS

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted on Cougar Courses and as hard copies to the instructor. 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 after 5 days).

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows:

1. Missing more than 1 class meeting will result in the reduction of one letter grade.
2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment

NOTE: If you will be absent, notify the instructor via email, as soon as possible, so arrangements can be made to save handouts, etc. You will be expected to submit that day's written assignments via Cougar Courses and e-mail to avoid deduction of points. If you are given the option to revise your work, you must resubmit within one week.

Required Texts & Materials

Sadker, David. A. & Zittleman, Karen. (2012). *Teachers, Schools, and Society: A Brief Introduction to Education* (3rd ed.). New York, NY: McGraw-Hill.
ISBN 9780078024337

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936

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

Additional materials located in Cougar Course.

Field Work

In addition to in-class work, assigned readings and projects, students will participate in 45 hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the SoE 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. Please make sure to download all necessary forms, complete, and submit them on time.

Assignment Descriptions

Additional information and guidelines for some assignments will be posted on Cougar Courses.

1. Attendance, 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 will 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. Peer Teaching (10 points)

Peer Teaching provides an opportunity to reflect on learning about teaching through the assigned chapter. You are required to sign up with a peer-teaching group. Your group will be responsible for teaching your classmates the assigned material in *Teachers, Schools, and Society* for one session of the course. Groups will be formed on the second day of class. Each group should have three to five members. All group members are responsible for reading and analyzing a specific chapter of the textbook. Your group will condense the information from your assigned chapter in such a way as to make the content assessable to your classmates. You will provide a 15-20 minute discussion that is interactive and should engage the class and allow us to examine the material in a meaningful way that promotes critical thinking and varied perspectives. You may also share additional resources found related to the topics. Each member of the group will need to upload a copy of the assignment presented to class in order to obtain full credit.

Key skills/knowledge I will be evaluating:

- At what level have you comprehended the reading? Is your presentation 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 (log) and 5 Classroom Observation Reports (15 pts)

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.

Students will maintain a log 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.

Key skills/knowledge I will 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.

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.

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.

Criteria for evaluation:

Exemplary papers are characterized by:

- Completeness of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (readings + discussions) into the analysis
- Correct grammar, syntax, and spelling

Key skills/knowledge I will 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. Nieto Book *Why We Teach* (10 points)

To gain a more personal look into the experiences of teachers, you will read the Introduction and Conclusion sections of *Why We Teach*, as well as an assigned section.

Prepare a 2-page essay (double spaced) in which you take on the role of “book section reviewer.”

Identify the section you read and then consider the following questions:

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

Key skills/knowledge I will be evaluating:

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

6. 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 questions listed below. Due date FEB 25, 2014

- 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 will 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?

7. Contemporary Issues Research (15 points)

Key skills/knowledge I will be evaluating:

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

Choose a major contemporary issue in education that interests you and two partners. 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. Also, you will be responsible for presenting an item from the news that ties in to your education topic. The item may be from the internet (e.g., 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 and the connection it has to your topic. Be sure to make a connection to implications for teachers in California if the news is from afar.

At the time of your presentation each partner group will provide a one page typed abstract as well as a selected reading list (12-15 references in bibliographic form) for 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 be responsible for developing 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. Presentations are done on an on-going basis throughout the semester.

Key skills/knowledge I will 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 have learned about effective teaching to engage your audience during your presentation?
- Did you develop an appropriate abstract and bibliography?
- Did you select an article that has depth and importance?
- Can you speak articulately about your article’s content?

8. 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, and inclusivity, and prepare for future interviews, you will be asked to submit a 4-5 paper (double-spaced) that explains your personal philosophy of schooling, learning, and teaching. Follow the template below, and self-assess before you turn in the paper. It is recommended that you have someone else read your paper and assess it against the Criteria listed below.

Paper Introduction

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

Nature of schooling

Describe what you believe is the purpose of schooling in a democracy.
How will you as a teacher help achieve these purposes?
Give 1-2 examples of how this will look in your classroom/career.

Nature of the learner

Describe what you believe is the nature of the learner.
What are your thoughts about the students you will teach? What do they need from a teacher?
Give 1-2 examples of how this will look in your classroom.

Nature of the teaching/learning process

Describe what you believe is the nature of the teaching/learning process?
What do you believe counts as knowledge and how should it be presented?
How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?
Give 1-2 examples of how this will look in your classroom.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.
Give 1-2 examples of how this will look in your career.

Conclusion

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

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 (at least one “beefy” paragraph). These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

Ideas: The paper is clear and focused. It holds the reader’s attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

Organization: The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

Connections: The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

Voice: The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

Sentence Fluency: The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

Conventions: The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

Key skills/knowledge I will 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:

Grades will be determined by the total number of points earned (100 points possible): Please note that you need to submit every assignment on Cougar Courses to get full credit. In addition, you need to bring a printed copy of each assignment to class on the due date.

A = 95-100

A- = 90-94

B = 80-89

C+ = 77-79

C = 70-76

D= 60-69

Assignment Values: (100 points)

- | | |
|---|-----------|
| • Participation and Professionalism | 10 points |
| • Peer Teaching on textbook chapters | 10 points |
| • Classroom Observation Reports | 15 points |
| • Interview Assignment | 10 points |
| • Nieto Essay | 10 points |
| • Inclusion – The Outsider | 10 points |
| • Current Events and Contemporary Issues Report | 20 points |
| • Personal Philosophy of Teaching | 15 points |

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.

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.

SCHEDULE/COURSE OUTLINE

| <u>Date</u> | <u>Topic</u> | <u>Session Description</u> | <u>Assignment</u> |
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| Jan 22, 2014 | Session one- Course introduction | <p>What are the expectations for this class and what are the central themes that will be covered this semester? What are the expectations for the fieldwork components of this class? What are the expectations of the final presentation of this class? What are the three levels of public schooling? How will I navigate through this course? What is the difference between education and schooling?</p> <p>Preparation for this module: Read and study the directions for module 1 and the overview of module elements. Read the two articles in the module. Review the directions for the fieldwork and class presentations. Study the three levels of public schooling grid. (This will help you understand the fieldwork for the course.)</p> | <p>Be sure to upload your photo into the course shell. Introduce yourself to the class by answering the questions:</p> <p>What is your name? What do you expect to learn from this course? Tell us the name of your favorite ice cream flavor. Write out a description of what it means to be an educated person and what it means to be a person that has only been schooled.</p> <p>Assignment for next class: Read Chapter 1</p> |
| Jan 29, 2014 | Session two- Becoming a teacher | <p>What are the mechanics of obtaining a credential? Is teaching a <i>real</i> profession? What does <i>becoming</i> a teacher entail? What are my assumptions about the teaching profession?</p> <p>Preparation for this module: Read the directions: Becoming a teacher and <i>The First Year</i>. Review the PBS web link that accompanies, <i>The First Year</i>. Watch the video <i>The First Year</i>.</p> | <p>Peer Teaching Chapter 1. Complete the Credential program quiz. After class: Upload and complete the response grid for <i>The First Year</i> video.</p> |
| Feb 5, 2014 | Session three- The goals of education and the dimensions of curriculum | <p>What are the goals of education? What are the varieties of curriculum in today's schools? What is the hidden curriculum and how does it impact day-to-day teaching and learning? What counts as knowledge and whose knowledge is the most valued in schools?</p> <p>Preparation for this module: Read the <i>Goals of Education</i>. Read and study the glossary/article of curriculum types. Watch the video, <i>Feathers in the Storm</i>. Download the video response sheet for <i>Feather in the Storm</i>.</p> | <p>Peer Teaching Chapters 9 and 10 After class: Complete the curriculum quiz. Submit the video response sheet for <i>Feather in the Storm</i>.</p> |

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| Feb 12, 2014 | Session four- Bloom's taxonomy, Gardner's multiple intelligences, and Maslow's hierarchy of needs | <p>What is Bloom's taxonomy and what is its significance to education? What are Gardner's multiple intelligences and how are they significant to education? What is Maslow's hierarchy of needs and how to do they impact teaching and learning? What is the role of educational theory and pedagogy?</p> <p>Preparation for this module: Read the directions and lecture notes: <i>Bloom's Taxonomy, Gardner's Multiple Intelligences, and Maslow's Hierarchy of Needs</i>. Read and study each web link and study guide in the module.</p> | <p>Peer Teaching Chapter 2 Review Bloom's Taxonomy pp. 367 -368 Gardner and Maslow review</p> <p>Complete and upload <u>Miss Nelson is Missing</u> taxonomy grid assignment.</p> |
| Feb 19, 2014 | Session five- Stories of practice and the teacher interview On-line | <p>How do teachers relate their stories of teaching practice? What is the significance of a story of teaching practice? What the essential elements of a teaching story of practice? How do the essential elements of story of teaching practice? How will I conduct a teacher interview?</p> <p>Preparation for this module: Read the directions and lecture notes: <i>Stories of Practice</i>. View the four mediasite videos: <i>Introduction to Stories of Practice, Percy Pie, The Drop of Water that Swallowed the Sea, and, Robert Sparrow</i>. Read the assignment guidelines for the teacher interview assignment to prepare you for work in the field. Conduct the Teacher Interview</p> | <p>Conduct Teacher Interview. Complete and upload the reflection grid for <i>Stories of Practice</i>.</p> |
| Feb 26, 2014 | Session six- Inclusive education and the special needs student | <p>What is education for inclusion? What are the elements of an inclusive classroom? What are the 13 handicapping conditions? What are the challenges facing individuals living with autism? What are the expectations for the inclusion paper, <i>The Outsider</i>?</p> <p>Preparation for this module: View both <i>FAT City</i> and <i>In my language</i> videos. Read and study the <i>13 Handicapping conditions</i> web page. Review the Special education web links.</p> | <p>Bring DRAFT of Outsider Assignment Submit <i>FAT city</i> response sheet. Take the 13 Handicapping conditions quiz. Complete the Web links for special education scavenger hunt.</p> |

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| Mar 5, 2014 | Session seven- Ethics in education and <i>Miss Nelson is Missing-</i> a case study | <p>In what ways is teaching a profession? What are the basic ethical standards of the teaching profession? How can I evaluate a teacher's ethical behavior? What are my own ethical standards and how will I address ethical standards of the teaching profession?</p> <p>Preparation for this module: Read the directions for this module. Study the NEA Code of Ethics. Take the Ethic quiz. Review and upload the brainstorming and final report formats related to this module.</p> | <p>Peer Teaching Chapter 8 Complete the Ethnic quiz. Upload and complete final report for Miss Nelson is Missing. Contribute to discussion forum. http://www.teachingchildrenphilosophy.org/wiki/Miss_Nelson_is_Missing!</p> |
| Mar 12, 2014 | Session eight- Writing workshop- The <i>Philosophy of education</i> and <i>The outsider</i> papers | <p>What is a philosophy of education? What is my philosophy of education? What are the expectations for my <i>Philosophy of Education</i> paper? What are the issues faced by students with special needs and challenges in today's schools?</p> <p>Preparation for this module: Read the assigned chapter Review the directions: <i>Philosophy of education</i> and <i>the Outsider</i>. Review the directions for the brainstorm activity. Download the grid for the brainstorm activity.</p> | <p>Peer Teaching Chapter 6 Complete and submit the brainstorm activity. Submit the first draft of your Philosophy of education paper.</p> |
| Mar 19, 2014 | Session nine- Best practices in today's classrooms. | <p>What is the notion of best practice? How are theory, educational research, and practice related to best teaching practices in today's classrooms? What examples of best practice should I look for while during my field observations? How does student life influence best practices?</p> <p>Preparation for this module: Read the NEA best practice brief. Review and Study the NEA best practices web link. Review the directions: <i>Best Practices</i>, <i>Directions for Best practices grid</i> and <i>Current events guidelines</i>. Review the directions for the brainstorm activity. Download the format for <i>Best practices grid</i>.</p> | <p>Peer Teaching Ch 4 Submit the Best practices assignment Take the NEA Best practice brief quiz.</p> |

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| <p>Mar 26, 2014</p> | <p>Session ten- The immigrant student and bilingual education</p> | <p>What are some of the basics concerning bilingual education? What does the term SDAIE mean and why is it important? What are some of the issues facing immigrant children? What is culture shock? How does culture shock affect immigrant students?</p> <p>Preparation for this module: Read the assigned chapter. Read and Study the lecture notes and articles provided in the module: Immigrant children and education fact sheet, both Culture Shock articles, English Only article from the L.A. Times, <i>The Gardeners' Story</i>, and the Specially Designed Academic Instruction in English (SDAIE) definition. View the module videos: <i>Why bilingual education is important</i>, <i>The importance of bilingual education</i> and <i>Spanish immersion classroom</i>.</p> | <p>Peer Teaching Chapter 3 Submit the Inclusion paper (The Outsider) Take the Module 10 quiz.</p> |
| <p>Apr 9, 2014</p> | <p>Session eleven- On being a creative teacher</p> | <p>What are the essential aspects of creative teaching? What are some of the obstacles to teaching creatively? How can a teacher increase creativity in his/her classroom?</p> <p>Preparation for this module: Read the assigned chapter. View and Study the - On being a creative teacher Power Point presentation. View the module videos Creativity in the classroom (dance), Why teach creativity? and Mistakes.</p> | <p>Peer Teaching Chapter 11</p> |
| <p>Apr 16, 2014</p> | <p>Session twelve- Presentations</p> | <p>What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates?</p> <p>Preparation for this module: Read and Study the presentations provided by your classmates</p> | <p>Submit your critique of the presentations provided in this module. If you are a presenter, submit your presentation in the Presenter's forum. Remember to submit both your presentation and a final report in the last module of this course.</p> |

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| Apr 23, 2014 | Session thirteen- Online | <p>What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates?</p> <p>Preparation for this module: Read and Study the presentations provided by your classmates.</p> | Submit Philosophy of teaching and learning assignment |
| Apr 30, 2014 | Session fourteen- Presentations | <p>What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates?</p> <p>Preparation for this module: Read and Study the presentations provided by your classmates.</p> | Submit your critique of the presentations provided in this module. If you are a presenter, submit your presentation in the Presenter's forum. Remember to submit both your presentation and a final report in the last module of this course. Submit classroom observations from the field. |
| May 7, 2014 | Session fifteen- Presentations | <p>What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates?</p> <p>Preparation for this module: Read and Study the presentations provided by your classmates. Final Reflections Where do we go from here?</p> | Submit your critique of the presentations provided in this module. If you are a presenter, submit your presentation in the Presenter's forum. Remember to submit both your presentation and a final report in the last module of this course. Submit your final presentation and report for a grade. |