

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**  
**COLLEGE OF EDUCATION**  
**EDUC 350: Foundations of Teaching as a Profession**  
**FALL 2008**  
**EO1 CRN: 41766**  
UH 406, Monday 6:00-8:45 p.m.

**Professor: Stephen J. Ahle**  
**Phone: (760) 331-6500 760-802-8677 (cell)**  
**E-Mail: [sahle@csusm.edu](mailto:sahle@csusm.edu) sahle@sdcoe.k12.ca.us**  
**Office Hours: 5:15-6:00 by appointment**

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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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**COURSE DESCRIPTION**

This required course serves as an orientation to careers in elementary, middle, and high school education. Upon completion of this course and hearing what teaching in society today is about, the student should understand the nature of the formalized education in the United States and be able to assess his or her ability to go on and make teaching a career. Major topics include:

- Understanding the role of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process to teach in California.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding the reform movements, nationally and statewide, for elementary, middle, and secondary schools.
- Clarification of motives for choosing teaching as a career.
- Understanding the laws which influence teaching responsibilities.
- Understanding infusion of Special Education in General Education practices.

**Course Prerequisites**

Each student will be required to observe classroom settings for 45 hours during the course of the semester.

**Course Objectives**

**Students will be expected to develop a portfolio at the end of the semester. It will include all of the assignments listed in an organized pattern. The portfolio will be a compilation of the projects, homework and readings for the course content. It will include:**

**Philosophy:** Summarize in a page your personal philosophy of teaching and produce a personal portfolio page. (see class schedule) 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 to your teacher education program.

**Reading Log:** Students are expected to read and summarize at least **one article each week** selected from newspapers, magazines, and/or professional journals (minimum one page). The article chosen should relate to education in general and to the topics mentioned in the text and the course syllabus. Full credit is given only for articles turned in each week on time. Late articles receive half credit. Entries in the log are to provide the following:

- Title, source, **date**, and **number of the article**  
**(Please be clear for credit purposes)**
- a summary of the main points
- personal reflections

Summaries are to be emailed to the instructor prior to the beginning of class. When reviewed all parts must be present in the summaries and be one page minimum in length. Each week you will print off and be ready to share these articles with another student for peer review and feedback. Students will save the final printed and reviewed copy with feedback for their class portfolio.

Each week's article must be placed in a portfolio and will be collected at the end of the year. A log of the articles (Titles, Author, Source, date) will also be included. All writing assignments done out of class must be word-processed. Because they will be dialogued with, they are required to be double-spaced and have a 1.5 inch margin.

**Group Presentations:** Each student will participate in a group presentation on a major contemporary issue in education. The presentation should provide:

- a description of the issue
- an analysis of the issue's implication for the classroom teacher
- a summary or conclusion.

The group should prepare a one page typed abstract and a selected reading list (10-12 references in bibliographic form) for each member of the class (make it hands-on and/or FUN!). Each student is expected to participate equally in the presentation.

**QuickWrites:** May be completed in class on spontaneous points of interest over the course of the semester.

### **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 after the assigned date.

### **Unique Course Requirements: 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.

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?).

### Required Texts

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

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.  
Approximately \$12 - 25

Stuart, Jesse, 1949. *The Thread That Runs So True*  
Charles Scribner and Sons: MacMillan Publishing Company (Required)  
Approximately \$11 - 14

Ryan, K & Cooper, J.M. (1998). *Kaleidoscope: Readings in Education* (Eighth Edition)  
Boston: Houghton Mifflin (Recommended)  
Approximately \$47

### 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. Students successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for **Single Subject, Multiple Subject, and Special Education** Credentials. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

**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. A total listing of the CSTP and TPE is included in the syllabus. 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.

**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 coursework will be submitted electronically and back up hard copies will be printed by students for their class portfolio. WebCT will also be incorporated into the program for homework submission and grade monitoring.

**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.

### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. In this section of EDUC 350, the instructor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A -; if you miss three class sessions, you cannot receive a grade of B+ or B. A minimum grade of a C+ is also required in this course. *(Adopted by the COE Governance Community, December, 1997).*

### Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### Grading Standards

**Grading Policy:** The following will be considered in determining the final grade:

1. Attendance		15 (12 min)
2. Chapter questions	12x5	60
3. Reading Log-with articles and not late	13x4	52
Intro page		2
Philosophy Statement (2 Drafts + Final)		6
Portfolio 6 parts		6
TTRST		10
4. Oral Presentation		10
5. Field Experience- hours		45
Observation Write-ups	5x3	15
6. Assessments	4x10	40
7. Final Exam (completed)		5

\* Late or incomplete items will not get total points available. Make sure it's complete.

A 256(100%)/A- 243(95%)/B+ 225(88%)/B 205(80%)/B- 192(75%)/C+ 179(70%)

A= all items and attendance **must be perfect** and final completed.

Each absence drops the grade half.

### Tentative lesson plan

**Review articles/observations**  
**Presentation**  
**Break**  
**Presentation**

**Quiz/Assessments**

**Assignment reviews/Follow-up**

### All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The total of the reading writeups, the observation summaries, and additional personal creations will allow you enough writing for the University requirement.

### 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.

**Fall Semester 2008**

**August 2008**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**September 2008**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**October 2008**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**November 2008**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**December 2008**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**  
**COLLEGE OF EDUCATION**  
**EDUC 350: Foundations of Teaching as a Profession**  
**EO1 CRN:**  
**FALL 2008**  
UNIV 442, Monday 6:00-8:45 p.m.

**Schedule/Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Assignment- DUE</b>
Session 1 August 25	<b>Course/Class Introduction, Becoming a Teacher, Art versus Science</b>	<b>Read EC Chapter 1</b> Choose Movie
September 1	<b>Labor Day</b>	
Session 2 September 8	Credential requirements John Bowman <b>Lesson Planning- Field Experience</b>	Current Events #1 <b>Read EC Chapter 5</b> Introduction Page (Pict, Words, # and an extra copy for instructor)
Session 3 September 15	Dead Poets Society- Keating vs Pritchard TT ch. 12 <b>Introduction Pages</b>	Current Events #2 <b>Read EC Chapter 8</b> <b>Philosophy assessment</b>
Session 4 September 22	Review Philosophy Styles Introduction Pages	Current Events #3 <b>Read EC Chapter 2</b> <b>Teacher Interview Due</b>
Session 5 September 29	Interview Teacher Review The lives and work of teachers Effective Teaching	<b>Personal philosophy draft 1 due</b> Current Events #4 <b>Read EC Chapter 6</b> <b>Working Styles assessment</b>
Session 6 October 6	<b>Set up Groups</b> Working Styles Interview tips for CSUSM	Current Events #5 Observations 1-2 <b>Read EC Chapter 10</b> Read CIS Ch 1-2
Session 7 October 13	Inclusion Credo for Support F.A.T. City	Current Events #6 Movie <b>Read EC Chapter 3</b>
Session 8 October 20	Classroom management Turning Loose Review Movies	Current Events #7 <b>Read EC Chapter 11</b> <b>Read EC Chapter 9</b>
Session 9 October 27	<b>Learning styles assessment</b> School finance School Governance and Structure	Current Events #8 <b>Read EC Chapter 7</b> <b>Learning styles assessment</b>

Session 9 November 3	History of Education TTRST <b>Group research session</b>	Current Events #9 <b>TTRST Due</b> <b>Read EC Chapter 4</b>
Session 10 November 10	School curriculum Standards and testing	Current Events #10 <b>Personal philosophy draft 2 due</b> Observations 3-4
Session 11 November 17	<b>Presentation I / II</b> EL/ELD	Current Events #11 <b>Intelligence assessment</b>
Session 12 November 24	<b>Presentation III / IV</b> <b>Intelligence assessment</b>	Current Events #12 Observation 5 <b>Philosophy Final Due</b>
Session 12 December 1	Portfolio Reviews	Current Events #13 <b>Portfolio</b> <b>Take Home Exam</b> <b>Distributed on line</b>
Final Exam December 6	Portfolio Reviews Potluck Final	<b>Portfolio</b> <b>Take Home Exam</b>

### **FALL 2008 Semester**

August 19-22 (Tue-Fri)	Faculty pre-instruction activities
August 21 (Thurs)	<i>Convocation for faculty and staff</i>
August 25 (Mon)	First day of classes
September 1 (Mon)	Labor Day holiday— campus closed
October 1 (Wed)	Initial period for filing applications for Fall 2009 begins
October 11 (Sat)	Last day of class for first session of Fall half-semester classes*
October 13 (Mon)	First day of class for second session of Fall half-semester classes*
November 11 (Tue)	Veteran's Day — campus closed
November 27-29 (Thurs-Sat)	Thanksgiving holiday — campus closed
December 6 (Sat)	Last day of classes
December 8-13 (Mon-Sat)	Final examinations
December 18 (Thurs)	Grades due from instructors; last day of Fall semester
TBD	Staff accumulated holidays — campus closed



Fall 2008

Dear Colleague:

This letter introduces \_\_\_\_\_, who is a prospective candidate for our teacher credential program and is currently enrolled in the Education 350: “Foundations of Teaching as a Profession” at California State University San Marcos. This course requires students to complete 45 hours of classroom observations in elementary, middle and high school classrooms.

As an important first component of learning to teach, this 45-hour field experience provides the student with first-hand experience in the application of his or her understanding of effective schools, student learning, teaching strategies, and the role of the teacher, but it should not be confused with *student teaching*.

The field experience consists of observation in multiple settings (e.g. elementary, middle or high school level classrooms; multilingual classrooms; special education classrooms) and a more sustained observation/participation in one classroom. I would be most appreciative for the assistance you could give this student to observe and/or participate at your school.

We encourage students to observe, formulate questions for discussion and to participate in classrooms when the teacher feels comfortable allowing them to do so. Our students are responsible for documenting their observation hours.

Thank you for your participation in the professional preparation of our students. If you have any questions about this learning experience, please call me at 760-750-4318. Thank you for your cooperation.

Sincerely,

Stephen J. Ahle  
Lecturer  
Education 350  
California State University, San Marcos

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., 1st 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

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).*

**Obs. #      Date      Grade level      Subject field or special setting**

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1

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2

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3

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4

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5

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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  
COLLEGE OF EDUCATION

**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

**College of Education**  
**Contract for Clearing a Grade of Incomplete**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**SS#** \_\_\_\_\_ **Email** \_\_\_\_\_

A grade of Incomplete can be granted by a professor when a student has completed approximately 80% of course work and, for fully justifiable reasons, is unable to complete the remaining course requirements by the end of the semester. To grant an Incomplete, there must be a possibility of earning a passing grade or credit in the course. A grade of Incomplete is NOT automatically granted in such circumstances but must be negotiated with the professor including the terms for completion. Although the university time limit for completing such work is limited to one year beyond the end of the term in which the Incomplete was assigned, the professor may require that the work be completed in a shorter timeframe.

Course # EDUC 350

CRN #

Semester Fall 2008

The following must be completed:

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The above work must be completed by: \_\_\_\_\_

If the above work is not completed by the contract completion date, the professor reserves the right to either allow the grade to revert to an IC (Incomplete Charged which turns to a No Credit or grade of F) or record the grade earned considering the work completed by the due date. For additional information on a grade of Incomplete, consult the current university general catalog.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Professor Signature

***Copies of the signed contract must be retained by:***  
*(A) student, (B) professor, (C) Associate Dean's Office and (D) Student Services Center*

**California Standards for the Teaching Profession (CSTP)  
And  
Teaching Performance Expectations (TPEs)**

A. Making Subject Matter Comprehensible to Students

TPE 1: Specific pedagogical skills for subject matter instruction

TPE I A: Subject-specific pedagogical skills for Multiple Subject Teaching assignments

TPE I B: Subject-specific pedagogical skills for Single Subject Teaching assignments

B. Assessing Student Learning

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making content accessible

TPE 5: Student engagement

TPE 6: Developmentally appropriate teaching practices

TPE 6 A: Developmentally appropriate teaching practices in K-3

TPE 6 B: Developmentally appropriate teaching practices in 4-8

TPE 6 C: Developmentally appropriate teaching practices in 9-12

TPE 6 D: Developmentally Appropriate Teaching Practices for Special Education (CSUSM)

TPE 6 E: Middle Level Philosophy and Social Organization (CSUSM)

TPE 7: Teaching English Language Learners

D. Planning Instruction and Designing Learning, Experiences

TPE 8: Learning about students

TPE 9: Instructional planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10- Instructional time

TPE 11: Social environment

F. Developing as a Professional

TPE 12: Professional, legal, and ethical obligations

TPE 13: Professional growth

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CSUSM Additional TPEs - Note 6D and 6E in addition to the following:

TPE 14: Educational technology

TPE 15: Social justice

TPE 16: Biliteracy

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
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)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA.</b>
A. Historical perspectives		
B. Demography		
C. Migration and immigration		

### **Credo For Support**

Throughout history, people with physical and emotional disabilities have been abandoned at birth. Banished from schools, used as court jesters, drowned and burned during the inquisition and gassed in Nazi Germany, and still continued to be segregated, institutionalized, tortured in the name of behavior management, abused, raped, euthanized and murdered.

Now for the first time people with disabilities are taking their rightful place as fully contributing citizens. The danger is we will respond with remediation and benevolence rather than equity and respect.

And so we offer you a **CREDO FOR SUPPORT**.

Do not see my disability as the problem, recognize my disability as an attribute.

Do not see my disability as a deficiency. It is you who see me as deviant and helpless.

Do not try to fix me because I am not broken. Support me. I can make my contribution to the community in my own way.

Do not see me as your client. I am your fellow citizen.

See me as your neighbor. Remember, none of us can be self-sufficient. Do not try to modify my behavior.

Be still and listen. What you define as inappropriate may be my attempt to communicate with you in the only way I can.

Do not try to change me, you have no right. Help me learn what I want to know.

Do not hide your uncertainty behind your "professional" distance.

Be a person who listens and does not take my struggle away from me by trying to make it all better.

Do not use strategies and theories on me.

Be with me. And when we struggle together with each other, let that give rise to self-reflection.

Do not control me. I have a right to my power as a person.

What you call non-compliance and manipulation may actually be the only way I can exert some control over my life.

Do not teach me to be obedient, submissive, quiet and polite.

I need to feel entitled to say no if I am to protect myself.

Do not be charitable to me. The last thing the world needs is another Jerry Lewis.

Be my ally against those who exploit me for their own gratification.

Do not try to be my friend. I deserve more than that.

Get to know me. We may become friends.

Do not help me even if it makes you feel good.

Ask me if I need your help. Let me show you how you can best assist me.

Do not admire me. A desire to live a full life does not warrant adoration.

Respect me for respect presumes equity.

Do not tell, correct, and lead. Listen, support, and follow.

Do not work on me. Work with me.

*Written in memory of Tracy Latimer.*