

EDUC 350 & EDUC 350B: Foundations of Teaching as a Profession
Wednesday, 2:30-5:15 UH 441
CRN: 22078 and 21723
California State University San Marcos Spring 2008

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

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

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

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

(adopted by COE Governance Community, October 1997)

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

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

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate a knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and analysis of "School Law & Diversity," and/or *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy: College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. **In this section of EDUC 350, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point.**

NOTE: If you will be absent, notify the instructor via email, before class, so arrangements can be made to save handouts, etc. You should also submit that day's written assignments via Webct 6 to avoid deduction of points. Assignments are downgraded by 10% for each day late – after one week assignments receive no credit. Also, if you are given the option to revise your work, you must resubmit by the next class session.

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 affects 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.

WebCT: This course will have an online component using WebCT 6. We will go over use in class the first week and then students will be required to access resources and submit assignments on line using WebCT. However, do not use WebCT email. Communicate with the instructor through CSUSM email.

Electronic Communication (Email & On-Line Discussion) Protocol

Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact us, e-mail is often the easiest way to do so. It is our 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 form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to us, 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 active learning each class session, and will be expected to actively participate.

- Do you come to class and to your group prepared, with all the assigned readings done?
- 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 Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the written assignment & reflections.

Assignments and grading:

1. **Reflection of Teacher Panel** 10 points
Details are below. The written reflection is due on: 2/13/08
2. **Classroom observation reports** 25 points
Using the classroom observation instrument provided in the syllabus, write up 5 of your observations in your field sites. Each write-up should represent an observation of about 1 hour. Submit one of these on each of the dates on the course schedule, 2/6/08, 4/9/08, 4/30/08
3. **Inclusion Writing Assignment** 20 points
Details are below. The paper is due on: 4/23/08
4. **Research Project on Current Issues in Education** 15 points
Sign up for 1 date when you will be responsible for presenting the educational topic you have researched (5 minutes maximum plus 5-10 minutes of discussion). You will summarize and present the importance of the critical issue for your classmates.
5. **Personal philosophy of teaching, learning and schooling** 20 points
You will write a 3 - 4 page paper describing your philosophy of schooling, learning and teaching. Assignment is described below. The paper is due on: 3/19/08
6. **Participation & professionalism** 10 points
This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities.
7. **Teachers in the Movies** Extra Credit 5 points
(Make up credit option – Due within 2 weeks of absence) If you need to be absent you have the option to make up **one** absence by completing this extra credit assignment. See detailed assignment description in syllabus
8. **Choice Book** Extra Credit 10 points
Essay: First-hand Accounts of Teachers
Prepare a 3-page essay on the teacher(s) whose experiences were chronicled in your choice book. See detailed assignment description in syllabus. This essay must be turned in by: 4/30/08

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

A	=	94-100
A-	=	90-93
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
C-	=	70-73
D	=	60-69
F	=	0-59

EDUC 350 Reflection on Teacher Panel – Assignment #1

Questions and Listening: In this assignment, you will form questions regarding the various grade levels and the realities of teaching to pose to the panel of teachers who will be visiting our class on February 6, 2008. Two of your questions will be turned in the class period before the panel. You will listen and participate in the discussion as allowed. You will take notes during the discussion about facts and ideas specific to the different grade levels.

Analysis:

After collecting your information, think about what you have learned from these teachers. Focus on a few themes that best characterize what you have heard, especially as it relates to the differences in grade levels.

In your analysis, incorporate what you have been learning about becoming and being a teacher. How did the teachers fit within the material addressed in your readings and in class? What issues were raised through the discussion? What are the implications of the discussion as you think about becoming a teacher? **Be sure you include at least one reference to the readings/discussions we have had in class.**

Write a reflection about what you have learned and how the teachers impacted you and your knowledge of teaching and your decisions regarding being a teacher. Write at least one paragraph reflecting on something you heard from each person on the panel, especially relating to grade level. **This assignment should be at least 2 pages long, with a minimum of 3 paragraphs, at least one relating to each person that participated on the panel.**

This assignment is due 2/13/08.

Teacher Panel
EDUC 350

In this assignment, you will interview a panel of teachers and a principal in order to write a 2-3 page summary of what you learned from them. Your purpose is to gather information about their distinct philosophies and experiences.

Gathering information:

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?

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?

Come to class with at least two of your own questions.

You will have 45 hours of fieldwork, where you will be in a classroom observing and/or participating. You are required to write up 5 of your observations to turn in. Each report turned in should represent an observation of about one hour. Each report will revolve around a focus that you will study and observe while in the classroom. Before the observations, we will discuss the topics of each report.

Each of the 5 Observation Reports will be 1-2 pages long, **about 1000 words**. You will include a description or summary of the lesson and activities you saw, as well as a reflection of what was observed. All of your writing and reflection in this class should have connections to the coursework. Also, they should include your thoughts on how the observation might affect you as a teacher.

The following five pages are the Observation Report Templates. You may type right onto the Word documents and submit them to WebCT 6.

Classroom Observation Reports

Choose five of your classroom observations to write up for credit. These reports will include one from each of the four required settings (Elementary, Middle, High, Special Setting) plus one more from the setting of your choice. These will be due throughout the semester (see syllabus for dates). Each classroom observation report will follow the format below and will be approximately two pages in length, single-spaced (**approximately 1,000 words**). Respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

Classroom Observation Report #1 (Template)

Name:

Required Setting (Elementary, Middle, High, Special):

Focus of Observation: Room arrangement/Classroom rules & procedures/Teacher organization systems

Context:

- Day of the Week/Date/Time
- School Name/District
- Type of classroom (grade/subject/special program)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom (gender, race/ethnicity, languages, ability...)

Overview/Description of Class Session: Describe what you saw chronologically. Using bullets, list the step-by-step activities in which the teacher and students were engaged. Include relevant information about focus areas.

Analysis of Observation: Name 1-2 significant events and explain why you chose them for analysis. Analyze the observation and make reference to what you have learned/read in this course (e.g., Grant & Gillette, 2006, p. #). (This is one of the two most important sections of your write up)

Personal Impact: Articulate how this observation personally impacted your thinking about teaching, learning, and schooling. How will this observation inform your career as a teacher and why? (This is the other most important section of your write up)

Question(s): Conclude with at least one unanswered question you have as a result of this observation.

Classroom Observation Report #2

Name:

Required Setting (Elementary, Middle, High, Special):

Focus of Observation: Classroom Management/Behavior Management

Context:

- Day of the Week/Date/Time
- School Name/District
- Type of classroom (grade/subject/special program)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom (gender, race/ethnicity, languages, ability...)

Overview/Description of Class Session: Describe what you saw chronologically. Using bullets, list the step-by-step activities in which the teacher and students were engaged. Include relevant information about focus areas.

Analysis of Observation: Name 1-2 significant events and explain why you chose them for analysis. Analyze the observation and make reference to what you have learned/read in this course (e.g., Grant & Gillette, 2006, p. #). (This is one of the two most important sections of your write up)

Personal Impact: Articulate how this observation personally impacted your thinking about teaching, learning, and schooling. How will this observation inform your career as a teacher and why? (This is the other most important section of your write up)

Question(s): Conclude with at least one unanswered question you have as a result of this observation.

Classroom Observation Report #3

Name:

Required Setting (Elementary, Middle, High, Special):

Focus of Observation: Instruction: Planning, implementation, grouping (How was the lesson? What did you think of the way the teacher *taught*?)

Context:

- Day of the Week/Date/Time
- School Name/District
- Type of classroom (grade/subject/special program)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom (gender, race/ethnicity, languages, ability...)

Overview/Description of Class Session: Describe what you saw chronologically. Using bullets, list the step-by-step activities in which the teacher and students were engaged. Include relevant information about focus areas.

Analysis of Observation: Name 1-2 significant events and explain why you chose them for analysis. Analyze the observation and make reference to what you have learned/read in this course (e.g., Grant & Gillette, 2006, p. #). (This is one of the two most important sections of your write up)

Personal Impact: Articulate how this observation personally impacted your thinking about teaching, learning, and schooling. How will this observation inform your career as a teacher and why? (This is the other most important section of your write up)

Question(s): Conclude with at least one unanswered question you have as a result of this observation.

Classroom Observation Report #4

Name:

Required Setting (Elementary, Middle, High, Special):

Focus of Observation: Flexibility

Context:

- Day of the Week/Date/Time
- School Name/District
- Type of classroom (grade/subject/special program)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom (gender, race/ethnicity, languages, ability...)

Overview/Description of Class Session: Describe what you saw chronologically. Using bullets, list the step-by-step activities in which the teacher and students were engaged. Include relevant information about focus areas.

Analysis of Observation: Name 1-2 significant events and explain why you chose them for analysis. Analyze the observation and make reference to what you have learned/read in this course (e.g., Grant & Gillette, 2006, p. #). (This is one of the two most important sections of your write up)

Personal Impact: Articulate how this observation personally impacted your thinking about teaching, learning, and schooling. How will this observation inform your career as a teacher and why? (This is the other most important section of your write up)

Question(s): Conclude with at least one unanswered question you have as a result of this observation.

Classroom Observation Report #5

Name:

Required Setting (Elementary, Middle, High, Special):

Focus of Observation: (choose your own, such as Classroom Diversity, Students, Class/School Climate, Communication, Evaluation)

Context:

- Day of the Week/Date/Time
- School Name/District
- Type of classroom (grade/subject/special program)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom (gender, race/ethnicity, languages, ability...)

Overview/Description of Class Session: Describe what you saw chronologically. Using bullets, list the step-by-step activities in which the teacher and students were engaged. Include relevant information about focus areas.

Analysis of Observation: Name 1-2 significant events and explain why you chose them for analysis. Analyze the observation and make reference to what you have learned/read in this course (e.g., Grant & Gillette, 2006, p. #). (This is one of the two most important sections of your write up)

Personal Impact: Articulate how this observation personally impacted your thinking about teaching, learning, and schooling. How will this observation inform your career as a teacher and why? (This is the other most important section of your write up)

Question(s): Conclude with at least one unanswered question you have as a result of this observation.

Observation Report Rubric

Task & Criteria	Exceeds Expectations	Nearly Meets Expectations	Developing
TPE 12: Describing and Analyzing Teaching Practices	<ul style="list-style-type: none"> - Develops an especially insightful analysis that demonstrates an ability to make sense of the observed teaching practices as they relate to the elements outlined in the text. - Demonstrates a clear understanding of the observation focus. 	<ul style="list-style-type: none"> - Describes 1 or 2 significant events, focusing on the relevant details associated with the observation focus. - Includes an analysis for each event that interprets, makes inferences, poses questions, and demonstrates personal learning. - Makes a clear connection to the text, showing an understanding of the observation focus. 	<ul style="list-style-type: none"> - Offers some description of 1 or 2 significant events, but more details would strengthen the description. - Develops a limited analysis that shows an ability to look closely at the event(s) but lacks sufficient interpretation, inference, questioning, and/or connection to personal learning. - Suggests a limited understanding of the observation focus that may come from an incomplete reading or a misreading of the text. <p>This paper is significantly underdeveloped in many areas of the assignment. The work does not offer enough information to gauge the teacher candidate's understanding of close observation and effective instruction.</p>
TPE 6 Developing Appropriate Teaching Practices	<p><i>In the analysis and/or reflection sections of the observation:</i></p> <p>Candidate is able to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school, and/or helps students to assume increasing responsibility for learning.</p>	<p><i>In the analysis and/or reflection sections of the observation:</i></p> <p>Candidate can partially determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school and/or helps students to assume increasing responsibility for learning.</p>	<p>Teacher candidate is unable to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond school, and/or helps students assume increasing responsibility for learning.</p>
TPE 12: Professionalism	<ul style="list-style-type: none"> - Produces "professional" writing: clear organization; appropriate development of ideas; use of conventional English. - Submits work on time. - Works productively with partner (if applicable). 	<p>Demonstrates some difficulty in one of the areas of professionalism: meeting due date or producing professional writing.</p>	<p>Demonstrates significant difficulty in one or both areas of professionalism: meeting due date and producing professional writing.</p>
Total Points			

EDUC 350 Inclusion Writing Assignment – Assignment # 3

You will apply your understanding of inclusive education and laws that influence teaching responsibilities. Study the following chapters and web sites, as well as the article by Dr. Jacque Thousand:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. Read Ch 10.

Villa, R. A. & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. Read Ch 1 and 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:

Voices of Inclusion:

Choice 1: Throughout the Villa and Thousand book are sprinkled four “Voice of Inclusion” stories from teacher and parent perspectives: a) Voice of Inclusion: From My Friend Ro Vargo, Keeper of the Dreams, b) Voice of Inclusion: Changing Views from the Porch, c) Voice of Inclusion: Keepers of the Dream, and d) Voice of Inclusion: Everything About Bob Was Cool, Including the Cookies. After reading the four Voices of Inclusion, please compose a written reaction with regard to how the telling of these true stories might influence others in their knowledge and understanding of the impact of inclusive educational practices and how it might affect you as a teacher. This paper should include your personal opinions, but also be backed up by research. Also, make two connections from the readings to special education law, citing where laws were followed or not, and to what end. Use APA format when using citations and in your resources page.

Choice 2: We learn from and are greatly influenced by personal stories of those in our own community. Do you have your own “Voice of Inclusion” story to tell? If so, you may share your voice of inclusion story. This paper should include your personal story, but should also be backed up by research. Make two connections from the readings to special education law. Use APA format when using citations and in your resources page.

Your paper should be 3-4 pages plus a resources page. It must be written in APA format. This assignment is due on 4/23/08

Suggested Inclusion Paper Outline:

I. Introduction

II. Analysis of Voices of Inclusion Stories

You may discuss 1-4 of the stories.

Integrate into this section any laws that apply.

In this section, make at least 2 connections to observations, class readings, texts, class discussion, or personal experiences. Connections are not considered quotes or citations that back up your opinions or research. Quotes will not be counted as connections necessarily. Making connections between the stories is also a good idea.

III. Personal Impact Paragraphs

How will the study of these stories affect you as a teacher in the future?

Integrate into this section any laws that apply.

In this part you include your personal opinion, but it should be backed up by research. Remember, quotes and citations backing up your statements are not necessarily counted as connections.

Also in this section, you must make 2 connections.

IV. Conclusion

California State University San Marcos

Inclusion Paper



Name: _____

Teacher: Karin Alexander

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Analysis/Impact of Voices of Inclusion Stories	Poor analysis of stories, may not include impact to inclusive ed., or paragraphs are short, no connections	Fair analysis of stories, weak impact to inclusive ed., w/1 connection	Good analysis of stories, includes impact to inclusive ed., w/2 connections	Excellent analysis of stories, includes impact to inclusive ed., w/2 or more connections	_____
Personal Impact/Reflection	Poor explanation of how this study impacts you as a teacher, or paragraphs are short, no connection	Fair explanation of how this study impacts you as a teacher, w/ 1 connection	Good explanation of how this study impacts you as a teacher, w/ 2 connections	Thorough explanation of how this study impacts you as a teacher, w/ 2 or more connections	_____
Special Ed Law	Fair discussion, w/ no connection to Special Ed Laws	Fair discussion, w/ 1 connection to Special Ed Laws	Good discussion, w/ 2 connections to Special Ed Laws	Excellent discussion, w/ at least 2 connections to Special Ed Laws	_____
APA format, resources page	APA format not followed, or resources missing	APA format followed but citations or resources are incorrect	APA format followed, a citation or resource are incorrect	APA format followed, citations correct, 2 or more resources in APA format	_____
Grammar/Spelling	Many grammar/spelling errors	Some grammar/spelling errors	Few grammar/spelling errors	No more than 2 grammar/spelling errors	_____
				Total---->	_____

Teacher Comments:

Laws Related to Special Education that Affect Teachers

By Jacqueline Thousand

Chapter 2 of Villa and Thousand (1995), *Contemplating Inclusive Education from a Historical Perspective*, charts over 200 years of history which has brought us as a country to embrace inclusive educational opportunities for all children. What follows is a summary of key court cases and legislation which have shaped special education and the teacher's role in supporting students with varying learning and language differences. For more detail see these two web sites: www.law.cornell.edu/topics/disability.html and www.ed.gov/offices/OSERS/IDEA.

Legislation Related to Special Education

The development of special education services in this country has been greatly influenced by the civil rights movement of the 1960s. Out of the movement came legislation designed to prevent discrimination. For instance Section 504 of the Vocational Rehabilitation Act of 1973 is a civil rights law that prevents discrimination against all persons with disabilities in programs that receive federal funds. Since all public schools receive federal funds in some form, Section 504 ensures equal opportunity for students' participation in the full range of school activities. Also, through Section 504, some students who are not eligible for special education services may receive accommodations to assist them to be successful in school. For example, students with health problems such as asthma or extreme allergies as well as other challenges that do not make them eligible for special education may receive assistance through Section 504.

The Americans with Disabilities Act (ADA), signed into law by President Bush in 1990 extends the Vocational Rehabilitation Act of 1973 by protecting all individuals with disabilities from discrimination and requires employers to make reasonable accommodations for employees with disabilities. ADA does not deal directly with education; however, it does clarify the civil rights of all people with disabilities and ensures that buildings, transportation, and other public places (including schools) are accessible to people with disabilities. Your school must be accessible to wheelchairs, for instance. If it is not, it must undergo renovations to install ramps, elevators, or wide entryways.

In 1975 the U.S. federal government finally made a legal commitment to the education of students with disabilities. In that year Congress passed Public Law 94-142, the Education for the Handicapped Act (EHA) which set federal guidelines for special education services. It translated early court decisions into civil rights principles for students with disabilities and mandated the six concepts that have guided special education practice ever since. Those six principles are:

1. **Free Appropriate Public Education.** Students with disabilities are entitled to attend public schools and to receive the educational services they need. This education is provided at no cost to parents.
2. **Least Restrictive Environment.** Students with disabilities must be educated in the least restrictive environment in which they can succeed with support. For most students, this environment is the general education classroom.
3. **Individualized Education Program.** Services for students with disabilities must be individually tailored. This is accomplished by annually developing or revising an Individualized Education Program (IEP). Every IEP includes a statement of the student's current performance levels, a set of goals and accompanying short-term benchmarks or objectives for achieving the goals. The IEP clearly specifies who is responsible for delivering various aspects of the student's program, how progress will be evaluated, and where and how long services will be provided.
4. **Nondiscriminatory Evaluation.** Students are to be assessed using instruments that do not discriminate on the basis of race, culture, or disability. In considering eligibility for special education, students must be assessed by a multidisciplinary team in their native language using tests that directly relate to the area(s) of concern for which the child was referred.
5. **Due Process.** Due process procedures protect students with disabilities and their parents in all special education affairs. Specifically, if a disagreement occurs between the family and school personnel regarding a student's eligibility for special education, no changes can be made in the student's services until an impartial hearing and, if necessary, the appropriate court resolves the issue. School personnel also are protected if they disagree with parents' requests for services; they also may use due process procedures to resolve the dispute.
6. **Zero Reject and Child Find.** No student may be excluded from public education because of a disability. Each state also must take action to locate children who may be entitled to special education services.

Public laws must be periodically reauthorized. The 1990 reauthorization of P.L. 94-142 described above changed the law to the Individuals with Disabilities Education Act (IDEA). The more suitable person-first language of "individual with disabilities" replaced the unfavorable labeling language of "the handicapped" in the title of the legislation. This law

added significantly to providing education to very young children with disabilities and preparing older student for transition to post-secondary life. Two new categories of disability – autism and traumatic brain injury – were added to the already existing categories of learning disabilities, speech or language impairments, mental retardation, emotional disturbance, hearing impairments, visual impairments, deaf-blindness, orthopedic impairments, multiple disabilities, and other health impairments. It also funded projects to promote the inclusion of students with severe disabilities in general education.

In 1997, President Clinton signed into law the second reauthorization of P.L. 94-142 and accompanying amendments know as IDEA 97. Seven significant changes greatly affect schools, teachers, and educational and assessment practices.

1. **General Education Teacher Involvement.** At least one general educator must participate as a member of a student's IEP team. The IEP also must directly address the student's participation in general education and must justify placements that are not in general education.
2. **Evaluation and Eligibility.** IDEA 97 clarifies that when parents consent to have their child evaluated, they are not consenting to possible future special education placement. Students cannot be made eligible for special education because of past poor instruction or because of language differences. Previous requirements that a comprehensive reevaluation occurs every three years can be modified if the family desires; already existing information can be used rather than repeated administration of standardized tests.
3. **Assessment of All Students.** Historically students receiving special education services were not included in state, district, or school-wide assessment of student performance. IDEA 97 corrected this by requiring that by July, 2000, each state must assess the academic progress of students who have IEPs by including them in the standardized assessments other students task or by using an alternative assessment process. Students who need appropriate adaptations such as extended time or large print during assessment are entitled to these adaptations.
4. **Discipline.** If needed, the IEP must include strategies for addressing student behavior issues. A behavior pan must be developed, if a student is suspended or placed in an alternative interim placement. If a student with disabilities brings a weapon or drugs to school, the school now has the option to place the student in an alternative placement for up to 45 days; and that placement must provide continued special education services.
5. **Transition.** Beginning at age 14, IEPs must address the transition to post-secondary needs of students eligible for special education. These needs must be updated annually, with increasing detail each year as to the school and outside services (e.g., community vocational education) the student will access.
6. **Paraprofessionals.** Paraprofessionals, teaching assistants, aides, and like personnel must be trained for their jobs and appropriately supervised.
7. **Mediation.** As part of due process procedural rights, each state must make mediation available to parents as an early and informal strategy for resolving disputes over a student with disabilities' identification, placement or services. The State bears the cost of mediation. Parents do not have to mediate; and mediation may not delay a possible due process hearing.

Court Cases Influencing Special Education

Issues concerning students with disabilities are addressed by federal and state laws. How these laws are interpreted often is resolved through the courts. Since 1954, many hundreds of legal decisions have clarified the rights of students with disabilities and the role of educators in supporting these children's education. In many instances court decisions led to the development of and passage of legislation. As you review some of the landmark decisions listed here, you should notice how they influenced legislation described earlier.

- **Brown v. Board of Education (1954).** This probably is the most important case in establishing the principle that school segregation denies equal education opportunity. Although the decision refers primarily to racial segregation, it is viewed as the foundation for ensuring equal educational opportunity for students with disabilities.
- **Diana v. State board of Education (1970).** California was required to correct biased assessment practices with Chinese American and Mexican American students. Students for whom English was not a primary language had to be assessed in both their primary language and English; culturally biased items had to be dropped from tests and alternative intelligence tests had to be developed to reflect Mexican American culture.
- **Larry P. v. Riles (1984).** In California it was ruled that IQ testing as a basis for identifying African American students as mentally retarded for special education purposes was discriminatory. California schools were ordered to reduce the disproportionately high numbers of African American students in special classes for students with mental retardation.

- **Honig v. Doe (1998).** This decision ruled that if a student is excluded from school for more than 10 days, it was a change of placement and all procedures for making a change of placement must be followed.
- **Daniel R.R. v. State Board of Education. (1989).** This decision established the consideration of the following two factors in determining the appropriateness of a placement for a student with disabilities: 1) whether a student can be satisfactorily educated in general education with supplementary supports and services, and 2) whether, in cases in which the general education setting is not successful, the student is mainstreamed to the maximum extent appropriate.
- **Oberti v. Board of Education of Clementon School District (1993).** This case is considered key in establishing the principle of inclusive education. In this case concerning a student with Down syndrome, the district court ruled and the court of appeals upheld the ruling that school districts must make available a full range of supports and services in general education to accommodate the needs of students with disabilities. The court stipulated that because a student learns differently from others does not necessarily warrant exclusion from general education.
- **Doe v. Withers (1993).** Mr. Withers, a history teacher, was responsible for making oral testing accommodations for Douglas Doe, a student with learning disabilities who was in his class. Although a state legislator, Mr. Withers refused to provide the oral testing. Consequently, Douglas failed the class, making him ineligible for athletics. The court awarded the family \$5000 in compensatory damages and \$30,000 in punitive damages. This case is widely cited as an example of general educators' responsibility to make good faith efforts to provide required accommodations for students with disabilities.

Sacramento Unified City School District v. Rachel H. (1994). This case is another historic national victory for inclusive education, not only because the Ninth Circuit U.S. Court of Appeals required the Sacramento school district to place Rachel Holland, a girl with severe disabilities, in regular education classes full-time with non-disabled peers, but because the U.S. Supreme Court refused to hear the school district's 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.

CONTEMPORARY EDUCATIONAL ISSUES

RESEARCH PROJECT

Assignment #4:

- Choose an issue that interests you and select your topic from the class handout, or (with my approval) any other topic that has significant implications for students, schools, teachers, parents, and communities.
- You will be given 5 **minutes** to present your issue with about 5-10 minutes for discussion.
- Prepare a **one page abstract** (summary) of your report and a **reference list in bibliographic form** (with location where you found the source--i.e. CSUSM Library) of about 5-10 items. No more than 50% from the Internet. These two written parts will be submitted through WebCT on the day your presentation is due.
- Most importantly, don't forget to enjoy yourself as you learn about the vital educational issue you have selected!!!

Keep the following elements in mind as you prepare your presentation:

1. To challenge our thinking, state your issue in question format, for example: "Should the needs of gifted students be addressed through pull-out programs?"
2. Describe the issue and discuss its importance in a highly informative, creative and engaging manner.
3. Describe the roles of students, teachers, parents, school and communities, as they pertain to your issue;
4. Support your discussion with research wherever possible and appropriate;
5. Offer conclusion(s) or solution(s) in closing.

And don't forget to be animated and enthusiastic in demeanor!

Philosophy Paper – Assignment # 5

Paragraph 1: Paper Introduction

Describe your philosophy.

1. Name your philosophy as labeled by Grant & Gillette (2005) Ch 8

2. Preview your beliefs about the following:

- a. What is that nature of the learner?
- b. What is nature of subject matter?
- c. What is the nature of the learning process?
- d. What behavior (disposition/attitude & actions) should the teacher exhibit in order to carry out his or her philosophical position?

Paragraph 2: Nature of 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?

(Be careful not to launch into a discussion of the teacher. Save that for paragraph 5. Speak about students)

Give 1-2 examples or make 1-2 connections addressing how this looks.

Paragraph 3: Nature of the subject matter

Describe what you believe is the nature of subject matter.

What do you believe counts as knowledge? What should be taught? Why?

Give 1-2 examples of how you as a teacher will make choices about curriculum and instruction or make 1-2 connections that support your ideas about curriculum.

Paragraph 4: Nature of the learning process

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

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

How should the material be presented?

Give 1-2 examples or make 1-2 connections that back up your ideas.

Paragraph 5: Teacher dispositions and actions

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

Paragraph 6: Conclusion

Recap your philosophy.

California State University San Marcos
Philosophy Paper



Name: _____

Teacher: Karin Alexander

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Introduction/ Conclusion	Little or no summary, 1 or fewer of required sections, or sections are short, Poor recap	Fair summary of philosophy, 2 of 4 sections, Fair recap	Good summary of philosophy, 3 of 4 sections, Good recap	Excellent summary of philosophy as labeled by G & G, includes a, b, c, d Excellent recap	_____
Nature of Learner/ Subject Matter	Poor explanation, or paragraphs are short, 1 or no example	Fair explanation of beliefs, 2 examples	Good explanation of beliefs, 3 examples	Thorough explanation of beliefs, 4 examples	_____
Nature of Learning Process/Teacher Dispositions	Fair explanation of process with 1 or no example, & description of teacher behaviors	Fair explanation of process with 1 example, & description of teacher behaviors	Good explanation of process with 2 examples, & description of teacher behaviors	Excellent explanation of process with 2 examples, & description of teacher behaviors	_____
APA format, resources page	APA format not followed, or resources missing	APA format followed but citations or resources are incorrect	APA format followed, a citation or resource are incorrect	APA format followed, citations correct, 2 or more resources in APA format	_____
Grammar/Spelling	Many grammar/spelling errors	Some grammar/spelling errors	Few grammar/spelling errors	No more than 2 grammar/spelling errors	_____
				Total---->	_____

Teacher Comments:

#7: Teachers in the Movies (Extra Credit Option = 5 points)

Teachers, in the movies, are depicted in many different ways, some of which are accurate, most of which are less than accurate. However, we can certainly learn some lessons from those teachers. In this assignment, you will choose a movie about teachers, rent it for the weekend, answer the following guide questions, and come prepared to discuss it in class. The answers to your guide questions will be your “ticket” to the discussion. You may have seen one or more of the following movies, but will likely need to see it again, since you are looking at it through specific “teacher eyes”.

Some movies about teachers are: Finding Forester, Stand and Deliver, Dead Poet’s Society, Mr. Holland’s Opus, Kindergarten Cop, Freedom Writers, others?

Response viewing questions:

Before Viewing:

1. 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? Would it be an accurate opinion? How might it be a dangerous opinion?

#8: Extra Credit: Choice Book

Prepare a 3-page essay on the teacher(s) whose experiences were chronicled in your choice book.

How did the teacher(s) in your book tell her/his/their story(ies)?

How did the teacher(s) learn about the students and their needs?

What did the teacher(s) do to address the students' needs?

How did the teacher(s) find fulfillment in the career of teaching? How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester?

You must make explicit connections to coursework, and you must relate the book to your own thinking about teaching.

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

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

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

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

McCourt, F. (2005). *Teacher Man: A Memoir*. New York: Scribner.

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

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second- language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Date	Topic/Activity	Readings / Assignments Due
1/23/08	Ice Breaker, Introductions, Review of syllabus Introduction of Critical Issues assignment Critical issues sign up Review of calendar, EDUC 350 Field Experience text, Observations Discussion groups: Grant , Nieto "I Am"	Grant: Chapter 1 and Nieto: 13 Field Experience Text: http://lynx.csusm.edu/coe/facultyStaff/Syllabus.asp
1/30/08	Discussion groups: Nieto Discussion: Observation Topics 1 & 2 Discussion: Teacher Panel Questions	Nieto: Preface, Intro, Chapters 1 & 2 Teacher Panel questions due
2/6/08	Teacher panel Discussion Groups: Nieto Critical Issue Presentations	Nieto: Chapters 3, 4, & 5 Observations # 1 & 2 Due
2/13/08	Introduction to Philosophy Paper Discussion Groups: Grant Critical Issue Presentations Guest speaker: Andi Shibata, CSUSM Credential Evaluator	Grant: Chapter 8 Teacher Panel Reflection Due
2/20/08	Discussion groups: Grant Critical Issue Presentations	Grant: Chapter 2 Philosophy Paper Outline Due
2/27/08	Discussion Groups: Nieto Critical Issue Presentations	Nieto: Chapters 6, 7, & 8
3/5/08	Discussion Groups: Grant Critical Issue Presentations Small Group Feedback: Philosophy Paper	Grant: Chapter 9 Philosophy Paper Rough Draft Due
3/12/08	Guest Speaker: Dr. Janet McDaniel Mid-Level Program Coordinator F.A.T. City Video	Villa: Voices of Inclusion Stories No Critical Issues Presentation
3/19/08	Discussion Groups : Nieto Observation #1 & 2: Q and A Critical Issues Presentations	Nieto: Chapters 9, 10, 11, 12 Philosophy Paper Due
3/26/08	Discussion Groups: Grant Critical Issue Presentations Discussion: Observation Topics 3 & 4	Grant: Chapters 10 & 11

4/9/08	Discussion: Villa Critical Issue Presentations Introduction to Inclusion Paper	Villa: Chapters 1, 2, 3 Observation #3 & 4 Due
4/16/08	Discussion Groups: Villa Critical Issues Presentations	Nieto: Chapters 13, 14, 15 Inclusion Paper Rough Draft Due
4/23/08	Observation #3 & 4 Q & A Discussion Groups: Grant Critical Issues Presentations	Grant: 6 & 7 Inclusion Paper Due
4/30/08	Discussion Groups: Nieto Critical Issues Presentations	Nieto: 16, 17, 18 Observation Report #5 Due Observation Paperwork Due
5/7/08	Discussion Groups: Nieto Critical Issues Presentations	Nieto: 19, 20, 21, & 22

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class. 1/3/2008