

EDUC 350: Foundations of Teaching as a Profession
Monday/Wednesday, 1:00 – 2:15 PM, UH 441; CRN 20099 (3 units)
California State University San Marcos Spring 2010

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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 special education law, and *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations:

Students are approved for services through the Disabled Student Services Office (DSS). This office 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.

All University Writing Requirement:

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written 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 presentation 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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

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 two class sessions, you cannot receive a grade of A or A -; if you miss three 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 fifteen (15) hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the COE syllabus webpage, at the top of the list of syllabi for this semester. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement 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, WebCT6, 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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?
- In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Teaching Performance 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 student-centered 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:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everyone’s Children: Equity, Empowerment*

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4 Approximately \$12 - 25

Assignments and grading:

1. Reading log 15 points

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In your reading logs, do not just summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Students are expected to read and submit a 2 to 3 page paper summarizing at least 5 articles selected from magazines, and/or professional journals. The articles chosen should relate to education in general and/or topics mentioned in the text or class discussion. The instructor will furnish several of the articles or select items from the textbook. Reading logs will be due on a specific date and may be accepted late with a reduction in grade. You may be asked to share these articles with other students

Entries for the log should provide the following:

Title, source, personal reflections and date of the article, and Log #-i.e. "Log #3.

*Optional -Students may substitute a short oral report for one Reading log. If you select this option, choose an educational issue that interests you or from topics approved by the instructor

2. Teacher Interview 10 points

Details appear on page # 5. The written report is due on 2/3.

3. "The Outsider" an essay dealing with Inclusion in Special Education and Diversity 10 points

Details appear on page #5. The written report is due on 3/8.

4. Classroom observation reports 20 points

Using the classroom observation instrument, write up observations from various grades and school sites. Submit one set of your observations on each of the dates indicated on the course schedule. Download forms from csusm.edu/coe/syllabus website. More details on this assignment are listed on page 6. Observations are due on: 2/24, 3/17, 4/7, 4/21, & 5/5.

5. Personal philosophy of schooling, learning and teaching 10 points

You will write a 3-4-page paper describing your philosophy of schooling, learning and teaching. Assignment is described on page 6. Due date. 4/5.

6. Participation and attendance 5 for each 10 points total

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. See details on page one w in "Class Discussions and Participation."

7. Technology-School district comparison 5 points

See page # 7. It is due on 3/22.

8. Occasional "tests" or quizzes: Details will be explained in class.....5 points

9. Final Exam: Details will be explained in class.15 points

The total number of points earned out of 100 points possible will determine your grade.

- A = 95-100
- A- = 90-94
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 75-79
- C = 72-74
- C- = 70-71
- D = 60-69
- F = 0-59

Assignment #2 Interview of a Teacher

In this assignment, you will interview a teacher and write a 3-4 page summary of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

Gathering information:

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?

What were/are the teacher's goals for the education of students? Have these goals changed over the years?

What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why did he/she move?

What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?

How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?

What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?

What does the teacher think of current "hot issues" in education such as the California High School Exit Exam and the No Child Left Behind Act? How does the teacher take action to address new reforms that impact his/her classroom?

What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. *Protect your teacher's confidentiality by using a pseudonym and masking identifying details.*

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher?

Criteria for evaluation:

Exemplary papers are characterized by:

- Completeness of description of the teacher's experiences and views
 - Explanation of how the teacher interview relates to your thinking about teaching
 - Integration of coursework (readings + discussions) into the analysis
 - Correct grammar, syntax, and spelling
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Assignment #3: The Outsider

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 school years. After reading the assigned chapters in the Villa-Thousand text and whatever related items you have studied, write a reflective essay (2 to 3 pages) in which you comment on your own school experience in which you may have felt like an “outsider”. Reasons could include differences due to gender, religion, physical appearance, beliefs, or family situation etc. Make at least one specific connection to the basic text.

Consider the following:

What personal characteristics fostered your feelings of being an outsider?

How did you react to and cope with the situation and did you share your experience with any teachers or other school personnel? Did any of them assist you? What could school staff, parents or friends have done to help?

In what ways did this experience change you? Did you “learn from this experience?”

How might this experience make you a more sensitive and effective teacher?

Assignment 4: Observation Guidelines for Classroom Observations

Choose the locations for your field experience observations early and carefully. Make copies of the introduction letter, as you may need one when you meet with the school principal or secretary. I suggest you call ahead and ask for an appointment to observe and explain the purpose of your visit. Plan ahead as it may take a week or more for the school to arrange an observation visit. Depending on the time you have available, you may wish to explain that you would like to observe in several different grades or classroom settings.

You **must** visit the following grade levels/school settings to include in your 45 hours of observation.

- Primary classrooms (grades K-3)
- Upper grades (4-6)
- Middle school grades (6-8)
- High school grades (9-12)
- Special Education (RSP or SDC)
- *Bilingual (if available)

Complete an **observation form** for each classroom you visit. Each observation should last at least 30 minutes. Your observations will be collected in **five sets** (dates will be listed on a tentative classroom schedule distributed the first day of class). Each group of observations should include a general overview highlighting items you especially noticed during this particular set of observations. Please **type** your observations on the form provided or create your own using a similar format. All observation entries should include the following information:

- ❖ Your name
- ❖ School Name
- ❖ Type of classroom (grade or subject)
- ❖ Date and number of minutes you observed
- ❖ Number of students in the room
- ❖ Analysis of the observation-try to compare what you saw with class discussions or readings and your reaction/opinion to what you observed
- ❖ Include any questions you might like to ask the teacher. You don't have to ask them- I just want to know what you are thinking.

Assignment #5: Philosophy of Schooling, Learning, and Teaching

Paper Introduction

Name your philosophy (or combination of philosophies) as described by the basic textbook in Ch 6. Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.? Describe the level of schooling and subject field(s) you hope to teach.

Nature of schooling

Describe what you believe is the purpose of schooling in a democracy.

How will you as a teacher help achieve these purposes?

Give 1-2 examples of how this will look in your classroom/career.

Nature of the learner

Describe what you believe is the nature of the learner.

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

Give 1-2 examples of how this will look in your classroom.

Nature of the teaching/learning process

Describe what you believe is the nature of the teaching/learning process?

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

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

Give 1-2 examples of how this will look in your classroom.

Teacher dispositions and actions

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

Give 1-2 examples of how this will look in your career.

Conclusion

Recap your philosophy.

Assignment 6: Using Technology: Selecting a Community for a Teaching Position

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

Step 1. Assuming you were to actually be interested in a teaching position in this district. **Respond to the following list of questions** regarding information that might be important to have in order to make an initial judgment about what it might be like to work in this community and school district.

- a. What is the parent education level?
- b. What is the median family income?
- c. What is the median price of homes in the area?
- d. Select any other issues that might be important to you.
- e. Optional: call or email someone in the district to ask what are the main challenges or goals for the district/school for the next five years.

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

Step 3. Print out the website information you found most helpful. (Be selective -don't print everything you find and then attach to #4).

Step 4. Write a summary (one-page minimum) of what you have learned about the schools /district you have studied.

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. Annually developing or revising an Individualized Education Program (IEP) accomplishes this. 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" replaces 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 students 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 known 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 student's 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.

Various federal and state laws address issues concerning students with disabilities. 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 students are 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 11th 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.

U.S. Disability Law. Internet address www.law.cornell.edu/topics/disability.html

Laws Related to Special Education that Affect Teachers

By Jacqueline Thousand, Professor CSUSM

In her book, Contemplating Inclusive Education from a Historical Perspective, Dr. Thousand 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 brief 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 and www.ed.gov/offices/OSERS/IDEA.

Tentative CLASS SCHEDULE (as of 1/10/10)

Date	Planned Activity	Suggestions for the Next Class
1/19	Furlough Day ***	Read G & G text Chapters. 1 & 2
1/20	Discuss syllabus, field experience guidelines, teacher Interview and other course requirements. Building a learning community	Read G & G text Chapters.3 & 12
1/25-27	An overview of today's students. Discuss Text Chapters reading assignment -Review interview assignment	Read G&G text Chap. 12 and 3. Prepare Teacher Interview 2/3
2/1-3	Discuss Classroom Management and Historical roots of American education Collect Teacher Interview. R.L. #1	Read Villa/1000 text Chap 1 & 2 Prepare Log #1.
2/8-10	Discuss exceptional learners and their needs: school reactions--categorical programs: GATE, ELL, Title I, Special Education" Collect "Parents" Log #1 2/10	Review laws relating to Special Education in syllabus
2/-15-17	Review assignment # 3 "The Outsider." View "F.A.T. City" video, Distribute "Benny Reading Log #2"	Prepare Classroom Observations group #1
2/22 2/24	Furlough Day Turn in first group of observations.	Text Chapter 7 pgs. 250-256 & Chapter 9. Prepare "Benny" 3/1
3/1-3	Discuss assignment #6 "Technology" Collect Benny, School Governance, role of the state, county and local school districts, Supt./Board responsibilities, unions. Group process-Westminster S.D. Collect R.L. # 2	Prepare "The Outsider"
3/8-10	Collect The Outsider Discuss school practices in other countries -observe video Distribute TIMSS paper (3/10)	Assign # 6. Prepare Technology Prepare observations #2.
3/15 3/17	Furlough Day Classroom Observations #2	Assignment # 5.. Read G&G text Chapter 8.
3/22-24	Educational Philosophies Turn in assignment #6 (3/22)	Prepare Observations # 3 for 4/7
3/29	Spring Break Campus closed all week	Prepare Philosophy paper
4/5 4/7	Collect Philosophy paper.Discuss educational reforms Classroom Observations #3 Middle schools, Charters, Magnet programs. collect Classroom Observations 4	G & G text Chapter #5.
4/12 4/14	Accountability Standards, assessments, API,NCLB and other federal legislation (RTT). Distribute Reading Log Furlough Day	Text Chap. 10 pgs. 337-353. Prepare Observations # 4
4/19-21	Collect Classroom Obs. # 4. School Finance, developing a budget, income sources, expenditures, block grants etc	G&G text Chapter 11. Prepare Reading Log
4/26 4/28	View "First to Worse" Collect Reading Log Furlough Day	G & G Chap.6 &10. Collect take-home final exam Prepare observations # 5
5/3-5	Getting a job, surviving the first year- Distribute final exam for take home Classroom observations #5.	Turn in Final Exam
5/12**	Collect Final Exam, Wrap Up Activities	

Schedule is subject to change at the discretion of the instructor

*** Additional Furlough days 1/19. 2/22, 3/15, 4/14, 4/28.