

**EDUC 350: Foundations of Teaching as a Profession**  
**Section 8: MW 11:00-12:15 UH 440**  
**California State University San Marcos**  
**College of Education**  
**Fall 2003**

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and 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 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, 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. (2001). *Teaching Today*. Merrill Prentice Hall.  
 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)  
 Kozol, J. (1995). *Amazing Grace: The Lives of Children and the Conscience of a Nation*. Harper Perennial.

**Assignments**

**Interview of a teacher (10 %)**

Details will be given in class. The written report is due on Sept. 17.

**Classroom observation reports (15 %)**

Using the classroom observation instrument provided in class, write up fifteen 30-minute observations in your field sites. Submit on the dates indicated in the calendar

**Community Study (15%)**

Details will be discussed in class. The group presentations are due Nov. 3, 5

**School Law and Diversity (10%)**

Details will be given in class. The written report is due on Nov. 19.

**Contemporary issues research (15 %)**

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 from Nov. 17 through Dec. 17. When you present your research orally, provide a one-page summary and a reference list (at least 10 items) for your classmates.

**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/](http://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 due on Nov. 12

**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. Scaffolding information for your own students will be essential in their learning as it is in yours. A

reading response is not a summary of what you read. Rather, it is what you think about what you read, how it applies to you, what it reminds you of, etc. The weekly responses should be about a paragraph in length. You will submit text responses by e-mail each Monday by 9:00 a.m. Or, you may bring a hard copy of your response as a “ticket” to class. For responses to *Amazing Grace*, we will use a **Buddy Journal Reading Response**. The buddy journal is an effective strategy for students who are limited English proficient (LEP) as well as for other students. It is a written dialogue you and a partner will have about what you are reading. You may actually exchange journals or conduct your written dialogue by e-mail. **You will hand in responses and an analysis of the journal process on Oct. 4.** 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.

### ***Participation & attendance*** (10%)

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.

### **Summative Assessment Rubric**

**A=Exceeds Expectations:** The student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**B=Adequately Meets Expectations:** The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**C=Minimal Performance:** The student’s skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

**Schedule Subject to Change**

<b>Dates</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
Sept. 3	Why Teach?		
Sept. 8, 10	Field experience requirement Schooling in a democracy	AHS ch. 1, 10	Current events Bring fieldwork info. From syllabus
Sept. 15, 17	Becoming a teacher Credentialing in CA	AHS ch. 2, 3	Current events Bring draft of Teacher interview to share in writing group on Sept. 15. Final Draft due on Sept. 17
Sept. 22, 24	History of U.S. Schools	AHS ch. 11	Current events Observations 1, 2
Sept.29, Oct.1	Philosophical perspectives	AHS ch. 12	Current events Observations 3, 4
Oct. 6, 8	Philosophical perspectives		Bring draft of personal philosophy to share with writing group on Oct. 6 Current events Observations 5, 6
Oct. 13, 15	The lives and work of teachers	AHS 7, 8, 9	Current events Observations 7, 8
Oct. 20, 22	The lives of our students	AG 1-3	Current events Observations 9, 10
Oct. 27, 29	The lives of our students	AG 4-6, epilogue	AG Buddy Journal Analysis Current events Observations 11, 12
Nov. 3, 5	Who are our Students?	AHS ch. 4, 6	Community Study Presentations
Nov. 10, 12	Inclusion	AHS ch. 5 VT 1, 2, 3 & pp. 125-135 & 162- 167	Current events Bring revised draft of personal philosophy to share with writing group on Nov. 10. Final Draft due on Nov. 12
Nov. 17, 19	School finance	AHS ch. 15	Bring draft of School law and diversity paper to share with writing group on Nov. 17 Final draft due on Nov. 19 Some issues presentations
Nov. 24	Standards and assessment		Current events Some issues presentations
Dec. 1, 3	School Curriculum	AHS ch. 14	AHS ch. 14 Observations 13, 14, 15
Dec. 8, 10	School reform	AHS ch. 13	Current events Some issues presentations
Dec. 15, 17	Presentations		Some issues presentations

## Personal Philosophy of Teaching, Learning and Schooling

The purpose of this assignment is to articulate your emerging beliefs about teaching, learning and schooling. The paper should be 4 to 5 pages double-spaced, and is due on May 6. Rough drafts are due in class on the assigned dates; peer editing will be part of the class session each time.

Rather than simply responding to a series of questions, you should organize your thoughts in a fashion that makes sense to you. Identify some themes or an approach to teaching that expresses your beliefs as they have evolved this semester. Then articulate these so that your reader/listener 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 hope to teach. You want your audience to connect your name and face with a distinct set of beliefs. Now, what are those beliefs?

Following are a couple of possibilities. It is up to you to modify them to suit your professional personality or to devise an approach that serves you better.

To get you going, here is one possible approach to the assignment. But recall what you just read: You need to compose your own approach to this assignment. If the approach below appeals to you, tailor it so that your beliefs show through. Do not submit a series of responses to these particular questions. Address yourself to the issues you (that is, you, personally) are grappling with as you think about becoming a teacher.

**Here's one possibility:** You notice that the assignment asks you to address three interrelated concepts: teaching, learning and schooling. First, what is teaching? (What are the purposes of teaching? Is the teacher the source of knowledge? Is teaching a one-way or two-way venture? How will you decide what to teach? Do you consider yourself a teacher of students, or of content, or both? Is teaching better described as a set of skills and knowledge, or as a set of values and attitudes? What is it about teaching that you most look forward to, and that you most fear?) Second, what is learning? (What is knowledge? If you teach and students don't learn, whose problem is that? When will you know that students have learned something? Are students empty vessels into which you will pour knowledge? What does learning mean for students of different abilities? What does learning mean for different ethnicities/genders/classes? Do all students need to learn the same thing?) Finally, what is schooling? (What are schools for? How is schooling in a democracy different from schooling in a totalitarian state? What responsibilities do you have as an employee of the public, and what happens when you disagree with public policy? What about when you disagree with parents?)

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

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.

**Content Relevance:** The research connected to the particular needs of students in this area. Anyone reading this paper would have no doubt as to your beliefs regarding students and learning.

**Another possibility is to write a teaching metaphor**

Teaching Metaphor

When you want to express your personal reactions, you often must go beyond literal meanings. You do so by using figurative language. A metaphor can be a universal experience or a form of figurative language in which the writer makes an implied comparison between two unlike items, equating them in an unexpected way, e.g., Teaching as directing a symphony or building a road or sailing a ship. Because metaphors are compressed similes and have economy of expression, they can convey ideas with considerable power. Next week you will turn in the following assignment: Discuss those critical incidents that prompted the decision to become a teacher and have most profoundly influenced how you think of yourself as teacher. Based upon your personal history, identify a metaphor that best captures how you think of yourself as teacher. Explain how your metaphor describes you and your anticipated teaching style. You will be asked to share your metaphor with the group. (see attached rubric)

Criteria for Teaching Metaphor/Essay

Writer's Name \_\_\_\_\_ Rater's Name \_\_\_\_\_

In each criteria , the **writer should perform a self-assessment** by placing a check ( / ) in the appropriate box. After reading, the rater should place an X in the appropriate box. Any discrepancies can be explained in the comment section below or in a writing conference.

criteria (check appropriate box)	very competent	competence	limited competence	not yet	comments
follows an organizational pattern particular to its type					
contains an introductory statement or paragraph stating the metaphor					
contains a summary statement or paragraph reflecting on the development of the metaphor in the paper					
develops the metaphor with examples, facts, details, anecdotes, etc., that are powerful and pertinent					
shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension					

comments:

## **EDUC 350 Law and Diversity Assignment Fall 2003**

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](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. 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?

### **Criteria for Assessment using a modification of the 6-traits model.**

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

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.

**Content relevance:** Five laws and court decisions are clearly outlined. Two of the five laws relate to special education. The rationale for your choices clearly relate to your own teaching and belief system.



## Guide for Community Study

Purposes:

- Work together to gather information about the school community and its resources.
- Create a unified exhibit 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 assignments do you need to accomplish?
- What approaches will you use? Maps, pamphlets, charts/visuals, tape recorder/interviews, multimedia, PowerPoint, photographs, music, handouts, etc.

View your school community from these six perspectives:

Anthropologist: How does the community organize for art, entertainment, 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 an 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.				

**Assignment/ Sheet**

Name: \_\_\_\_\_ ph. \_\_\_\_\_

e-mail \_\_\_\_\_

Teaching area of interest (grade level, subject area) \_\_\_\_\_

Experiences working with children/adolescents \_\_\_\_\_

\_\_\_\_\_ Interview of a teacher (10%) Due Sept. 17

\_\_\_\_\_ Classroom observation reports (15%) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

\_\_\_\_\_ Community Study (15%) Due Nov. 3, 5

\_\_\_\_\_ School Law and Diversity (10%) Due Nov. 19

\_\_\_\_\_ Contemporary issues research (15%) Due Nov. 17-Dec. 17

\_\_\_\_\_ Current events in education (5%)

\_\_\_\_\_ Personal philosophy of teaching, learning and schooling (10%) Due Nov. 12

\_\_\_\_\_ Reading Responses (10%) Due weekly

## **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.

Your classroom observation entries should follow the format below:

- Your name
- School name
- Type of classroom/grade/subject
- Day of the week/date/time/number of teachers and assistants/number of students in class.
- Demographic characteristics of the site and classroom.
- Assumptions/expectations you have about this observation. What do you think you're going to see? What assumptions do you have about these particular kinds of students and teachers or about this class?
- Focus of your observation and a description of what you saw within this focus—don't try to observe everything. Zero in on a few key points and how they affect the big picture of the classroom.
- Analysis of the observation—comparison with classroom discussions and readings *and* ways in which your assumptions/expectations were accurate or inaccurate.
- Questions for discussion or exploration.

Type your entries on your own paper. Do not write them by hand. You should respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

**Classroom Observation Entry # \_\_\_\_\_**

Your name: \_\_\_\_\_ School name: \_\_\_\_\_

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

Day of the week/Date/Time: \_\_\_\_\_

Number of teachers and assistants/Number of students: \_\_\_\_\_

Describe the demographic characteristics of this site/classroom: \_\_\_\_\_

Assumptions/Expectations/Questions I have about this observation (concerning the teachers, students, class, etc.):

Focus of observation/Description (highlights) of what I saw around this focus:

Analysis of observation—connect back to course work and to above assumptions, expectations and/or questions:

Questions for discussion or exploration:

## EDUC 350 OBSERVATIONS: TOPICS FOR WRITTEN ENTRIES

The following is a list of areas to guide you through your actual field experience. You may wish to focus on one or more of these areas during observations. Some areas will require you to obtain information from the teachers and some will be evident through the observation process.

**Room arrangement** (the physical lay-out of the room: does it support or get in the way of instruction? do the students move around the room for different phases of instruction?).

**Classroom rules and procedures** (are rules posted? who generated the rules? do you see them enforced consistently? do students seem to know what the teacher expects? has the teacher made his/her "invisible" expectations visible to the students?).

**Organizing student work** (how do students submit finished work? how does the teacher return work? are there provisions for redoing/resubmitting work? what provisions are in place for students who are absent?).

**Behavior management strategies** (how does the teacher get compliance from the students in the area of acceptable behavior? do students understand expectations? is the teacher consistent in attending to students' behavior?).

**Planning for instruction** (is there evidence of lesson planning? does the teacher do long range and short range lesson planning? are instructional materials readily available?).

**Conducting instruction** (does the teacher make provisions for active learning? how does the teacher view his/her role during instruction? do all students have a chance to participate? what materials were used in the course of the lesson? what variety of instructional approaches are used? does the teacher use wait time and prompting responses to increase involvement? is cooperative learning in evidence?).

**Managing small groups** (are there any small group instructional sections? how are students selected for small groups [assigned/choice; heterogeneous/homogeneous]? are the small groups permanent or flexible? what are the students doing who are not involved with the teacher?).

**Classroom diversity** (how diverse are the students—in ability, learning styles, ethnicity, linguistic background, socioeconomic status? how does the teacher attend to differences among the students? how does the teacher adapt instruction for students with special needs, or for English learners ["sheltered instruction"]?).

**Communication skills** (comment on the clarity of instructions. do students understand what they are to do when a sequence of instructions are given? does the teacher depend only on verbal communication skills or are there also visual prompts to accompany verbal instructions? what does the teacher's non-verbal communication indicate [body language etc.]?).

**Evaluating student progress** (how does the teacher know if objectives for instruction have been met? does the teacher ask for response to oral or written questions during the lesson and/or observe students during the lesson? what informal documentation is maintained? what "counts" for grading purposes: worksheets, homework, tests, portfolios, presentations, projects?)

**Flexibility** (what evidence of flexibility do you see in the teacher's behavior and the learning environment? do you see evidence of any "teachable moments" [unplanned events being turned into effective learning

experiences with students]? does the teacher use student remarks or interest to "reroute" or enhance a planned lesson?).

**Students** (how do you think students perceive their roles as learners in the room? what opportunities do they have for interactions with each other? do interests of learners help guide instruction? are students active participants in the learning process?).



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.

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\_\_\_\_\_ 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** \_\_\_\_\_