

California State University San Marcos
College of Education
EDUC 350B: Foundations of Teaching as a Profession
4:00-6:45 P.M. Mondays 3 Units

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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.

Required Materials:

Armstrong D.G., Henson, H. T. and Savage, T. V. (2005) Teaching Today, Merrill Prentice-Hall (7th edition).

Villa, Richard A. and Thousand Jacqueline S. (1995). Creating an Inclusive School, Alexandria, VA: Association for Supervision and Curriculum Development.

A book to be chosen in class for study group.

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

Authorization to Teach English Language 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 “Creating an Inclusive School” and articles past out in class.

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

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. If you miss two class sessions, are late (or leave early) to more than three class sessions, you can not receive an “A”. If you miss three class sessions, your highest possible grade is a C+. Should you have extenuating circumstances, contact the instructor as soon as possible.

Credential Program Recommendations: As one of several evaluation methods, the 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.

Each student will maintain a journal, documenting interesting observations; analysis and questions generated from observations of classrooms in various educational settings (see guidelines for field experience. Written reports of these visits and the observation forms will be submitted on three dates listed on the tentative class schedule. These reports will be included in determining your final grade.

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). Keep an electronic copy of all assignments for use in your teaching portfolio.

TPE 12: Professional, Legal, and Ethical Obligation: Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They 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. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

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 be expected to actively participate. You will do a self-evaluation twice in class, once half-way thru the course and again at the end. This will be completed in class.

Assignments:

Interview of a teacher (10%)

Details at end of syllabus

Classroom observation reports (10%)

Details at end of syllabus

Community Study (15%)

Group project, details at end of syllabus

School Law and Diversity (10%)

Details at end of syllabus

Contemporary issues research (15%)

Details at end of syllabus

Current events in education (5%)

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 (10%)

Details will be given in class. Written Philosophy will be due November 8th.

Reading Responses (10%)

It is important to "keep up" with the assigned reading so that discussions and information presented in class enhance and build upon your understanding of the concepts. Remember a reading response is not a summary but rather your thoughts and how it applies to you. Responses must be brought to each class session and kept in a notebook to be turned in 3 times during the course; October 4th, November 15th, and Dec. 13th.

Teachers in the Movies (5%)

Details at end of syllabus

Participation and Attendance (10%)

Guide for Community Study

Task: Work in groups of 3 or 4 to gather information about the school community and its resources. Create a unified presentation which informs others about the school community and engages them in viewing the community from its six different perspectives.

Organization Strategies:

- Where will you meet?
- What time will you meet?
- What individual assignment do you need to accomplish?
- How will you present your information? Maps, pamphlets, charts/visuals, multimedia, powerpoint, photographs, etc.

View your school community from these six perspectives:

Anthropologist: How does the community organize for art, entertainment, and other activities?

Historian: How has the community changed over time?

Geographer: How has the geography influenced the community?

Economist: What kinds of work are done in the community?

Sociologist: What groups-families, schools, businesses, and the like-operate in the community?

Political Scientist: How does the community organize itself to provide services?

Questions to stimulate the process:

- What is at the heart of our community and culture
- What are the issues or problems in our community?
- What knowledge and experiences do your students bring to school?
- What resources do we have in our community to link to our students and school?
- What activities, reading or experiences will support our students in learning?

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

Criteria for effective Community Study Presentation

Descriptors	Highly Effective	Effective	Somewhat Effective	Needs Some Work
The presentation offers important community facts and information that a new teacher needs to know.				
The presentation is comprehensive, incorporating views of the anthropologist, historian, geographer, economist, sociologist, and political scientist in a cohesive and informative manner.				
All group members participated actively and responsibly in the preparation and presentation of the community study.				
The method of presentation is aesthetically pleasing. Visuals add to the clarity of the information presented.				
Overall, the presentation offers a clear sense of the community so that the teacher has valuable information to inform and enhance his/her teaching.				

Education 350
Foundations of Teaching as a Profession
Teacher Interview

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

Suggested questions

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

Analysis:

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

EDUC 350 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:

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 (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.

Reflection and Applications:

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities. In writing 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. Give a rationale (one paragraph) for each selection. Why is it important to you? How might it affect your teaching?

Group Presentation on a Contemporary Issue

Students will work in pairs to research an educational issue, either from the topics presented to you in class or one you propose to the instructor. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue. Reports will be spaced out over the class periods from November 22nd to December 13th. On the day of your presentation provide a one-page summary and a reference list (at least 10 items) for your professor and classmates.

Teachers in the Movies

Teachers, in the movies, are depicted in many different ways, some of which are accurate, most of which are less accurate. However, we certainly be moved and learn some lessons from those teachers. In this assignment, you will choose a movie about a teacher, rent it, answer the following guide questions, and come prepared to discuss it in class. You will need to turn in the answers to your guide questions on the day of discussion (September 27th).

Response viewing questions:

Before Viewing: Have you seen this movie? What scene do you remember most? Why? If you have not seen this movie, why did you choose it?

During Viewing:

1. Who is the primary teacher in the movie? Is s/he a protagonist or antagonist? Choose 3 adjectives to describe him/her.
2. Describe the students in 3 sentences or less. In your opinion, what do these students need most?
3. What is the primary conflict in the movie? Who is the source of the conflict?
4. Describe an effective management strategy a teacher uses. (It may or may not be the primary character.)
5. Describe an ineffective management strategy a teacher uses. (It may or may not be the primary character.)
6. Describe an effective teaching strategy a teacher uses.
7. Describe an ineffective teaching strategy a teacher uses.

After viewing:

1. Write down one quote that makes an important point to you.
2. Would you want to be in this teacher's classroom? Why/why not?
3. In your opinion, is this an accurate depiction of what teaching is really like?
4. If the media were the primary vehicle by which the general public gets its information, what would their opinion be of teachers as a result of watching this movie, or would it be accurate or a dangerous opinion?

Personal Philosophy of Teaching, Learning, and Schooling

Organize your thoughts in a way that expresses your beliefs about schools, teaching and learning. Articulate your thoughts so that your reader is able to form a picture of the teacher you hope to become. Think of your audience as the hiring committee of a school district in which you passionately hope to teach. You want your audience to connect your name and face with a distinct set of beliefs. Your philosophy should reflect your beliefs about teaching and learning, and your view of the social context of schools for the 21st century in a multicultural society. You should demonstrate professional vocabulary as you discuss your beliefs and knowledge. (2-3 pages)

Rather than simply responding to a series of questions, you should organize your thoughts in a way that makes sense to you. Identify some themes or an approach to teaching that expresses your beliefs as they have evolved this semester. Then articulate these so that your reader/listener is able to form a picture of the teacher you hope to become.

Tentative Schedule

Date	Topic	Reading	Assignment Due
8/30	Course Overview, Why Teach? Teacher Interview		Sign-Up for Current Events
9/6	Holiday-No Class		
9/13	Field Experience Requirement Schooling in a democracy	AHS ch. 1, 2, 3 Amazing Grace ch.1	Current Events Bring fieldwork information from COE website Teacher Interview
9/20	History of U.S. Schools	AHS ch. 11 Amazing Grace ch.2	Current Events Form Community Study Groups
9/27	Philosophical perspectives	AHS ch. 12 Amazing Grace ch.3	Current Events Observation 1 (Focus)
10/4	The lives and works of teachers	AHS ch. 7, 8, 9 Amazing Grace ch.4	Current Events Teachers in the Movies Reading Journal Due
10/11	The lives of our students	AHS ch. 10 Amazing Grace ch.5	Current Events Observation 2 (Focus)
10/18	Who are our Students	AHS 4,6 Amazing Grace ch.6	Current Events School Law & Diversity
10/25	Inclusion	AHS ch 5 VT 1, 2, 3, & pp125-135 & 162- 167	Current Events
11/1	School Finance	AHS ch 15	Current Events Community Study Due
11/8	School Curriculum	AHS 14	Current Events Draft of Philosophy
11/15	School Reform	AHS 13	Current Events Reading Journal
11/22	API scores Standards and assessments		Current Events 1 st Group Contemporary Issues
11/29			Current Events 2 nd Group Contemporary Issues 3 rd Group Contemporary Issues
12/6	Guest Panel Discussion		Focus 3 Observations Current Events Reading Journal 4 th Group Contemporary Issues 5 th Group Contemporary Issues
12/13	Wrap up		6 th Group Contemporary Issues Observation Logs