

**California State University San Marcos**  
**College of Education**  
**Education 350B: Foundations of Teaching as a Profession**  
**Monday 1:00-3:45 3 units**

**Instructor:** G.E. Stuve´ Ph.D.

Office Hours 12:00 Monday or by Appointment On Campus Rm: 321B;

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**Course Description:** This is an orientation course that focuses on the role of schools in society, issues affecting student achievement, introduction to curriculum and instruction, the role of teachers in schools and communities, teacher education, and the process of becoming a teacher in the state of California. In addition to classroom attendance and participation in oral and written assignments, students will complete forty-five (45) hours of supervised fieldwork in a variety of classroom settings. Written and oral communication, literacy, and appropriate use of technology are required of professional educators; therefore they are stressed as methods for completing course requirements. Education 350B is one of three integrated courses employing a blended framework of essential elements. Students are expected to integrate knowledge from the other two courses into the themes, readings and discussions of this course.

**Purpose and Goals:** The intent of this course is to help students appreciate the role of formal education in society, to understand aspects of global education, and to explore some of the major issues facing teachers and the education profession today. The course is intended for individuals interested in becoming teachers, and/or for people interested in promoting quality education. Upon completion of this course, the student should understand the nature of formalized education in the United States and should be able to assess his/her interest in teaching as a career.

**Major topics include:**

- Understanding the role of schools in society.
- Exploring philosophies and contemporary issues in education.
- Understanding the history, rationale, and legal foundations of inclusive education.
- Understanding the qualifications and credentialing process to teach in California.
- Understanding and appreciating the student as an individual.
- Assessing the roles of teachers in schools and in the education of all children.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Clarification of motives for choosing teaching as a career.
- Understanding educational reform movements

**Required Materials:**

Grant, Carl and Gilette, Maureen, (2006). Learning to Teach Everyone's Children Thompson Wadsworth (1<sup>st</sup> Edition).

Villa, Richard A. and Thousand, Jacqueline S. (1995). Creating an Inclusive School. Alexandria, VA: Association for Supervision and Curriculum Development (2<sup>nd</sup> Edition).

## Suggested Texts/readings

Kidder, Tracy (1989). Among Schoolchildren. Boston: Houghton-Mifflin.

Meier, Daniel R. (1997). Learning in Small Moments: Life in an Urban Classroom. New York: Teachers College Press.

Kozol, J. (1991). Savage Inequalities: Children in America's Schools. New York: Harper.

Wong, Harry The First Days of School, (2<sup>nd</sup> edition) NACS.

Selected essays distributed by the instructor including:

“Gold Star Junkies” by David Ruenzel

“How Culture Shapes Math Instruction in Japan, Germany and the U.S. by CSU Institute for Educational Reform

## Course Requirements

**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.

**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.

**Special Education Inclusion:** Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and analysis of “School Law & Diversity,” and *Creating an Inclusive School*.

**Students with Disabilities Requiring Reasonable Accommodations:** Students must be approved for services by providing appropriate and recent documentation to the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**College of Education Attendance Policy:** Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. **Absences and late arrivals/early departures will affect the final grade.** A minimum grade of C+ is required in EDUC 350 to qualify as a prerequisite

fo 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

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.

*General Expectations:* This course is designed for dynamic learning where students take an active part in the learning process. It is therefore essential that students come to class prepared to discuss required readings, submit required assignments, conduct research, lead discussions, and participate in group activities.

**Fieldwork:** In addition to in-class work, assigned readings, and projects, students will be expected to observe a minimum of 45 hours in public schools. Each student will maintain a journal, documenting interesting observations, analysis and questions generated from observations of classrooms in various educational settings (see guidelines for field experience.) Written reports of these visits and the observation forms **will be submitted on three dates listed on the tentative class schedule.** These reports will be included in determining the final grade. These "field experiences **may be** included in the requirements for admission to the CSUSM Teacher Credential program.

**Reading Logs:** Students are expected to read and keep a log summarizing at least **5** articles selected from magazines, and/or professional journals. The articles chosen should relate to education in general and to the topics mentioned in the text. The instructor will furnish several of the articles. **Readings logs will be due on a specific date and may be accepted late with a reduction in grade.** You may be asked to share these articles with other students

Entries for the log should provide the following:

- title, source, and date of the article, and Log #-i.e., "Log # 3
- a brief summary of the main points
- personal reflections

**Teacher Interview:** Students will interview a teacher and **write a 3 to 4 page summary** of the information learned. **Specific details are included in this syllabus and will be discussed in the first class.**

**Technology Assignments:** 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). Some assignments will require use of the Internet.

**Philosophy Statement** Students will develop a philosophy statement-specific details are included in the syllabus and will be discussed in class.

## ***Standards of Quality and Effectiveness for Professional Teacher Preparation Programs***

Under new provisions of state law, institutions of higher education are to spell out specific behaviors students will be able to perform after successfully completing a course of study. The behaviors listed below have been adopted for this class.

### *Students successfully completing Education 350:*

- 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.
- resist racism and acts of intolerance.  
appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- are aware of and act in accordance with ethical considerations
- they model ethical behaviors for students.
- understand and honor all laws relating to professional misconduct and moral fitness.
- know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum.
- can articulate the rationale for inclusive educational opportunities for all students.
- are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services
- are familiar with their legal and ethical responsibilities to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity.
- use pre-referral processes such as the Student Study Team and consultation with general and special education colleagues rather than automatic referral of students to special education or other exceptional services
- collaborate with special educators and other specialized support personnel to plan for, teach, and assess the students with special characteristics for whom they are responsible  
use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b)

develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students

**Class Assessments/ Grading:** From time to time the instructor may administer short assessments to determine student comprehension of the concepts being presented in class discussions and lectures.

The following point system will be used in determining the final grade:

Attendance and Class Participation (10 points), Teacher Interview (10 points), Reading Logs (20 points), Group Oral Presentation (10 points), Field Experiences/observations (20 points), Philosophy Statement (5 points) Technology Assignments (5 points) Final Exam (20 points).

The total number of points earned out of 100 will determine your final grade.

A	100-95	A-	94-90	B+	89-86	B	85-81	B-	80-78
C+	77-73	C	72-69	C-	68-65	D	64-60	F	59-

Reading Logs

Total	<b>Bonus</b>
14/15	5 points
12/13	4
10/11	3
8/9	2
7	1

Class Observations

	<b>Bonus</b>
15 plus covering all areas	5 points
13/14	4
11/12	3
9/10	2
8	1

Tentative CLASS SCHEDULE (as of 8/9)

<b>Date</b>	<b>Planned Activity</b>	<b>To prepare for Next Class</b>
8/28	Discuss syllabus, field experience guidelines, teacher Interview and other course requirements -"Why do you want to become a teacher" <b>Distribute first journal "Myths." - Overview of the credentialing process</b>	Read <u>G&amp;G text</u> Chap. 1, 2 to page 71.
9/3	Holiday- no class	
9/11	Discuss journal article "Myths",Text chapters 1 & 2.	Text Chap. 2
9/18	Discuss Teacher interviews and the historical roots of American Education. Distribute "gold star junkies"	Hand in "focus 1 Observations Text Chap 3
9/25	Discuss Classroom Management, School discipline, suspension/expulsion. Review Technology assignment <b>Fieldwork Discussion Focus#1</b>	Read Text Chap. 7
10/2	Discuss exceptional Learners and their needs: school reactions--categorical programs: GATE, LEP/NEP (ELL). Title I, c	Villa/1000 text Chap 1 & 2
10/9	Special Education, view "F.A.T. City"	Text Chap. 9
10/16	School Governance, role of the state, county and local school districts. Superintendent, Board power and responsibilities, Teacher Unions-	Read Chap.8 <b>Technology assignment due</b>
10/23	Educational Philosophies Distribute TIMSS paper <b>Field Experience Discussion Focus #2.</b>	
10/30	Discuss school practices in other countries -video <b>Turn in Phiolosophy paper</b>	Text Chap. 3 & 10 "
11/6	Educational reforms, Standards, assessments including; STAR, PSAA, API, HSEE and SAT 9.	Text Chap. 11
11/13	School Finance, developing a budget, income sources, expenditures, block grants etc., "1 <sup>st</sup> to Worse"	Observations III Test Chap.2
11/20	<b>Field Experience Discussion Focus #3 – Getting a Job/ The First Year of Teaching</b>	
11/27	Listen to group oral reports	Obtain take-home final exam
12/4	Oral Reports Distribute final exam for take home	Turn in Final
12/11	<b>collect Final</b> Wrap Up Activities	

Tentative CLASS SCHEDULE (as of 8/14/06)

Using Technology: Selecting a Community for a Teaching Position

**Each student is to select two communities to research via the Internet. Look for information about a possible teaching position. Choose one community close enough to actually visit and a second one for a community you have not visited.**

**Step 1. Assuming you were to actually be interested in a teaching position in this district, develop a list of questions regarding the type of information you feel would be important to have in order to make an initial judgment about what it might be like to work in this community and school district.**

**Step 2. Seek out websites from the communities, school districts, and local schools you have chosen to research. Look for answers to the questions you posed.**

**Step 3 Print out the website information you found most helpful. (Be selective –don't print everything you find and then attach to #4).**

**Step 4. Write a summary (one-page minimum) of your hypothesis of what the schools would be like and the general characteristics of its students-based on the information you glean form the various websites you consult.**

Technology Assignment Assessment Rubric:

Criteria	Below Expectations Standard	Meets Standard	Exceeds Standard
Questions generated to produce information on schools/community			
Quality of the hypothesis of the school(s) demographic characteristics.			
Inclusion of website materials			
Summary hypothesis of questions			

## **Guidelines for Classroom Observations: Education 350**

Choose the location for your field experience observations early and carefully. Make copies of the introduction letter as you may need one when you meet with the school principal or secretary. I suggest you call ahead and ask for an appointment to observe and explain the purpose of your visit. Plan ahead as it may take a week or more for the school to arrange an observation visit. Depending on the time you have available, you may wish to explain that you would like to observe in several different grades or classroom settings.

You **must** visit the following grade levels/school settings to include in your 45 hours of observation.

- Primary classrooms (grades K-3)
- Upper grades (4-6)
- Middle school grades (6-8)
- High school grades (9-12)
- Special Education (RSP or SDC)
- \*Bilingual (if available)

Complete **one observation form for each classroom** you visit. Each observation should last at least 30 minutes. Your observations will be collected in three times (dates listed in the classroom schedule). Each group of observations will have a specific focus and you will need to include a general overview highlighting the focus of all the classrooms visited during each observation period.

**Type** your observations on the form provided or create your own using a similar format. All observation entries should include the following information:

- ❖ Your name
- ❖ School Name
- ❖ Type of classroom (grade or subject)
- ❖ Date and number of minutes you observed
- ❖ Number of students in the room
- ❖ Analysis of the observation-try to compare what you saw with class discussions or readings and your reaction/opinion to what you observed
- ❖ Include any questions you might like to ask the teacher. You don't have to ask them- I just want to know what you are thinking.



**EDUCATION 350**

**Observation Worksheet**

Name \_\_\_\_\_ School \_\_\_\_\_ School District \_\_\_\_\_

Type of class/grade and # of students: \_\_\_\_\_

Date: \_\_\_\_\_

Time Observing: \_\_\_\_\_

**DESCRIPTION OF OBSERVATION:**

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**ANALYSIS OF OBSERVATION:**

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**QUESTIONS:**

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## Focus of Observations

### Group #1 Focus

- A. **Room Arrangement** (physical layout): Does the desk or table arrangement support or detract from the delivery of instruction? Can all students see the board? Can the teacher move easily about the room?
- B. **Classroom rules and procedures:** Are rules posted? Who generated the rules? Do you see evidence that they are enforced? Consistently? Do students seem to know what is expected of them?
- C. **Classroom Diversity** Do you see evidence of diversity; in ability, ethnicity, linguistic background, special needs or socioeconomic status? Do you notice the teacher responding to all students equally? How do students respond/relate to this diversity?
- D. **Students:** Do students appear ready to learn? Do you sense positive interactions with other learners both in the classroom or outside?
- E. **School/class Climate:** Were you able to observe students on the school playground or outside of class? Do you feel this school/classroom is a friendly and learning atmosphere? How do adults outside of class respond to students?

### Group #2 Focus

- F. **Classroom Management:** Was the teacher able to get compliance from the students in the area of behavior? What techniques did you observe used to control the behavior of students? Did you see evidence that the students understand the expectations? Was the teacher consistent in discipline used?
- G. **Communication:** Observe the clarity of instructions. Do students seem to understand what they are to do? Does the teacher use several forms of communication i.e., visual, oral etc?
- H. **Variety of Instruction:** Does the teacher use a variety of teaching techniques- lecture, small groups and/or hands-on activities?

### Group #3 Focus

- I. **Planning for instruction:** Did you see any evidence of a lesson plan? Were the materials organized and ready for use at the proper time?
- J. **Flexibility:** Did you notice evidence of flexibility in teacher behavior? Were there "teachable moments" that the teacher used to make a point? Did the teacher make use of or build upon student responses to make an instructional point?
- K. **Evaluation techniques:** How does the teacher know if the objectives of the lesson are being met? What documentation is maintained? Did you see evidence that instruction is revised or individualized based upon the evaluations used?

**EDUCATION 350**  
**Foundations of Teaching as a Profession**  
**Teacher Interview**

In this assignment you will interview a teacher and **write a 3 to 4 page summary** of what you learned. Your purpose is to render a sketch of the teacher as a person with a distinct philosophy and who uses specific classroom behaviors shaped by their experience. I suggest you select someone who has been teaching for at least five years at a public elementary, middle or high school.

**Suggested questions:**

- "Why did you choose to enter teaching as a career? How attractive was this profession at the time you entered? Did you consider other career paths? Do you have any regrets for selecting this career?"
- "Describe your professional education training? How helpful was it in preparing how to teach? How long did it take for you to be comfortable with your teaching?"
- "How would you define "teaching?" Do you have a particular educational philosophy that describes your main teaching style?"
- "Have you made any career moves since you started teaching-i.e., different grades, schools, school districts, etc.?"
- "What have been the major joys you have experienced---frustrations? What changes in your school or in the profession would be necessary for you to experience more joys and fewer frustrations?"
- "How do you learn about the individual differences in the lives and experiences of your students? Have you experienced any "cultural shock" in working with students whose background is different from your own? What accommodations (if any) have you made to work more effectively with different types of students?"
- "Do you have some favorite memories from classroom experiences? Do you tend to remember specific students?"
- "What changes have you noticed in the profession since you started? How do you feel about these changes?"
- "Is there anything else that I should have asked to help prepare me for a career in teaching?"

**Analysis:**

After collecting your information, think about what you have learned about this teacher and teaching in general. Focus on a few themes that best characterize what you have heard. Don't try to be all-inclusive in your written analysis. Consider what this information means to you as you prepare myself to work with students-especially those that come from a background different from yourself. Please protect the teacher's confidentiality by using a pseudonym and masking other details.

# **Scoring Guide for Reading Logs and Other Writing Assignments (Teacher Interview)**

Writing logs for journals are scored on a 1 to 3 scale with "3" being the highest mark. Other writing assignments are generally marked on a ten-point scale as follows:

## **Excellent (3) 9/10 for other writing assignments**

- Follows requested format (including: title, source, and date of publication, short summary, and personal reflections for reading logs.
- Provides concrete details of the article/interview.
- Insightful commentary using personal viewpoints.
- Presents clear and logical organization of thoughts.
- Have very few, if any, mechanical errors.
- Holds interest-is interesting to read.
- Uses a sophisticated vocabulary.

## **Very Strong (2) 7/8 for other assignments**

- Follows requested format (including: title, source, date of publication, short summary, and personal reflections for reading logs)
- Provides concrete details of article/interview.
- Includes personal viewpoints
- Good organization
- Has a few mechanical errors
- Holds interest-is interesting to read.
- Some sentence variety

## **Meets the Standard (1) 5/6 for other assignments**

- Follows some of the requested format including: title, source, and date of publication, short summary, and personal reflections.
- Provides a few concrete details
- Adequate summary of the article.
- Organization hard to follow
- Many mechanical errors
- Hard to Read
- Little sentence variety

## **Personal Philosophy of Teaching, Learning and Schooling**

The purpose of this assignment is to articulate your emerging beliefs about teaching, learning and schooling. The paper should be 3 to 4 pages (double-spaced). A rough draft is due for peer review at the last class before it is due.

Rather than simply responding to a series of questions, you should organize your thoughts in a fashion that makes sense to you. Identify some themes or an approach to teaching that expresses your beliefs as they have evolved this semester. Work to articulate these beliefs so that your reader will be able to form a picture of the teacher you hope to become. You might think of your audience as the hiring committee of a school district. You want your audience to connect your name and face with a distinct set of beliefs. You need to compose your own approach to this assignment. Listed below is a set of questions that you might wish to address but you need to compose your own approach to this assignment.

Please notice that the assignment contains three interrelated concepts: teaching, learning and schooling.

**First**, what is teaching? (What are the purposes of teaching? Is the teacher the source of knowledge? Is teaching a one-way or two-way venture? How will you decide what to teach? Do you consider yourself a teacher of students or of content, or both? Is teaching better described as a set of skills and knowledge, or as a set of values and attitudes? What is about teaching that you most look forward to, and cause you most concern?)

**Second**, what is learning? (What is knowledge? If you teach and students don't learn-whose problem is that? When will you know that students have learned something? Are student's empty vessels into which you will pour knowledge? What does learning mean for students of different abilities, ethnicities or gender? Do all student need to learn the same thing?)

**Finally**, what is schooling? (What are schools for? What responsibilities do you have as an employee of the public, and what might be your approach when you disagree with public policy? How about when you disagree with parents?)

### **Criteria for evaluation:**

Exemplary papers are characterized by:

- Organization of presentation of ideas
- Comprehensiveness (addresses teaching, learning and schooling)
- Appropriate examples of beliefs
- Integration of coursework readings, discussions and/or observations
- Written expression ( grammar, syntax, spelling, etc)

## Group Presentation on a Contemporary Issue

Each member of the class will join with others to become familiar with a contemporary issue in education that is somewhat controversial. The topic selected must have multiple perspectives (pros and cons). Cover the major points/arguments and develop an introduction and concluding statements. You will have approximately one-half hour to present the debate.

Each group will create a two page typed abstract and a selected reading list (at least 12 references in bibliographic form) to distribute to each class member for future reference. The names of each member of the group should be included in the handout.

You may select one of the following topics or propose a different one for instructor approval.

### Topics:

- a. Are charter schools revitalizing education in America?
- b. Do concerns about safety in school warrant a "zero tolerance" policy?
- c. Have public schools adequately accommodated concerns about religion?
- d. Is full inclusion of special education good for schools?
- e. Is the federal NCLB act working in improving education in America?
- f. Has the passage of Proposition 227 in California helped bilingual students?
- g. Should our high school history classes present the "raw" facts of American history?
- h. Will school vouchers improve education in the United States?
- i. Has the STAR accountability program been successful in improving education in California?
- j. Does "character education" build moral values in public school students?
- k. How would you cut 10% from a school district budget?

## LAW AND DIVERSITY ASSIGNMENT

You will apply your understanding of the legal context of inclusive education and laws that influence teaching responsibilities.

Study the following chapters and web sites:

Thousand, J.S. (assigned in class) Laws related to special education that affect teachers.

Villa, R. A. & Thousand, J. S. (1995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Read all of Chapter 2.

U.S. Disability Law. Internet address:

[www.law.cornell.edu/topics/disability.html](http://www.law.cornell.edu/topics/disability.html)

Includes information about laws affecting people with disabilities.

OSERS IDEA Home Page. Internet address:

[www.ed.gov/offices/OSERS/IDEA](http://www.ed.gov/offices/OSERS/IDEA)

Explanation of federal legislation known as IDEA, which ensures a free appropriate education in the least restrictive environment for children with disabilities. The latest 1997 federal reauthorization of the law is explained in detail.

### **Reflection and Applications:**

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

1. Make some notes in writing to assist you in the class discussion. Identify five laws or court decisions that influence you as a professional educator. At least one of these five must relate to special education law.
  - Identify the law / court decision and give a rationale for each selection.
  - Why is it important to you?
  - How might they affect your teaching?
2. Be prepared to share your selections and rationale for selection of the laws and decisions.

### **Laws Related to Special Education that Affect Teachers**

By Jacqueline Thousand

Chapter 2 of Villa and Thousand (1995), Contemplating Inclusive Education from a Historical Perspective, charts over 200 years of history which has brought us as a country to embrace inclusive educational opportunities for all children. What follows is a summary of key court cases and legislation which have shaped special education and the teacher's role in supporting students with varying learning and language differences. For more detail see these two web sites: [www.law.cornell.edu/topics/disability.html](http://www.law.cornell.edu/topics/disability.html) and [www.ed.gov/offices/OSERS/IDEA](http://www.ed.gov/offices/OSERS/IDEA).

### **Legislation Related to Special Education**

The development of special education services in this country has been greatly influenced by the civil rights movement of the 1960s. Out of the movement came legislation designed to prevent discrimination. For instance Section 504 of the Vocational Rehabilitation Act of 1973 is a



civil rights law that prevents discrimination against all persons with disabilities in programs that receive federal funds. Since all public schools receive federal funds in some form, Section 504 ensures equal opportunity for students' participation in the full range of school activities. Also, through Section 504, some students who are not eligible for special education services may receive accommodations to assist them to be successful in school. For example, students with health problems such as asthma or extreme allergies as well as other challenges that do not make them eligible for special education may receive assistance through Section 504.

The Americans with Disabilities Act (ADA), signed into law by President Bush in 1990 extends the Vocational Rehabilitation Act of 1973 by protecting all individuals with disabilities from discrimination and requires employers to make reasonable accommodations for employees with disabilities. ADA does not deal directly with education; however, it does clarify the civil rights of all people with disabilities and ensures that buildings, transportation, and other public places (including schools) are accessible to people with disabilities. Your school must be accessible to wheelchairs, for instance. If it is not, it must undergo renovations to install ramps, elevators, or wide entryways.

In 1975 the U.S. federal government finally made a legal commitment to the education of students with disabilities. In that year Congress passed Public Law 94-142, the Education for the Handicapped Act (EHA) which set federal guidelines for special education services. It translated early court decisions into civil rights principles for students with disabilities and mandated the six concepts that have guided special education practice ever since. Those six principles are:

1. **Free Appropriate Public Education.** Students with disabilities are entitled to attend public schools and to receive the educational services they need. This education is provided at no cost to parents.
2. **Least Restrictive Environment.** Students with disabilities must be educated in the least restrictive environment in which they can succeed with support. For most students, this environment is the general education classroom.
3. **Individualized Education Program.** Services for students with disabilities must be individually tailored. This is accomplished by annually developing or revising an Individualized Education Program (IEP). Every IEP includes a statement of the student's current performance levels, a set of goals and accompanying short-term benchmarks or objectives for achieving the goals. The IEP clearly specifies who is responsible for delivering various aspects of the student's program, how progress will be evaluated, and where and how long services will be provided.
4. **Nondiscriminatory Evaluation.** Students are to be assessed using instruments that do not discriminate on the basis of race, culture, or disability. In considering eligibility for special education, students must be assessed by a multidisciplinary team in their native language using tests that directly relate to the area(s) of concern for which the child was referred.
5. **Due Process.** Due process procedures protect students with disabilities and their parents in all special education affairs. Specifically, if a disagreement occurs between the family and school personnel regarding a student's eligibility for special education, no changes can be made in the student's services until an impartial hearing and, if necessary, the appropriate court resolves the issue. School personnel also are protected if they disagree with parents' requests for services; they also may use due process procedures to resolve the dispute.
6. **Zero Reject and Child Find.** No student may be excluded from public education because of a disability. Each state also must take action to locate children who may be entitled to special education services.

Public laws must be periodically reauthorized. The 1990 reauthorization of P.L. 94-142 described above changed the law to the Individuals with Disabilities Education Act (IDEA). The more

suitable person-first language of "individual with disabilities" replace the unfavorable labeling language of "the handicapped" in the title of the legislation. This law added significantly to providing education to very young children with disabilities and preparing older student for transition to post-secondary life. Two new categories of disability – autism and traumatic brain injury – were added to the already existing categories of learning disabilities, speech or language impairments, mental retardation, emotional disturbance, hearing impairments, visual impairments, deaf-blindness, orthopedic impairments, multiple disabilities, and other health impairments. It also funded projects to promote the inclusion of students with severe disabilities in general education.

In 1997, President Clinton signed into law the second reauthorization of P.L. 94-142 and accompanying amendments know as IDEA 97. Seven significant changes greatly affect schools, teachers, and educational and assessment practices.

1. **General Education Teacher Involvement.** At least one general educator must participate as a member of a student's IEP team. The IEP also must directly address the student's participation in general education and must justify placements that are not in general education.
2. **Evaluation and Eligibility.** IDEA 97 clarifies that when parents consent to have their child evaluated, they are not consenting to possible future special education placement. Students cannot be made eligible for special education because of past poor instruction or because of language differences. Previous requirements that a comprehensive reevaluation occurs every three years can be modified if the family desires; already existing information can be used rather than repeated administration of standardized tests.
3. **Assessment of All Students.** Historically students receiving special education services were not included in state, district, or school-wide assessment of student performance. IDEA 97 corrected this by requiring that by July, 2000, each state must assess the academic progress of students who have IEPs by including them in the standardized assessments other students task or by using an alternative assessment process. Students who need appropriate adaptations such as extended time or large print during assessment are entitled to these adaptations.
4. **Discipline.** If needed, the IEP must include strategies for addressing student behavior issues. A behavior pan must be developed, if a student is suspended or placed in an alternative interim placement. If a student with disabilities brings a weapon or drugs to school, the school now has the option to place the student in an alternative placement for up to 45 days; and that placement must provide continued special education services.
5. **Transition.** Beginning at age 14, IEPs must address the transition to post-secondary needs of students eligible for special education. These needs must be updated annually, with increasing detail each year as to the school and outside services (e.g., community vocational education) the student will access.
6. **Paraprofessionals.** Paraprofessionals, teaching assistants, aides, and like personnel must be trained for their jobs and appropriately supervised.
7. **Mediation.** As part of due process procedural rights, each state must make mediation available to parents as an early and informal strategy for resolving disputes over a student with disabilities' identification, placement or services. The State bears the cost of mediation. Parents do not have to mediate; and mediation may not delay a possible due process hearing.

**Issues concerning students with disabilities are addressed by federal and state laws.**

How these laws are interpreted often is resolved through the courts. Since 1954, many hundreds of legal decisions have clarified the rights of students with disabilities and the role of educators in supporting these children's education. In many instances court decisions led to the

development of and passage of legislation. As you review some of the landmark decisions listed here, you should notice how they influenced legislation described earlier.

- **Brown v. Board of Education (1954).** This probably is the most important case in establishing the principle that school segregation denies equal education opportunity. Although the decision refers primarily to racial segregation, it is viewed as the foundation for ensuring equal educational opportunity for students with disabilities.
- **Diana v. State board of Education (1970).** California was required to correct biased assessment practices with Chinese American and Mexican American students. Students for whom English was not a primary language had to be assessed in both their primary language and English; culturally biased items had to be dropped from tests and alternative intelligence tests had to be developed to reflect Mexican American culture.
- **Larry P. v. Riles (1984).** In California it was ruled that IQ testing as a basis for identifying African American students as mentally retarded for special education purposes was discriminatory. California schools were ordered to reduce the disproportionately high numbers of African American students in special classes for students with mental retardation.
- **Honig v. Doe (1998).** This decision ruled that if a student is excluded from school for more than 10 days, it was a change of placement and all procedures for making a change of placement must be followed.
- **Daniel R.R. v. State Board of Education. (1989).** This decision established the consideration of the following two factors in determining the appropriateness of a placement for a student with disabilities: 1) whether a student can be satisfactorily educated in general education with supplementary supports and services, and 2) whether, in cases in which the general education setting is not successful, the student is mainstreamed to the maximum extent appropriate.
- **Oberti v. Board of Education of Clementon School District (1993).** This case is considered key in establishing the principle of inclusive education. In this case concerning a student with Down syndrome, the district court ruled and the court of appeals upheld the ruling that school districts must make available a full range of supports and services in general education to accommodate the needs of students with disabilities. The court stipulated that because a student learns differently from others does not necessarily warrant exclusion from general education.
- **Doe v. Withers (1993).** Mr. Withers, a history teacher, was responsible for making oral testing accommodations for Douglas Doe, a student with learning disabilities who was in his class. Although a state legislator, Mr. Withers refused to provide the oral testing. Consequently, Douglas failed the class, making him ineligible for athletics. The court awarded the family \$5000 in compensatory damages and \$30,000 in punitive damages. This case is widely cited as an example of general educators' responsibility to make good faith efforts to provide required accommodations for students with disabilities.
- **Sacramento Unified City School District v. Rachel H. (1994).** This case is another historic national victory for inclusive education, not only because the Ninth Circuit U.S. Court of Appeals required the Sacramento school district to place Rachel Holland, a girl with severe disabilities, in regular education classes full-time with non-disabled peers, but because the U.S. Supreme Court refused to hear the school district's 11<sup>th</sup> hour appeal to overturn the Ninth Circuit's decision. This left the circuit court's landmark decision intact and, in the words of the Holland's attorney, "signaled the end to a system that automatically excludes children with disabilities from the regular classroom and relegates them to segregated 'handicapped only' classes.