

EDUC 350: Foundations of Teaching as a Profession
Sec. 3: TTh 2:30-3:45 PM; UH 441; CRN 41751
California State University San Marcos
Fall 2004

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

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

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

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

(adopted by COE Governance Community, October 1997)

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

(approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate a knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, 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. A minimum grade of C+ is required in Educ 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. In this section of Educ 350, the instructor has adopted this additional policy: If you miss three class sessions, you cannot receive a grade of A or A -; if you miss four class sessions, you cannot receive a grade of B+ or B.

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 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, iLEARN/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.

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.

Class Discussions 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:

Armstrong D.G., Henson, K.T., and Savage, T.V. (2004). *Teaching Today* (7th ed.). Merrill Prentice Hall.
Villa, R. A. and Thousand, J. S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1, 2, 3, p. 125-135 and 162-167)

One of the Following "Choice Books":

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.
Jennings, K. (Ed.). (1994). *One Teacher in 10*. Los Angeles: Alyson Books.
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 and grading:

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| Interview of a teacher
Details will be given in class. The written report is due on September 14. | 10 points |
| Classroom observation reports
Using the classroom observation instrument provided in class, write up fifteen 30-minute observations in your field sites. Submit five of these on the dates on the course schedule. | 15 points |
| Essay: First-hand Accounts of Teachers
Prepare a 3-page essay on the teacher(s) whose experiences were chronicled in your choice book. How did the teacher(s) in your book tell her/his/their 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 did the teacher(s) find fulfillment in the career of teaching? 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. You and the others who read the same book will share your book to your classmates in a creative presentation. | 10 points |
| School Law and Diversity
Details will be given in class. | 10 points |
| Contemporary issues research
Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) a partner with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue. Reports to the class will be spaced out over the class periods during the second half of the semester. When you present your research orally, provide a one-page summary and a reference list for your classmates. | 15 points |

Current events in education 5 points
Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national/, or international issues. You will summarize and present the importance of the news for your classmates.

Personal philosophy of teaching, learning and schooling 15 points
Details will be given in class.

Reading log 10 points
The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be 1 paragraph in length. Log entries must be submitted by email using the course website by Monday at noon each week. In the subject line of the email, please use this format: AHS ch. 1.

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. In extraordinary circumstances, if you do not have access to email for a timely submission, you may fax the log entry to me by Monday at noon at 760-750-3352 with the same heading, and with my name on the fax cover sheet.

Participation & attendance 10 points
This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities.

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

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