

**EDUC 350: Foundations of Teaching as a Profession**  
**California State University San Marcos**  
**FALL 2005: CRN 41683 Sec: 5**  
**Tuesdays 4:00 – 6:45**

**Dr. Laura Wendling**  
**College of Education**  
**Phone: 760-750-4308**  
**Email: wendling@csusm.edu**

**Office: 319 University Hall**  
**Office Hours: after class + by appt**

**Class Location: LIB 1109**

**Course Description:** This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

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

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

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

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

**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.

**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 should 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 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, 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.

**Teaching Performance Expectation (TPE) for EDUC 350:** A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing is expected to be met during this course:

**TPE 12: Professional, Legal and Ethical Obligations**

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

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

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

**Teaching Performance Assessment for Developing as a Professional Educator**

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

**All University Writing Requirement:** All courses at CSUSM require a 2500 word writing requirement. In this course, you will be required to write extensively through the following assignments: weekly reading log, teacher interview, choice book report, contemporary issues research, educational philosophy paper, law and diversity paper, field experience reports, and various in-class writing assignments.

**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."

---

**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.

**NOTE: If you will be absent, notify the instructor via email, as soon as possible, so arrangements can be made to save handouts, etc. You should also submit that day's written assignments via email to avoid deduction of points. Assignments are downgraded by 10% for each day late – after one week assignments receive no credit. Also, if you are given the option to revise your work, you must resubmit by the next class session.**

**Required Texts:**

Armstrong D.G., Henson, K.T., and Savage, T.V. (2005). *Teaching Today*. Merrill Prentice Hall. (TT)

Villa, Richard A. and Thousand, Jacqueline S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1, 2, 3, p. 125-135 and 162-167) (CIS)

**One of the following "Choice Books" to be determined IN CLASS:**

Avi (1991). *Nothing but the truth*. Avon Books, Inc.

Codell, E. R. (2001). *Educating Esmé*. Chapel Hill, NC: Algonquin.

Diver Stamnes, A. (1995). *Lives in the Balance*. Albany, NY: SUNY Press.

Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press.

Michie, G. (1999). *Holler If You Hear Me*. New York: Teachers College Press.

Paley, V. G. (1993). *You Can't Say You Can't Play*. Cambridge, MA: Harvard Press.

---

**ASSIGNMENTS...**

***Please keep a copy for yourself of all submitted assignments and do not submit papers in binders / folders.***

➤ **Participation & Professionalism (10 points)**

This class is designed for hands-on, active learning that requires some "stepping out" in order to better understand the role of teacher and learner. Some of these activities include partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a cooperative participant.

**Key skills/knowledge I'll be evaluating:**

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Can you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately during group work to do your "share"?
- Are you able to accept others' opinions?
- Are you supportive of others' ideas? Do you have a "can do" attitude?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for your ideas as well as others' to be heard?

➤ **Reading Response Log (10 points)**

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings. In the log you will be asked to both summarize key points and reflect on what you have read. You will also share your writing with another student at the beginning of each class session. You will begin the semester with full credit. Points will be deducted if submissions are incomplete. Reduced credit will be given for late submissions. Reading Log format is provided later in this syllabus.

**Key skills/knowledge I'll be evaluating:**

- At what level have you comprehended the reading? Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading and prior class discussions, fieldwork, and class activities?

➤ **Field Experience Form (log) and Observation Reports (15 points)**

This assignment is designed to help you to better understand the complexity of today's classrooms, students and the various ways teachers address the needs of their classes – and to engage in a variety of classroom settings in order to determine if, and at what level, you might want to teach. Forms are located on the College of Education website under "Current Syllabi".

Students will maintain a log of hours spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, students will document their field observations, connections to concepts studied in EDUC 350, analyses, and questions. A minimum of 15 field observation reports is required. The format to be used will be explained in class.

**Key skills/knowledge I'll be evaluating:**

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe key details, seeing both the "big picture" of the classroom and specific methods, interactions, etc.?
- Can you responsibly monitor your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and readings to your observations and provide an insightful analysis?

➤ **Interview Assignment (10 points)**

Select one of the following individuals to interview:

- ✓ *K-12 Public School Teacher*: One way to better understand what it is like to be a teacher is to talk to a real one! Interview one with at least 3 years of experience or one who has retired in the last year or two.
- ✓ *Senior Citizen*: Find someone 60 years of age or older and compare/contrast schooling in the past and at present!
- ✓ *Public School District Personnel Officer*: Go straight to the top and find out what the key local issues are as well as what districts are looking for when they hire new teachers!

Ideas for questions will be provided and you are encouraged to design your own questions. You will share your findings in class and turn in a written summary of the interview results, in narrative form, that will analyze the responses and provide personal reflections based on readings and class discussions.

**Key skills/knowledge I'll be evaluating:**

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?
- If you were not sure of answers, did you ask your interviewee for clarification so you understood? Did you use follow up questions to probe for deeper responses?
- Were the questions you created thought provoking?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?

➤ **Choice Book Report (and Oral Presentation) (10 points)**

Prepare a 2 -3 page essay (double spaced) on the teacher(s) whose experiences were chronicled in your Choice Book.

- ✓ How did the teacher(s) in your book tell his/her story (ies)?
- ✓ How did the teacher(s) learn about the students and their needs?
- ✓ What did the teacher(s) do to address the students' needs?
- ✓ How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester?

You must make explicit connections to coursework, and you must relate the book to your own thinking about teaching. All students selecting the same book will work together to prepare a group "dramatic" presentation to share your knowledge and insights with other students.

**Key skills/knowledge I'll be evaluating:**

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

➤ **Current Events in Education (5 points)**

Sign up for a date when you will be responsible for presenting an item from the week's news in education. The item may be from the internet (e.g., [www.edweek.org/](http://www.edweek.org/)), newspaper, or magazine, and may pertain to local or national/international issues. You will summarize and present the importance of the news for your classmates in 2 - 3 minutes.

**Key skills/knowledge I'll be evaluating:**

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

➤ **School Law and Diversity (10 points)**

Details for this written report are provided at the end of this syllabus.

➤ **Contemporary Issues Research (15 points)**

Choose a major contemporary issue in education that interests you and a partner. Research the issue together and prepare a 20 minute oral report to share in class. The presentation should provide a description of the issue, its pros and cons, an analysis of the issue's implications (the "so what"), and a summary or conclusion.

At the time of your presentation each partner group will provide a one page typed abstract as well as a selected reading list (10-15 references in bibliographic form) for each class member. The instructor's copy should include each member's name and a description of each person's role in researching the topic and developing the presentation. Each group will also be responsible for developing a peer and self-evaluation for their presentation that will be given to the instructor after the oral presentation is completed. Selected members of the class will use the peer evaluation, and the group presenting will use the self-evaluation. Additional guidelines, format, and suggested topics will be discussed in class.

**Key skills/knowledge I'll be evaluating:**

- Do you understand a major issue affecting education and can you speak intelligently to your peers?
- Did you read from enough sources to gather relevant information and then present this in a synthesized manner?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation)?
- Did you present your information confidently, creatively, concisely and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Did you develop an appropriate abstract and bibliography?

➤ **Personal Philosophy of Teaching, Learning, Schooling & Inclusivity (15 points)**

To summarize your learning in this course, help you to clearly articulate your emerging beliefs about teaching, learning, schooling, & inclusivity, and prepare for future interviews, you will be asked to submit a paper (approx. 4 to 6 pages, typed, double-spaced) in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning and schooling. In preparing this assignment you will develop the paper over the course of the semester and will experience the process of drafting, giving and receiving reader response, and revision as stages of the writing process (experiencing firsthand what you should do as a teacher with your students). More information about the paper will be given in class.

**Key skills/knowledge I'll be evaluating:**

- Did you draw on all your resources/experiences (not just the book) to write your philosophy?
- Are you clear about your own beliefs? Did you address the needs of all learners?
- Can you articulate your ideas fluently and coherently with correctness?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of teaching, learning, schooling and inclusivity?

---

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

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

**Assignment Values:** (100 points)

Additional instructions regarding course assignments will be handed out in class.

- Participation and Professionalism 10 points
- Reading Response Log 10 points
- Field Experience Observations 15 points
- Interview Assignment 10 points
- Choice Book Report/Presentation 10 points
- Current Events in Education 5 points
- School Law and Diversity 10 points
- Contemporary Issues Report 15 points
- Personal Philosophy of Teaching 15 points

**A Holistic View -- Grading Rubric: EDUC 350**

**This course will begin to prepare you for a career in which you will significantly impact human lives. No amount of training will ever be enough. Giving less than 100% is not sufficient. Therefore, your instructor assumes that everyone in the class will aim to perform at the highest level possible.**

Following are characteristics of an “A” student.

**An “A” student is one who:**

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces papers that reveal a commitment to self-discovery and learning.
- produces papers at a professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- contributes to the positive environment of the class by respecting all members.
- completes the Personal Philosophy of Education paper to reveal significant understanding of the complexities of the education profession and to demonstrate learning around course goals.
- completes all field experience work (45 hours, 3 different settings, & 15 reports) with high quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

### EDUC 350 -- Anticipated Schedule

<b>Wk</b>	<b>Date</b>	<b>Topic</b>	<b>Reading (Logs)</b>	<b>Assignment</b>
1	8/30	Course Introduction Why Teach?		
2	9/6	Education in an Age of Change	TT: 1	<i>Current Events (CE) # 1</i> small photo for me to keep
3	9/13	Becoming a Professional Educator	TT: 2	<i>CE # 2</i>
4	9/20	Challenges of School Reform	TT: 3	<i>CE # 3</i> Interview Assignment
5	9/27	Profiles of Today's Learners	TT: 4	<i>CE # 4</i> Ed Philosophy – Draft 1
6	10/4	Responding to Diversity	TT: 5	<i>CE # 5</i> Field Observations 1-5
7	10/11	Needs of Exceptional Learners F.A.T.City	TT: 6	<i>CE # 6</i>
8	10/18	Contemporary Issues partner work – Part I – Library		
9	10/25	Lives & Work of Teachers – Choice Book		<i>CE # 7</i> CB Presentations/Report
10	11/1	Contemporary Issues partner work – Part II – Presentation		
11	11/8	Curriculum & Instruction	TT: 7 & 8	<i>CE # 8</i> CI Groups # _____ School Law & Diversity paper
12	11/15	Management & Discipline	TT: 9	<i>CE # 9</i> CI Groups # _____ Field Observations 6-10
13	11/22	Including Inclusion	CIS: 1, 2, 3, & pp. 125-135; 162-167	<i>CE #10</i> CI Groups # _____ Ed Philosophy--Draft 2
14	11/29	Social & Philosophical & Historical	TT: 11 & 12	CI Groups # _____ Ed Philosophy Final Paper
15	12/6	Legal Issues © Final Discussions ☺	TT: 14	Field Observations 11–15 + Log

**EDUC 350  
READING LOGS**

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

FORMAT

\*Reading Logs should be typed.

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

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

\*Use the left column to write a summary of the reading. This may include quotes (note page number), prose and bulleted points of information. Choose the key points that YOU feel are most essential.  
Aim for 5 to 7 points. When two chapters are assigned select 3 points from each chapter.

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

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

**RESPONSE TO READING LOGS**

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

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

---

\*\*Example Format for Headings\*\*

Suzy Smarts  
EDUC 350  
1/27/05  
Reading: TT - Chapter 4

(Nickname) 17

SOURCE	COMMENTS

## 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. (passed out 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. In writing, 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 on the date assignment is due.

Note – It is suggested that you use one page (double spaced) to address each of the 5 laws or court decisions. Identify the law at the top and then provide your rationale.

## 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 plan 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.

### Court Cases Influencing Special Education

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.

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

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<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