

Cal State University San Marcos

College of Education

EDUC E1350: Foundations of Teaching as a Profession
CRN 42800 3 units
Fri/Sat Nov. 17- Jan. 13 University Hall

Mission Statement of the College of Education, CSUSM

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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Office Hours: By Appointment

Course Description: This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates will 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, appreciating and including 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 as a part of this course.

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, reading and analysis of "School Law & Diversity," and/or *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through 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. 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.

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. In this section of EDUC 350, the instructor has adopted this additional policy: For every absence and combination of 3 late arrivals or early departures you will lose 10% of your final grade. You are able to earn extra credit for one absence.

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. Everything you do speaks--be sure your actions speak a professional message.

Field Work: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Approximately half of your time will be spent in one teacher's classroom, and the remainder of the time should be distributed among other classrooms. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Recommendation Form with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos Teacher Credentialing programs.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT, 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.

WebCT: This course will have an online component using WebCT. We will go over use in class the first week and then students will be required to access resources and submit assignments on line using WebCT.

Electronic Communication (Email & On-Line Discussion) Protocol

Electronic correspondence, e-mail and on-line discussion, are a part of your professional interactions. If you need to contact any instructor, e-mail is often the easiest way to do so. It is our 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 Expectations (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.

TPE 12: 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.

Class Discussions/ WebCT and Participation: Students will engage in active 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).

Required Texts:

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

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children*

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

Recommended Texts:

Borich, Gary D. (2003). *Observation skills for effective teaching*. (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Assignments and Point Values:

Participation

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 and on-line activities.

Interview of a Teacher

5 points

Review the suggested questions found in the syllabus. Write at least two other questions that are your own ideas. Come to class ready to interview teachers from various grade levels and possibly a principal! **(This will be done in class on December 9th.)**

Inclusion, Diversity and Special Ed Laws Activity

5 points

Details will be provided in class. **Preparation work must be done by December 9, 2007.**

Classroom Observation Reports

15 points

Using the classroom observation instrument provided in class, conduct 45 hours of observations in your field sites. Submit 3 responses online; each worth 5 points. Follow formats provided in this syllabus. Failure to complete 45 hours of observations results in failure of the course. **Due December 16, 2006, January 13, 2007 and January 27, 2007***
***Extension of this one can be arranged.**

Reading Responses (See schedule given in first class .)

15 points

The reading responses provide an opportunity to reflect on the assigned readings for each week. In the reading log, do not simply summarize. Instead, respond to the readings: summarize briefly and then agree, disagree, note specific ideas, etc. Entries are to be 2 paragraphs in length. Log entries must be submitted on WebCT. Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed the assignment for the semester. No credit will be given for late submissions.

Using Technology- Parts 1 & 2

15 points

See assignment directions and rubric included in the syllabus.

Part 1 is to be completed by December 30th.

Complete Part 2 Steps 1-4 by January 8th.

Contemporary Issues in Education Presentation

15 points

Students will present the pro and con of a political, cultural or social issue from topics assigned in class- work in pairs or triads. **Panel presentations will be given in class January 13, 2007.**

Personal Philosophy of teaching, learning and schooling

20 points

Write a 2-3 page paper addressing the following:

Name your philosophy as labeled by Grant & Gillette (2005) Ch 8

a. What is that nature of the learner?

b. What is nature of subject matter?

c. What is the nature of the learning process?

d. What disposition/attitude & actions should the teacher exhibit in order to carry out his or her philosophical position?

Due January 13, 2007.

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

Session	Topics	Readings/Assignments Due
Friday 11/17	Introduction, Course Overview, Using WebCT	Download syllabus and bring Tracking Sheet to class.
Sat. 11/18	Who Will You Teach? What is good teaching? Field Experience Overview	<ul style="list-style-type: none"> ▪ Grant and Gillette, chapter 2 (to be done in class)
Sat. 11/25	Why Teach?	<ul style="list-style-type: none"> ▪ Nieto, chapters 1-6 ▪ Post reading log #1 on WebCT
Friday 12/1	Historical Perspectives Introduction to Philosophy Statements	<ul style="list-style-type: none"> ▪ Grant and Gillette, chapters 1, 7, 8 ▪ Post reading log #2 on WebCT
Sat. 12/9	Inclusion, Diversity and Special Ed Laws Guest Speaker Teacher Interviews	<ul style="list-style-type: none"> ▪ Villa and Thousand, chapters 1-3 ▪ Peruse web sites for Inclusion Writing Assignment ▪ Teacher interview (Done in class.)
Sat. 12/16 *online	Teachers' and Students' Rights and Responsibilities	<ul style="list-style-type: none"> ▪ Grant and Gillette, chapter 10 ▪ Post reading log #3 on WebCT ▪ Observation Report #1
Fri. 12/29 *online	Buddy Reading Of Philosophy Paper	<ul style="list-style-type: none"> ▪ Grant and Gillette, chapter 9 ▪ Read buddy's philosophy rough draft (e-mail)
Sat. 12/30 *online	Community, District, and Schools Research	<ul style="list-style-type: none"> ▪ Part 1 of Using Technology Assignment.
Mon. 1/08 *online	Where is right for you?	<ul style="list-style-type: none"> ▪ Part 2 (steps 1-4) Of Using Technology Assignment
Fri. 1/12 *online	Choose a District	<ul style="list-style-type: none"> ▪ Part 2 (step 5) of Using Technology Assignment
Sat. 1/13	Contemporary Issues presentations	<ul style="list-style-type: none"> ▪ Contemporary Issues Presentations (10 minutes) ▪ Personal Philosophy (final) ▪ Observation Report #2
Sat. 1/27 *online	Wrapping up Fieldwork – Hooray!	<ul style="list-style-type: none"> ▪ Observation Report #3/Fieldwork Log

Instructor reserves the right to make adjustments to the above schedule as deemed necessary.

Interview of a Teacher EDUC 350

In this assignment, you will interview a teacher and write a 3–4 page 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.

EDUC 350 Inclusion Writing 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:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. Read Ch 10.

Villa, R. A. & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. Read Ch 2.

U.S. Disability Law. Internet address:

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

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.

Thousand, J.S. (2004) Article to be posted in WebCT

Reflection and Applications:

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

Identify five laws or court decisions that influence you as a professional educator. At least two of these five must relate to special education law. Provide your rationale (one paragraph) for each selection. Why is it important to you? How might it affect your teaching? Feel free to add insights from your personal experiences, observations and FAT City Video.

Guidelines for EDUC 350 Field Experience & Classroom Observation Entries

EDUC 350 requires 45 hours of field experience in public schools.

You must visit each of the following educational levels:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)

In these three basic settings, observe a variety of students with different instructional environments. These include multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc. Some of the environments you should see are:

1. English language development or primary language classroom
2. special education setting
3. primary (K-3) and intermediate (4-6) levels in elementary schools
4. general and advanced levels in high school subject fields
5. gifted education setting
6. sheltered instruction (SDAIE)

You may choose to make some of your observations in schools other than “regular” daytime schools. Consider observing in charter schools, alternative education sites, adult education schools, or court schools. For additional settings, obtain permission from your instructor before you do the observations.

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 for an appointment with the principal. It may take them a week or so to arrange a meeting with you. Explain that you would like to observe several different educational settings. *However, remember you need to be with one teacher a significant amount of time if you plan to have him/her fill out your Field Experience Recommendation Form (for applying to the credential program).*

You must observe in varied settings to satisfy this course requirement. Each observation should last at least 30 minutes. Your observation entries must reflect these different settings. You will turn in a total of 15 classroom observation records throughout the semester (see syllabus for dates) and your Field Experience Record at the last class session.

Request to waive observation hours: If you have recent, significant experience with students in public school settings, you may request to waive no more than 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 and submit it to your instructor with supporting documentation no later than the third week of classes.

NAME: _____

SSN: _____

**EDUCATION 350
FIELD 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.

DATE	GRADE/ SETTING (see syllabus)	SCHOOL/DISTRICT	TEACHER INITIALS	TIME IN CLASSRM.
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section _____ Semester _____ Instructor _____

Name

SS #

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. A letter from supervisor/teacher verifying the experience, including the length of time spent in this experience.

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.

_____ Approved

_____ Number of hours to be waived (20 max):

_____ Denied

Reason for denial: _____

Instructor Signature

Date

FIELD EXPERIENCE RECOMMENDATION FORM - Non Confidential

Applicant's Name: _____

SSN _____

Program: _____Multi Subj ___Multi Subj Mid Lev ___Concurrent w/ Ed Spec ___Sing Subj

This individual is considering applying for admission to a Cal State San Marcos Teacher Education Program. The applicant has indicated that he/she has worked with children/youth (class/groups) under your supervision. One of the criteria on which candidates are admitted to the CSUSM program is successful work experience with children (either paid or volunteer). All credential program applicants are required to submit a Field Experience Recommendation Form from a public classroom teacher.

In a brief narrative, reflect on this individual as a teacher candidate. When possible, please provide specific examples and details. If your narrative exceeds this page, or if a separate letter is used, please attach to this form and sign. In order to avoid questions of authenticity, do not cut and paste your narrative in the box below.

Consider the candidate's personal and professional attributes with the following in mind:

- | | | | |
|---------------|------------------------------------|-----------------------------|---------------------------|
| Dependability | Professional appearance/manner | Enthusiasm | Poise and self-confidence |
| Initiative | Interpersonal communication skills | Sensitivity to all learners | |

Student Services Center welcomes your additional comments. (760)750-4277 or email:coessc@csusm.edu

Name of Public School: _____

Grade Level: _____

School District _____

Number of hours candidate has been in my classroom _____

Classroom Teacher's Name _____

Classroom Teacher's Signature _____

Date _____

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SUGGESTED NOTETAKING FORM
OBSERVATION # _____

Your name

Context

School name/teacher name:

Day of the week/Date/Time Elapsed in classroom:

Type of classroom (grade/subject/special program):

Number of teachers and assistants/Number of students:

Describe the demographic characteristics of this site/classroom
(gender, race/ethnicity, languages, ability)

Overview

Outline what you saw chronologically - address curriculum, instruction, classroom environments, management...See schedule for topics – Group 1, 2, & 3..

Significant Event(s)

Describe 1-2 significant events and why you might choose them for analysis.

Description of Event(s)

Describe the event(s) and what the teacher(s) and students were doing in relation to questions asked for each focus group.

(To understand how to observe and take notes during observation read Ch 7, 8 & 12 in Borich, Gary D. (2003). *Observation skills for effective teaching*. (4th ed.). Upper Saddle River, NJ: Prentice-Hall.)

Analysis of Event(s) (One write-up for each of three focus groups)

- Include "Context" information from the selected observations
- Analyze events from selected observations and make reference to what you have learned/read in this course.
- List any questions you may have and how this observation personally impacted your learning about teaching and learning.

Focus of Observations

Group #1 Focus (Analysis due December 16, 2006)

- 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?

Group #2 Focus (Analysis due January 13, 2007)

- 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?
- 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?

Group #3 Focus (Analysis due January 27, 2007*)

- H. **Planning for instruction:** Did you see any evidence of a lesson plan? Were the materials organized and ready for use at the proper time? Were state standards and/or objectives posted somewhere in the room?
- I. **Variety of Instruction:** Does the teacher use a variety of teaching techniques-lecture, small groups and/or hands-on activities?
- 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?

Observation Performance Rubric

Task & Criteria	Exceeds Expectations	Nearly Meets Expectations	Developing
TPE 12: Describing and Analyzing Teaching Practices	<ul style="list-style-type: none"> - Develops an especially insightful analysis that demonstrates an ability to make sense of the observed teaching practices as they relate to the elements outlined in the Borich text. - Demonstrates a clear understanding of the observation focus. 	<ul style="list-style-type: none"> - Describes 1 or 2 significant events, focusing on the relevant details associated with the observation focus. - Includes an analysis for each event that interprets, makes inferences, poses questions, and demonstrates personal learning. - Makes a clear connection to the Borich text, showing an understanding of the observation focus. 	<ul style="list-style-type: none"> - Offers some description of 1 or 2 significant events, but more details would strengthen the description. - Develops a limited analysis that shows an ability to look closely at the event(s) but lacks sufficient interpretation, inference, questioning, and/or connection to personal learning. - Suggests a limited understanding of the observation focus that may come from an incomplete reading or a misreading of the Borich text. <p>This paper is significantly underdeveloped in many areas of the assignment. The work does not offer enough information to gauge the teacher candidate's understanding of close observation and effective instruction.</p>
TPE 6 Developing Appropriate Teaching Practices	<p><i>In the analysis and/or reflection sections of the observation:</i> Candidate is able to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school, and/or helps students to assume increasing responsibility for learning.</p>	<p><i>In the analysis and/or reflection sections of the observation:</i> Candidate can partially determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school and/or helps students to assume increasing responsibility for learning.</p>	<p>Teacher candidate is unable to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school, and/or helps students assume increasing responsibility for learning.</p>
TPE 12: Professionalism	<ul style="list-style-type: none"> - Produces "professional" writing: clear organization; appropriate development of ideas; use of conventional English. - Submits work on time. - Works productively with partner (if applicable). 	<p>Demonstrates some difficulty in one of the areas of professionalism: meeting due date or producing professional writing.</p>	<p>Demonstrates significant difficulty in one or both areas of professionalism: meeting due date and producing professional writing.</p>
Total Points			

Using Technology: Selecting a Community for a Teaching Position

Part 1

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

Step 1. Assuming you were to actually be interested in a teaching position in the 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 (hypothesis) about what it might be like to work in that community and school district.

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

Step 3. Make a bulleted list for the district from the website information you find most helpful. Include links to the sites. (Be selective –don't list everything you find and then attach to #4).

Step 4. Write a summary of your hypothesis of what the schools would be like and the general characteristics of the students-based on the information you glean from the various websites you consult. Be sure to tell if your choice seems the right choice for you.

PART 2

Step 1. Review the work done by your colleagues about school districts on the Web CT . Spend some time using their links to learn more about the districts they chose. Pay special attention to their reasons for their selection. In this activity, you will be ranking the districts in order of your preferences and giving reasons for your choices.

Step 2. Go to www.intel.com/education/visualranking and select "Enter." Then choose "Student Login." The Teacher ID on the next screen is "mmartinvrms" and the Team ID and Password are both your team number given by the instructor, and entered as "Team06" for example. Scroll down to "Choose a District" and click. You will also need to click once on the project screen to enable it. (If you have any difficulty with this program, click "Need help?"

Step 3. Prioritize school districts listed in order according to your interest level. Click and drag the names of the schools to the proper positions, with your first choice at the top of the list.

Step 4. Double-click on the school district at the top of the list. A comment box will pop up. Enter your reason for the choice. Be sure to include a reference (your colleague's name and the appropriate web site.) Give these reasons for your top three choices and your bottom two choices.

Step 5. After January 8th, return to the Intel website to compare your choices with your classmates'. At the top of the screen (after you get to your personal screen), there are three buttons. Choose the 3rd one. It will present a pull-down box where you can select your colleague's choices and read their comments. It will also compare yours to theirs. Find out who might be your competition in the future job pool. See how your ideas about "great" public education fit with "what's out there."

Technology Assignment Assessment Rubric:

Criteria	Below Expectations	Meets Standard	Exceeds Standard
Questions generated to produce information on schools/community			
Quality of the hypothesis of the school(s) demographic characteristics based on your questions.			
Inclusion of bulleted list of website materials			
Prioritizing with reasons in www.intel.com/education/visualranking			

Philosophy Paper

Paragraph 1: Paper Introduction

Describe your philosophy.

1. Name your philosophy as labeled by Grant & Gillette (2005) Ch 8
2. Preview your beliefs about the following:
 - a. What is that nature of the learner?
 - b. What is nature of subject matter?
 - c. What is the nature of the learning process?
 - d. What behaviors (disposition/attitude & actions) should the teacher exhibit in order to carry out his or her philosophical position?

Paragraph 2: Nature of learner

Describe what you believe is the nature of the learner.

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

Give 1-2 examples of how this looks.

Paragraph 3: Nature of the subject matter

Describe what you believe is the nature of subject matter.

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

Give 1-2 examples of how you as a teacher will make choices about curriculum and instruction.

Paragraph 4: Nature of the learning process

Describe what you believe is the nature of the learning process.

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

Give 1-2 examples.

Paragraph 5: Teacher dispositions and actions

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

Paragraph 6: Conclusion

Recap your philosophy.

Criteria for Self- Assessment of Philosophy Paper

Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft of your philosophy paper.

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.

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.

Assignment Tracking, Attendance and Self-Assessment Sheet
EDUC E1350 - Intersession '06/'07 - Martin
(Print two copies and bring to class - one for you and one for instructor.)

Name: _____ Cell/ Phone # _____

Where do you live? _____ Email address: _____

Teaching Interest (grade level, subject area) _____

Experiences working with children/adolescents _____

Applied to credential program? (Y/N) _____ Which _____

Attendance & Participation

11/17 ____ 11/18 ____ 12/1 ____ 12/9 ____ 1/13 ____

Assignment Tracking

Instructor/Student Notes

- _____ Participation and Attendance (10%)
- _____ Interview of a Teacher (5%) **12/9/06**
- _____ Law and Diversity/Inclusion (5%) **12/9/06**
- _____ Classroom Observation Log and Analyses (15% total) ____1 ____2 ____3

Number of Observations

	ELD/Primary Lang.	Special Education	Sheltered/SDAIE	Gifted Education
Elementary K-3				
Elementary 4-6				
Middle 6-8				
High 9-10				
High 11-12				
Other				

- _____ Reading Responses (15% total)
- _____ Using Technology Part 1 **12/30/06** & Part 2 **1/8/07** (15%)
- _____ Contemporary Issues Presentation (15%) **1/13/07**
- _____ Personal philosophy of teaching, learning and schooling (20%) **1/13/07**