

California State University, San Marcos
COLLEGE OF EDUCATION
Foundations of Teaching as a Profession
Fall 2008
EDUC 350 Sec 2 CRN 40256
Monday and Wednesday 10:00-11:15 UH 444

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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 should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

Mission of the College of Education at Cal State San Marcos: The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.
(adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners: The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate a knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City and reading parts of *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. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as

prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. In this section of EDUC 350, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F.

Course Prerequisites: Admission to the 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.

Fieldwork: 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 WebCT site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A 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. If you need this form, you can download it from the course WebCT site.

All University Writing Requirement

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

CSUSM Academic Honesty Policy

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

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

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

Plagiarism:

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

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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. 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 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 Expectation (TPE) for EDUC 350: A primary goal of Educ 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing is expected to be met during this course:

TPE 12: Professional, Legal and Ethical Obligations

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance.

Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students.

Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Teaching Performance Assessment for Developing as a Professional Educator

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

California Teacher Performance Assessment (CalTPA)

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

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

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

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided: <http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

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 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).

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 should also submit the day’s written assignments via WebCT/email to avoid deduction of points. Assignments are downgraded by 10% 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:

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

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everyone’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* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4 Approximately \$12 - 25

Assignments and grading:

1. **Reading Response log**

Format explained below

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 Monday’s class session. Log entries must be submitted via the course WebCT6 site **prior to Monday, 10:00 AM**. You must bring a hard copy to class on Monday for discussion with a peer. See the schedule for readings. The log will be graded holistically; you will either receive full credit or none.

No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to WebCT for a timely submission, you may email the log entry to me by Monday at 11:00 at dmalandr@csusm.edu. Later, as soon as you re-establish WebCT access, you will resubmit on WebCT.

Key skills/knowledge to be evaluated:

- 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?

2. **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 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. Be sure that you make a connection to future teachers in California if the news is from afar.

Key skills/knowledge to be evaluated:

- Did you select an article that has depth and importance to future teachers in southern California?
- Can you speak articulately about your article's content?
- Can you answer questions related to the article?

3. **Interview of a teacher** 10 points
Details are below. The written report is due via the WebCT site on **September 17**.

4. **The Outsider** (Inclusion assignment) 10 points
Details are below. The written report is due via the WebCT site on **October 29**.

5. **Classroom observation reports** 20 points
Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the WebCT site under Fieldwork Instructions and is also on the College of Education website at the top of the syllabus webpage. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Submit these via the WebCT site as instructed on **October 1** and **November 12**. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) in class on **November 19**. If you do not complete the classroom observations, you will receive a grade of INC for the course.

6. **Contemporary issues research** 20 points
Choose one (1) major contemporary issue in education that interests you and a partner. Research the issue together and prepare an oral report (approximately 15 minutes) 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.

You will present on the week of **Nov 3, 10, 17 or Dec 1**. When you present your research orally, provide a one-page summary and a reference list of your research for your classmates. Each partner must submit the one-page summary to the WebCT site to receive credit for this assignment. The one-page handout is due to WebCT on the day you present with the final due date: **Dec 3**.

7. **Personal philosophy of schooling, learning, and teaching** (TPE 12 Critical Assessment) 15 points
Details are below. You must submit the philosophy paper rubric (found on WebCT) with your final paper for a complete score. The FINAL written report is due via the WebCT site on **November 19**. Bring a hard copy of your paper to class on November 19.

8. **Participation and Professional Disposition** 10 points
This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. See details above in "Class Discussions and Participation."
To measure professional dispositions fairly, there is an "Exit Slip" *each class session*, asking you to respond to the day's learning and to grade yourself in professionalism. See and print a Disposition form found on WebCT...you will need one for EACH class session.

Disposition includes:

- General classroom attendance, promptness, and participation

- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

TOTAL POINTS : 100

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

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

Assignment (#1): Reading Logs

Your reading log will take the format of a conversation with yourself in which you will both summarize and comment on the week’s assigned readings. By reflecting on your readings in this manner, it is expected you will both better remember what you have read, as well as become more focused on the issues you feel are the most important, intriguing, usable or questionable.

FORMAT

*Reading Logs must be typed.

*Divide your paper down the middle to form two columns.

*Enter headings according to the example below, including your name, the course number, the date, the chapter/author.

*Use the left column to write a summary of the reading. This may include quotes (note page number), prose and bulleted points of information. Choose the key points that YOU feel are most essential. Include 4 to 6 points.

*Use the right column to record your comments, thoughts, impressions, questions, etc. These comments should directly correspond to what you have written in the left column, so try to line up the corresponding pieces of text.

*Leave a bit of space at the end for reviewer comments.

RESPONSE TO READING LOGS

At the beginning of each class, find a colleague and exchange logs. Take a few minutes to read what your partner has written, and then write a one or two sentence response. This will give you the opportunity to view the readings from another perspective.

Note: Reading Logs submitted late and/or without reviewer comments will not receive full credit.

Example Format for Headings

Suzy Smarts
EDUC 350
8/30/07
Reading: GG - Chapter 8

SOURCE	COMMENTS

Assignment (#3): Interview of a Teacher

(10 points)

In this assignment, you will interview a teacher and write a 2-3 page (double spaced) 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.*

Interview Checklist:

Exemplary papers are characterized by:

- _____ I have included a complete description of the teacher's experiences and views
- _____ I have included an explanation of how the teacher interview relates to my thinking about teaching
- _____ I have included Integration of coursework (readings + discussions) into the analysis
- _____ I have reviewed my work for correct conventions (grammar, punctuation, syntax and spelling).

Assignment (#4)—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 Villa/Thousand's *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (2 to 3 pages, or 1,000-1,500 words) in which you comment on your own (or a friend's) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text or Jackie Thousand article (you will use the citation in your writing). Consider the following questions:

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

THE OUTSIDER Checklist & Criteria for Evaluation:

_____ All questions listed above addressed in your paper in a thoughtful/analytical manner.

_____ The reflective essay is two to three pages double spaced (1000-1500 words).

_____ I have included a specific connection to the Villa/Thousand text or article) and properly used APA format in the citation.

_____ I have reviewed my work for correct conventions (grammar, punctuation, syntax and spelling).

_____ I have included a resource page.

Assignment (#7): Philosophy of Schooling, Learning, and Teaching

(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.

Write a 4-5 double-spaced page paper (2,000-2,500 word) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

Introduction

Describe the level of schooling and subject field(s) you hope to teach.

Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8.

Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

Nature of schooling

Describe what you believe is the purpose of schooling in a democracy.

How will you as a teacher help achieve these purposes?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the learner

Describe what you believe is the nature of the learner.

What are your thoughts about the students you will teach? What do they need from a teacher?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the teaching/learning process

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

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

How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Teacher dispositions and actions

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

Give at least one concrete example of how you will conduct yourself in light of your beliefs.

Conclusion

Recap your philosophy.

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

Criteria for Self-Assessment of Philosophy Paper

Be sure to **self-assess** using the following criteria. Submit the self-assessment (at least one “beefy” paragraph) with your final draft of your philosophy paper . 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.

Course Schedule as of 8/25/08
 (Schedule is subject to change at the discretion of the instructor)
BRING ALL BOOKS TO EACH CLASS MEETING

Date	Topic	Readings	Assignment
Aug 25-27	Course intro Why teach? (The credentialing process/advisor presentation)	Read the field experience guidelines at http://lynx.csusm.edu/coe/index.asp You will find this at the top of the Fall 2008 syllabi webpage, "EDUC 350 Field Experience" Bring questions with you September 3 Read the website brochure of your choice at: http://lynx.csusm.edu/coe/academics/ and the EDUC 350 advising session info at: http://lynx.csusm.edu/coe/ssc/Presentations.asp	Access the WebCT6 course website at http://webct6.csusm.edu/webct/entryPageIns.dowebct
		READING LOGS DUE MONDAY PRIOR TO CLASS MEETING ON WEB CT6!	
Sept 1 (no class) Sept 3	Becoming a teacher	<u>Log 1: Grant chapter 6 Teaching: The Profession</u> (Log due Sept 1- Monday- at 10:00, etc.) Nieto: everyone read preface, intro, chapters 1& 2 for discussion groups	
Sept 8-10	Schooling in a democracy	<u>Log 2: Grant chapter 1 The Changing Face of Teaching and Learning & "The Goals of Education"</u> article on WebCT site Bring Nieto (select chapter)	Waiver requests for field experience hours must be turned in during class 9/10 Bring hard copy of rough draft copy of interview paper to class 9/10
Sept 15-17	Philosophical perspectives	<u>Log 3: Grant chapter 8 Educational Philosophy</u>	Take "What is Your EP?" survey in GG pp. 300-305 and bring your results to class September 15 Teacher interview due September 17 (submit on webct assignment & bring hard copy with you to class) Bring Nieto
Sept 22-24	School organization	<u>Log 4: Grant chapter 7 Organizational Structures of Schooling in the US</u>	Bring Nieto
Sept 29 Oct 1	Rights and responsibilities	<u>Log 5: Grant chapter 10 Teachers//Students/ Rights & Responsibilities</u>	Observations 1 & 2 due Oct 1 Bring Nieto

Oct 6-8	The lives and work of teachers (Panel of experienced teachers Mar 5)	<u>Log 6: Grant chapter 2 <u>Becoming an Effective Teacher</u></u> Based on the reading, write 3 questions for the panel instead of a paragraph for the log this week	Bring Nieto
Oct 13-15	Inclusion	<u>Log 7: VT ch 1, 2, 3 and "Voices" <u>Inclusive Schools: History; Laws</u></u> Jackie Thousand article: "Laws Related to Special Education that Affect Teachers" "F.A.T. City video"	
Oct 20-22	Why We Teach	<u>Log 8: Reaction to Nieto</u>	Nieto presentations Personal philosophy draft 1 due Oct 22 (bring hard copy to class)
Oct 27-29	Schooling	Specific websites will be provided in class and on WebCT. Peruse each site and be ready to respond to your findings from these sites in class.	The Outsider due Oct 29
Nov 3-5	School governance	<u>Log 9: Grant chapter 9 <u>Governance of Education: Who Controls Education?</u></u> Personal Philosophy workshop	Issues Presentations Personal philosophy draft 2 due Nov 5 (bring hard copy to class)
Nov 10-12	School finance (Guest: Principal) Presentations	<u>Log 10: Grant chapter 11 <u>Educational Finance: Who Pays?</u></u> Based on the readings, write 3 questions for the principal instead of a paragraph for your log	Issues Presentations Observations 3, 4, and 5 due Nov 12
Nov 17-19	Presentations	No Readings	Issues Presentations <i>Turn in your time sheet and your fieldwork record on Nov. 19 in class</i> • Personal philosophy due Nov 19
Nov 24 Nov 26 (no class)	Presentations		
Dec 1-3	Presentations	No Readings	Issues Presentations • Participation self-evaluation due Dec 3 • Issues presentation handout due Dec 3

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

PROFESSIONAL DISPOSITIONS EXIT SLIP (EDUC 350)

Directions: Print this form before coming to class; complete it at the end of each session. Answer questions 1.- 4., then choose one other question to answer. Turn it in each time.

1. Name:

Date:

2. Were you on time, as you would be as a teacher?
If not, why not?

Yes

No

3. Were you an attentive listener and an enthusiastic learner?
If not, why not?

Yes

No

4. Did you complete assignments or readings on time today?
If not, why not?

Yes

No

5. *What did you learn this session?*

6. *What are some of the interactions you experienced today in groups or in working with a partner, and what is a role you took on in the group work (leader, follower, etc.)?*

7. Today's topic _____ is like _____ (noun) because

8. *How might we improve this lesson?*