

EDUC 350: Foundations of Teaching as a Profession
Section E01 CRN 30217 Academic Hall 402
Mon & Wed 4 - 9:30 pm, June 2 – July 3
Part of Summer Institute
California State University San Marcos Summer 2008

Mission Statement of the College of Education, CSUSM

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

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Office Hours: By appointment

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

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

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

Required Texts:

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

ISBN 0807745936

Approximately \$12 - 20.

Grant, Carl. A. & Gillette, Maureen. (2006). Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural. Thomson & Wadsworth.

ISBN 0-534-64467-8

(Chapters 1,2,3,7,8,9,10 & p. 472-480)

Website resource:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&discipline_number=3&product_isbn_issn=0534644678

Shared with EDMS/EDMI 511 & 512

Approximately \$ 45 - 65

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

Shared with EDMS/EDMI 511 & 512

Approximately \$12 – 25

Borich, Gary D. (2007). Observation skills for effective teaching. (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Approximately \$25-40

Other readings are available on CSUSM Library electronic reserve (password is "substitute") and in the WebCT Reading Response Learning Module, <http://webct6.csusm.edu>

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. Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.

Authorization to Teach English Learners: The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB 2042 Program Standards, August 2002.)

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

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

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. **At a minimum, students must attend more than 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 the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Instructor Application of the Policy: For this course attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State University San Marcos teacher credential program. Absences and late arrivals/early departures will affect the final grade. **If more than three hours is missed, the highest possible grade that can be earned is a "C+."** If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

The following individual penalties will be assessed for absences

- Half-credit for written assignments if absent day assignment is due as well as half-credit for any late assignment
- No credit for the intermediate assessment for that day's work (reading responses, role-plays, presentations...)
- 3 points deducted for each hour absence or portion of an hour absence, this includes tardiness and early departures.
- 1 make up assignment will be accepted for a three-hour (or portion of 3 hours) absence. *Make up assignments are due within one week of absence.* Make Up Assignment must be negotiated with instructor.

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 California State University 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. Everything you do speaks. Make sure your actions speak a professional message.*

Class Discussions and Participation: Students will engage in active learning each class session, and will be expected to actively participate.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

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.** A Field Experience Record Form with documented hours and teacher verification are requirements for admission to the Cal State University 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, WebCT, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

WebCT: This course will have an online component using WebCT. We will go over use in class the first week and then students will be required to access resources on line using WebCT.

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 instructor or other students, 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 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 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 e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an e-mail I send to you, let’s talk in person so we can 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.

TPE 12 at a Glance - Candidates:

- *Take responsibility for student academic learning outcomes*
- *Know and apply professional and ethical obligations*
- *Know and apply legal obligations*

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.

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. Intragroup 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 and 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

EDUC 350 Assignment Overview

See the following pages for assignment instructions, templates, and rubrics. See last page for grade sheet (p.31).

Reading Responses

20 points

The reading responses provide an opportunity to reflect on learning about teaching through the assigned readings for each day. These are not a summary, but a tool to help process the reading. The readings responses provide opportunities for teacher candidates to analyze the assigned topic, reflect on key concepts, and make connections between the topics and personal experiences. The reading responses will be different for each day and will be identified on the course calendar and daily agenda. The responses are also designed to model how you can guide K-12 students to read with a purpose and to monitor understanding. No credit will be given for late submissions. Due Daily. (p.9)

Teacher Interview

10 points

In this assignment, you will interview a teacher to seek further insight and information into the teaching profession. The questions are aligned with Teaching Performance Expectations (TPEs) from the state of California and CSUSM. For the interview process, you may use a tape recorder (with the interviewee's permission), record answers on a laptop, or by hand. Analyze and synthesize the information you receive into a written narrative. Begin with contextual information regarding the school setting, teacher's classroom grade level and subject matter. Follow with summaries of the teacher's answers and conclude with your own commentary. See detailed assignment description in syllabus. Due Session 3. (p. 10-11)

Field Experience & Classroom Observation Record

10 points

Provide verification of 45 hours of classroom observation in K-12 public schools: elementary, middle, high school and in Special Education, English Language Development, Sheltered Instruction and Gifted Classrooms. Provide Classroom Observation Record, provided in syllabus. Due Session 7. (p. 12-15)

Classroom Observation Reports

28 points

Part of the 45 hour field experience you will be required to write 4 observation reports using Borich Ch. 7 as a guide. Each report will include the following information: context, overview/outline, significant event, description of event, analysis of event, questions, personal impact and references. Due Sessions 3, 4 & 5. (p. 16-23)

Outsider Paper

10 points

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 years. After reading chapters 1-3 in Villa/Thousand's *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (2 to 3 double-spaced pages, or 1,000-1,500 words) in which you comment on your own (or a friend's) school experience in which you may have felt like an outsider. Due Sessions 6 & 7. (p. 24-25)

Current Events in Education

7 points

The purpose of this assignment is to understand some of the current issues in K-12 education and how the issues are contextualized in today's media. The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national, or international issues. As a team you provide a 3-5 minute presentation as well as a 1-2 page handout that will include a copy of the news clip for the class, summarize the key points, analyze the issue and its representation and make recommendations for your classmates. Due date to be determined by sign up. (p. 26-27)

Educational Philosophy

15 points

Prior to class you will take the 'Educational Philosophy Survey' in Grant and Gillette (2005) and come prepared to explore one philosophy in class. Independently you will then write up your personal philosophy statement. Due Sessions 3, 4 & 5. (p. 28-29)

Participation & Attendance

-3 points for each hour absence

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must attend all classes and to come prepared to discuss assigned readings and topics and to participate in class activities. Three (3) points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures. Note no credit will be granted for the intermediate assessment for that days work (reading responses, presentations...).

Make Up – Extra Credit Assignment Option

9 points

One make up assignment will be accepted for a three-hour (or portion of 3 hours) absence: an additional observation or a Teaching in the Movies Review. Make up assignments are due within 1 week of absence. (p. 30)

EDUC 350 Tentative Schedule

Dates	Topic	Readings Due	Assignments Due
#1 June 2	Why Teach? Teaching is an Art Community Building Expectations	Syllabus Borich, 2007, Ch 7 Community Building PPT Observation PPT Session 1 PPT	Sign up for current events, snacks, directorship Reading Response (RR) #1: Syllabus Quiz
#2 June 4	Gay Straight Alliance @ Carlsbad High School	How Homophobia Hurts 50 Ways to Call Your Lover 10 Things Educators Can Do Scan the GLESN Lunch Box Manual	RR #2: Choose one way that Homophobia Hurts Everyone in k-12 schools. (Write 1-5 sentences.) RR #3: Identify 5 other heterosexual privileges not presented in article. (Write in bullet format.) RR #4: Identify how you can implement one of these anti-homophobia strategies as a teacher. (Write 1 paragraph.)
#3 June 9	Ed Philosophy Current Presentation 1: Model Presentation	Grant & Gillette, 2006, Ch 1 Grant & Gillette, 2006, Ch 2 Grant & Gillette, 2006, Ch 8 Nieto, 2006, Preface & Part 1 Session 3 PPT	Teacher Interview 1-2 Observation Reports RR #5: Explain with reasons which one of these you think will most influence teaching and learning in your classroom: * the increased ethnic and racial diversity of students, * the open inclusion of gay and lesbian families in schools * an increasing number of students receiving free lunch Describe three things you will do as a teacher in relation to the change you selected and explain your reasons for taking each action. (Write a paragraph.) RR #6: Take the Educational Philosophy Survey Grant & Gillette, 2006, p. 312 + RR #7: Begin to complete the Philosophy Paper Graphic Organizer based on one of the educational philosophies presented RR #8: Predict what you expect in text (Write a sentence or two.)
#4 June 11	Purpose of Schooling and Educational Philosophy	Villa & Thousand, 2005, Ch 1 & 2 Grant & Gillette, 2006, Ch 3 Nieto, 2006, Part 2 Session 4 PPT	Current Event #2 2 Observation Reports Draft Philosophy Paper – Peer Review RR #9: Highlight 2 laws or cases that have influenced how students receive special education services. RR #10: Highlight a classroom management theory/plan that would fit your teaching style. RR # 11: Which teacher do you connect with most and why? How will their story impact you as a teacher? (Write a paragraph.)
#5 June 16	Educational Equity	AVID Website: http://www.avidonline.org Grant & Gillette, 2006, Ch 3 FAT City Video Guide &/or Fat City Themes Session 5 PPT	Current Event Presentation #3 Final Observation Report & any revised Observation Reports Electronic Copy of Philosophy Paper (We will revise and complete in class.) RR #12: What questions do you have about AVID? RR #13: Complete the provided graphic organizers for Management Strategy Plans. Bring a copy of the FAT City Guide Extra Credit: Additional Observation Report or Teachers in the Movies Review

RR = Reading Response

Dates	Topic	Readings Due	Assignments Due
#6 June 18	WebCT Classroom Management & Outsider Paper Preparation	Grant & Gillette, 2006, Ch. 7 Nieto, 2007, Part 3 & 4 Courage for the Discouraged Session 6 PPT	Outsider Paper Draft RR #14: identify a "Key Term" from p. 293, share your opinions in regards to how this should be addressed in public schools, and cite information from the textbook. (Write 1-2 paragraphs.) RR #15: Which strategies presented in Part 3 & 4 would you employ as a teacher to help your students make sense of the world and claim responsibility for the world? (Write 1 -2 paragraphs.)
#7 June 23	Schools & New Visions of Schools Governing of Schools	Grant & Gillette, 2006, Ch 9 & 10 Nieto, 2006, Part 3/4 Session 7 PPT	Current Event Presentation 4 Final Draft of Outsider Paper Observation Record Sheet RR #16: In Chapter 9 highlight the key responsibilities of the different groups that govern public schools. RR #17: In Chapter 10 please define key vocabulary such as corporal punishment, due process, establishment clause, in loco parentis, sexual harassment, tenure, tort... RR #18: How have the stories in Nieto's text helped you preserve alternative visions for teaching and learning and what tangible impact will it make in your teaching? (Write 1 paragraph.)
#8 June 25	Professionalism and Your Action Plan	Grant & Gillette's (2006) <i>Epilogue</i> p. 472-480 Session 8 PPT	Current Event Presentation 5 RR #19: Identify the top three strategies (p. 477-480) that you want to incorporate into your action plan. (Make a list of three strategies.) RR #20: Develop an action plan to pursue your career in education. (Write a step-by-step plan.) Calculate your grade using grade sheet Course Evaluation
#9 June 30	Class Review	No Readings	No Assignments
#10 July 2	Class Review	No Readings	No Assignments

RR = Reading Response

Reading Responses

10 X 2 points each = 20 points total

The reading responses provide an opportunity to reflect on learning about teaching through the assigned readings for each day. These are not a summary, but a tool to help process the reading. The readings responses provide opportunities for teacher candidates to analyze the assigned topic, reflect on key concepts, and make connections between the topics and personal experiences.

The reading responses will be different for each day and will be identified on the course calendar and daily agenda. The responses are also designed to model how you can guide K-12 students to read with a purpose and to monitor understanding.

Each reading response is worth 2 points. And there may be more than one reading response due each day. Reading responses will be assessed each day in class. No credit will be given for late submissions.

Your reading responses must address TPE 12 (see rubric).

- *Take responsibility for student academic learning outcomes*
- *Know and apply professional and ethical obligations*
- *Know and apply legal obligations*

Reading Responses – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-12 Professional Legal, and Ethical Obligations	Candidates demonstrate in their reading responses that they know and can apply few professional, legal and ethical obligations and take responsibility for students' academic learning.	Candidates demonstrate in their reading responses that they know and can apply some professional, legal and ethical obligations and take responsibility for students' academic learning.	Candidates demonstrate in their reading responses that they know and can apply professional, legal and ethical obligations and take responsibility for students' academic learning.	Candidates demonstrate in their reading responses that they know and can apply professional, legal and ethical obligations and take responsibility for ALL students' academic learning.

EDUC 350 Teacher Interview

10 points

In this assignment, you will interview a teacher to seek further insight and information into the teaching profession. The questions are aligned with Teaching Performance Expectations (TPEs) from the state of California and CSUSM. For the interview process, you may use a tape recorder (with the interviewee's permission), record answers on a laptop, or by hand. Analyze and synthesize the information you receive into a written narrative. Begin with contextual information regarding the school setting, teacher's classroom grade level and subject matter. Follow with summaries of the teacher's answers and conclude with your own commentary.

Contextual information:

- What is your experience in teaching? Years? Grade levels? Subjects? Locations? ...
- Describe the school and grade level in which you are currently working.
- What professional education do you have? Degrees? Trainings? Certificates?

Teaching Performance Expectations (TPEs)

TPE A. Making subject matter comprehensible to students

- How do you use standards when you are planning for instruction and assessing understanding?

TPE B. Assessing Student Learning

- What types of formal and informal assessments do you use?
- How do you use the information from those assessments in your day to day teaching?
- How do you use the information from those assessments in your long range planning?

TPE C. Engaging and Supporting Students in Learning

- How do you learn about your students' lives and needs?
- What have been your experiences with "culture shock" in working with students from different backgrounds?

TPE D. Planning Instruction and Designing Learning Experiences for Students

- What are some of the most effective ways you have found to motivate students?
- What are two or three of the most effective strategies you have used to help students who have limited English proficiency?
- What are the most important concepts and skills you believe students need to know and understand when they are finished with your class?

TPE E. Creating and Maintaining Effective Environments for Student Learning

- How do you and your school discourage bullying?
- How do you try to ensure equity in your own classroom?

TPE F. Developing as a Professional Educator

- How do you keep yourself renewed and motivated in the teaching profession?
- What have you learned about yourself from being a teacher?

Teacher Interview Rubric**10 points**

Criteria	Developing 1 point	Approaching 1.5 points	Meets 2 points
Context	Lists some contextual information.	Describes some of the contextual information.	Describes all of the contextual information.
Interview Content	Partly describes the teacher interview content.	Describes the teacher interview content.	Fully describes the teacher interview content.
Interview Analysis	Lists what was learned about the teacher.	Describes what was learned about the teacher.	Analyzes what was learned about the teacher.
Commentary	Lists what was learned about the teacher and relate it to the course.	Describes what was learned about the teacher and relate it to the course.	Analyzes what was learned about the teacher and relate it to the course with one reference.
Writing Conventions	Paper has minimum spelling and grammar errors.	Paper is well organized, has no spelling and grammar errors, and uses APA style citations with only 1-2 errors.	Paper is well organized, has no spelling and grammar errors and uses APA style citations perfectly.

California State University San Marcos
COLLEGE OF EDUCATION
EDUC 350 Foundations of Teaching as a Profession
Guidelines for Field Experience & Classroom Observation Reports

EDUC 350 requires 45 hours of field experience in public schools. *You cannot pass the course without completing this requirement.*

You must observe in each of the following educational settings at least once:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)
4. special setting (e.g., sheltered instruction/SDAIE, English language development, primary language classroom, special education, gifted education, charter schools, alternative education, adult/continuation school, court schools)

You are encouraged to observe in multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc.

Choose the locations of your field experience early and carefully. Make copies of the introduction letter, as you will meet with more than one principal. Call ahead and ask to speak to the principal or the person designated to assist observers. Explain any special settings that you would like to observe, and/or inquire about the special settings at that school site (“What types of special programs or classes might I be able to observe at your school--English Language Development, classrooms for students with special learning needs, etc.?”). However, be open to whatever classes the school offers you for observation. Stay at the site for as long as you are able. Ask if you can see some different settings if you are at the school for an extended period (e.g., morning in first grade, afternoon in fourth grade).

Request to waive observation hours: If you have recent, significant experience with students in public school settings, you may request to waive up to 20 of the 45 hours of field observations. Should the request be granted, you will still need to observe in the variety of settings described above. Examples of roles that might qualify for a waiver are: tutor, substitute teacher, teacher aide, parent volunteer, Casey Foundation participant, school aide. To request a waiver, complete the form in this packet (page 7) and submit it to your instructor with supporting documentation no later than the third week of the semester.

NAME: _____

ID #: _____

**EDUCATION 350 Foundations of Teaching as a Profession
CLASSROOM OBSERVATION RECORD**

Fill in this sheet each time you observe in schools. Turn this in on the assigned due date during the semester. You must have a minimum of 45 hours of observation for EDUC 350. If you have an approved waiver, summarize the waiver in the first line (e.g., Waiver: Tutor: 20 hrs.). Highlight or mark with an asterisk the observations that you wrote up for your classroom observation reports.

Date	Grade/Setting e.g., 1st ELD or 7 th Math	School/District	Length of time	Teacher's signature
	Waiver (if applicable)			
		TOTAL NUMBER OF HOURS:		

Name: _____

Classroom Observation Report Summary

Submit this summary **as directed by your instructor** (as a cover sheet each time you submit your field observation reports or on a given due date).

Obs. #	Date	Grade level	Subject field or special setting
1			
2			
3			
4			
5			

Remember!!

You must observe at least once in each of the following educational settings:

- elementary school classroom (K-6)
- middle school classroom (6-8)
- high school classroom (9-12)
- special setting (e.g., sheltered instruction/SDAIE, English language development, primary language classroom, special education, gifted education, charter schools, alternative education, adult/continuation school, court schools)

You will complete a fifth report on the setting of your choice.

California State University San Marcos
COLLEGE OF EDUCATION

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section # _____ Semester/Yr: _____ Instructor: _____

Name ID#

I request a waiver for the following experience in public schools:

- Tutor
- Substitute teacher
- Teacher aide
- Parent volunteer
- School aide
- Casey Foundation participant
- Other (describe): _____

The experience took place as follows:

School: _____
District: _____
Dates: _____
No. of hours in this experience: _____

Attach the following to this request:

1. Verification of the experience (e.g., a letter from supervisor/teacher, timesheet).
2. Your reflection on the experience (1-2 pages typewritten). Describe the experience and convey what you learned from the experience that will help you to be an effective teacher candidate.

Do not write below this line.

 Approved Number of hours to be waived (20 max): _____

Denied Reason for denial: _____

Instructor Signature

Date

Classroom Observation Reports

4 reports X 7 points = 28 points total

As part of the 45-hour field experience requirement for this course you will write up 4 formal observations. The first observation is a practice using a video from a National Board Certified Teacher. The following pages will instruct you how to take notes and write up a classroom observation. This video observation will count as one of your four observations. In addition you will be required to write up 3 observations with classrooms that include:

- English Language Learners (Bilingual, English Language Development, or a Sheltered classroom)
- Students with special education labels (Special Day Class or Resource Specialist Classroom)
- Grade level you wish to teach

Your classroom observation entries should follow the format below.

All observations are **DUE June 16th**. Please make time in your schedule to do your observations before the end of the K-12 school year to maximize your options.

Observation Report Components

Context

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

Overview: Name the Lesson & Outline what you saw chronologically. List the step by step activities that the teacher and students were engaged in. Address such areas as curriculum, instruction, classroom environment, management...

Significant Event(s): Name 1-2 significant events and explain why you chose them for analysis.

Description of Event(s): Describe the event(s) and what the teacher(s) and students were doing.

Analysis of Event(s): Analyze the event and make reference to what you have learned/read in this course. Use APA Style to reference Borich text: (Borich, 2007, p. #)

Questions: List any questions you may have.

Personal Impact: Articulate how this observation personally impacted your learning about teaching and learning. How will this observation inform your teaching? What strategies will you incorporate in your teaching and why?

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

Extra Credit: If you need to make up an absence or would like to do extra credit you may do an additional observation and turn it in within a week of your absence or week before the end of the course.

Lesson Clarity Observation Instructions

The following is a step-by-step instruction on how to conduct a classroom observation. These instructions provide a video taped lesson on the internet and observational tools to guide you. Complete an observation report using the video and submit it for a grade. Once you have successfully completed the video observation - complete a classroom observation report on 3-4 other classroom observation: English Language Learner, Special Education, and a grade level of your choice.

1. Read Chapter 7 in Borich (2007, p. 115 -140)
2. Print off a copy of:
 - Classroom Observation Template (Provided in Syllabus and WebCT)
 - Figure 7.6 Check list for Observing Lesson Clarity (Borich, 2007, p. 130)
3. Reading Response Spend time looking at the various instruments for monitoring elements of lesson clarity. Pay special attention to:
 - Figure 7.1 Indicators of Clarity (Borich, 2007, p. 117)
 - Figure 7.2 Student Behaviors Observed at Different Levels of Instruction & Questions from Observing Level of Instruction (Borich, 2007, p.123)
 - Figure 7.6 Check list for Observing Lesson Clarity (Borich, 2007, p. 130)
 - Figure 7.8 Checklist for Observing Lesson Clarity Sample (Borich, 2007, p. 135)

Write up questions you have about Lesson Clarity.

In your reading response group see how many questions you can answer from your peer's reading responses.

4. Model Borich's Lesson Clarity Observation Process

a. Review

- Classroom Observation Template
 - Figure 7.6 Checklist for Observing Lesson Clarity (Borich, 2007, p. 130)
 - Figure 7.8 Checklist for Observing Lesson Clarity Sample (Borich, 2007, p. 135)
- Please take note of what kind of information you will need to document on the first two forms. Figure 7.8 provides examples for your Figure 7.6.

b. Watch a video taped lesson called "Fill 'Er Up" by Carol Martin,

National Board Certified Teacher on the Apple Learning Interchange website NBPTS video at

http://ali.apple.com/ali_sites/deli/exhibits/1000322/The_Lesson.html

OR at

<http://edcommunity.apple.com/ali/story.php?itemID=482>

The video clips are on the far right side under the heading "Contents."

- #### c. Watch the "1. Introduction" video clip and fill in the context information on the Classroom Observation Template. For schools that you will observe you can obtain this information from their website on the School Report Card, district website, school office personnel, teacher or from your observations.
- #### d. Watch the 8 sequential video clips under the heading "2. Lesson".
- **"Setting the Stage"** Video Clip provides background rationale for the lesson plan
 - There is not a need to document anything from this clip.
 - **"Connecting Previous Knowledge"** Video Clip is the "Into" part of the lesson plan that hooks the learners attention.
 - Document the steps of the lesson so far in the "Overview" of the Classroom Observation Template.
 - Read through the checklist, what can you record in the "Observed Area" of the form so far?

- Record on number 2 – How is she providing a graphic organizer to provide learners with the lesson content?
- Record on number 3 – How does she address prior knowledge?
Note that she reviewing prior knowledge not checking for student knowledge.
- **“Collecting Data”** Video Clip is the “Through” part of the Lesson
- Continue to document the steps of the lesson in the “Overview” of the Classroom Observation Template.
- Record on Number 6 - How the teacher is using demonstration to clarify content?
- Record on number 2 - How does the teacher use the graphic organizer (chart paper notes) to provide learners with the lesson content?
- **“Filling Cylinders A and B to Compare Volume”** Video Clip is still the “Through” part of the Lesson.
- Continue to document the steps of the lesson in the “Overview” of the Classroom Observation Template.
- Record on number 4 – What evidence do you have that the lesson is above the learners’ ability levels? (Were student’s fooled? How many?)
- **“Visual Proof Concern about Space”** Video Clip is not part of the lesson, but a commentary by the teacher.
- Do not record anything from this video clip.
- **“Verifying Conjectures By Calculating the Volume”** Video Clip is still the “Through” part of the Lesson.
- Continue to document the steps of the lesson in the “Overview” of the Classroom Observation Template.
- Record on number 5 – Did the teacher check for understanding? How is the teacher checking for understanding? What evidence do you have?
- What other strategies could the teacher use when the student is mistaken?
- **“Formulas, Measurement, Pi, Calculators”** Video Clip is not part of the lesson, but a commentary by the teacher.
- Do not record anything from this video clip.
- **“Significant Digits”** Video Clip is the “Closure” for the “Through” part of the Lesson.
- Continue to document the steps of the lesson in the “Overview” of the Classroom Observation Template.
- Record on number 1 & 7 – What kind of summary of the lesson does she provide? How does she reiterate the objective?

5. Practice Writing Up Observation Report

The following is a sample of an observation report for the “Fill ‘Er Up” lesson. The words in italics are part of the sample. Tips are provided in regular font in parenthesis.

Classroom Observation Report (Sample) # 1

(Your Name)

Context

Tuesday, May 22, 2007 2nd period 9:11 -10:09 am

Lake City High School, North Central Florida

10th grade Honors Geometry class

Classroom Environment: 2-4 students sit at tables facing towards the front demonstration table

1 teacher, 25 students

Classroom Demographics: 95% white, 56 % female, 44% male, 98% English

Only, 100% identified as gifted and talented

Overview

Fill 'Er Up Lesson

Outline of Events

- *Connecting Previous Knowledge* – Teacher reviewed comparison formulas
- *Collecting Data* – Teacher guided student to predict capacity of three cylinders.
- *Filling Cylinders A and B to Compare Volume* – Teacher guided students to test the true capacity of the cylinders.
- *Verifying Conjectures By Calculating the Volume* – Applied their learning to the volume formula.
- *Significant Digits* – Calculated the volumes of three cylinders. Reviewed with students how far out to calculate the volume capacity.

Significant Event

(Choose one item from the observed column that you will write up as your significant event for the Classroom Observation. For example from you Checklist Notes: Number 6. Uses examples, illustrations, or demonstrations to explain or clarify content. Your notes state, "Teacher provides a demonstration of volume using 3-different size paper cylinders and manipulatives.")

Filling Cylinders A and B to Compare Volume

I chose this event for analysis because the teacher used multiple examples and demonstration to explain the concept of volume.

Description of Significant Event

The teacher guided students to predict volume capacity for three different sized paper cylinders and then had the students fill the three different sized cylinders and determine if their predictions were accurate.

Analysis of Significant Event

There are three critical benefits for using demonstrations lesson clarity: real life application, hands-on experience, and relate to student experiences.

"An important underlying theme among teachers whose lessons routinely exhibit high levels of clarity is that they prepare examples, illustrations or demonstrations to reinforce key aspects of the lesson" (Borich, 2007, p. 134). This event is significant because the teacher demonstrated over and over again for the students the concept of volume. By having the students make predictions and test their predictions the students were testing their knowledge and relearning how to conceptualize the capacity of a determined space. This helped them understand the concepts presented in their textbooks in their real life.

Borich (2007) states that, "when effective teachers reorganize content, they often share the pattern they followed with their students" (p. 127). The teacher in this video reorganizes the volume instruction so that the students can have a hands-on experience to understand the concept of volume.

By providing opportunities for the students to predict and test their predictions of the 3 different volumes the teacher "increase(d) the clarity of the lesson by repackaging the content and affording students with diverse background or learning styles the opportunity to relate it to their own levels of experience and understanding" (Borich, 2007, 127).

Questions:

How can a teacher be clearer about the objectives for the lesson?

How can a teacher respond more positively when a student shares an incorrect answer?

How could the teacher provide more access to the learners?

How could the students have been more actively engaged in this lesson and not just watch?

Personal Impact

There are three things that I am taking from this lesson to help me as a teacher, clear objectives, hands-on activities, and checking for understanding. I want my students to understand my lesson objectives from the start of the lesson.

After watching this lesson I will be more thoughtful about having hands-on activities for students to learn a new concept. I also will make sure that I check each one of my students understanding throughout a lesson.

References

Borich, G. D. (2007). Observation skills for effective teaching, 5th ed. Upper Saddle River, NJ: Prentice-Hall.

Observation Report Rubric**7 points possible**

Criteria	Approaching	Meets Minimum	Outstanding
Context: date, school, class, classroom, # of students and teachers, demographics	Address 4 or less areas	Addressed 5 out of 6 areas	Addressed all areas
Overview	Brief description of activities	List the step by step activities	List the step by step activities in chronological order
Significant Event	Name an significant event	... & explain why you chose the event	... & explain how that relates to lesson clarity
Description of Event	Describe the event beyond the name	... & what the teacher did during the event	... & what the students did during the event
Analysis	Analyze how the event is evidence of lesson clarity	... & make reference to Borich text	... & use APA citation
Questions	Include 1 question	Include more than 1 question	... & question(s) is/are related to lesson clarity
Personal Impact	Articulate how lesson impacts you	... & how it will inform your teaching	... & what strategies you will incorporate
Presentation	Followed format	... & has been corrected for spelling and grammar	... & is easy to read and engaging

Classroom Observation Report (Template) # _____

Your name

Context

Day of the Week/Date/Time

School Name

Type of classroom (grade/subject/special program)

Classroom Environment (describe the room set up)

Number of teachers and assistants/Number of students

Describe the demographic characteristics of this school or classroom
(gender, race/ethnicity, languages, ability...)

Overview

Name the Lesson

Outline what you saw chronologically. List the step by step activities that the teacher and students were engaged in. Address such areas as curriculum, instruction, classroom environment, management...

Significant Event(s)

Name 1-2 significant events and explain why you chose them for analysis.

Description of Event(s)

Describe the event(s) and what the teacher(s) and students were doing.

Analysis of Event(s)

Analyze the event and make reference to what you have learned/read in this course. Use APA Style to reference Borich text: (Borich, 2007, p. #)

Questions

List any questions you may have.

Personal Impact

Articulate how this observation personally impacted your learning about teaching and learning. How will this observation inform your teaching? What strategies will you incorporate in your teaching and why?

References

Borich, Gary D. (2007). *Observation skills for effective teaching*. (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Outsider Paper Assignment

10 points

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 years. After reading chapters 1-3 in Villa/Thousand’s *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (2 to 3 double-spaced pages, or 1,000-1,500 words) in which you comment on your own (or a friend’s) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text. Consider the following questions:

What personal characteristics fostered your (or your friend’s) feelings of being an outsider?
How did you react to and cope with the situation?

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?

Key skills/knowledge to be evaluated:

- Were you able to devise a cogent written reflection that addresses the questions above in a thoughtful/analytical manner?
- Did you make at least one specific (quote) connection to the VT book?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

Criteria for Self- Assessment of Outsider Paper

Be sure to self-assess using the following rubric. Submit a self-assessed rubric with your final draft of your outsider paper.

Outsider Paper Rubric

Criteria	Approaching	Meets Minimum	Outstanding
Outsider Description	Describe personal characteristics that fostered feelings of being an outsider ...	And describe reaction and coping strategies ...	And describe how you shared this experience and gained assistance.
Impact on Teaching	Describe how this experience changed you...	And describe how this experience makes you more sensitive or effective teacher ...	And describe what school staff, parents, or friends can do to address this matter.
Quotation and Rational of Choices	Provide a quotation from the Villa and Thousand text.	There is a rationale provided for why quote was chosen.	Provide a rationale for the chosen Villa and Thousand quotation and how it relates to your own teaching and belief system.
Organization	The paper lacks organizational structure.	The organizational structure of paper includes an introduction, logical sequence, and conclusion.	The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.
Voice	The writer of the paper lacks voice and directness.	The writer of this paper speaks directly to the reader.	The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.
Sentence Fluency	The writing has lack of sentence variety and flow.	The writing has a flow with variety in sentence structure.	The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.
Writing Conventions	Paper demonstrates poor writing conventions with multiple spelling, punctuation and grammar errors.	Paper has less than 2 spelling, punctuation and grammar errors.	The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

Current Events in Education

7 points

The purpose of this assignment is to understand some of the current issues in K-12 education and how the issues are contextualized in today's media. The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national, or international issues. As a team you provide a 3-5 minute presentation as well as a 1-2 page handout that will include a copy of the news clip for the class, summarize the key points, analyze the issue and its representation and make recommendations for your classmates.

Current Events Instructions

1. Choose a news clip (videotape, audiotape or paper) from a local news source. The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national, or international issues.
2. Research the issue.
3. Analyze the issue presented in the news clip as well as analyze the representation of the issue.
4. Summarize the issue.
5. Write up recommendations for educators: suggested actions that teachers can take to stay informed and to provide the best public education for all K-12 students.
6. Create a one-two page handout of the news clip, summary, analysis and recommendations for educators.
7. 3-5 Minute Class Presentation: Provide a copy of the news and a handout for the class, summarize the key points, analyze the issue and its representation and make recommendations for your classmates.

Current Event Rubric

Criteria	Approaching	Meets	Exceeds
News Selection	Shares title of news clip and source.	Provides a copy of the news clip for students.	Provides a copy of the news clip and subsequent news clips related to the original clip.
Content Summary	Addresses some of the key issues in the news clip.	Summarizes the key issues presented in the news clip.	Summarizes the key issues presented in the clip and cites references.
Analysis of Issue	Analyzes the issue presented in the news clip.	Analyzes the news clip based on research of the issue.	Analyzes the news clip based on research of the issue and cites references.
Analysis of Representation	Analyzes the representation of the issue in the news clip.	Analyzes the representation of the issue in the news clip based on research of the issue.	Analyzes the representation of the issue in the news clip based on research of the issue and cites references.
Recommendations	Recommends actions that teachers can take.	Recommends actions that teachers can take to stay informed and to provide the best public education for all K-12 students.	Recommends actions that teachers can take to <ol style="list-style-type: none"> 1. stay informed about the issue 2. to inform students colleagues, parents and the public about the issue & 3. to provide the best public education for all K-12 students.
Handout	Provides a 1-2 page handout that summarizes the key points and analyzes the issue and its representation.	Provides a 1-2 page handout that summarizes the key points, analyzes the issue and its representation and makes recommendations for educators in regards to the issue in the news clip.	Provides a 1-2 page handout that summarizes the key points, analyzes the issue and its representation, makes recommendations for educators in regards to the issue in the news clip, cites references and provides resources.
Presentation	Presentation meets the 3-5 minute time requirement	... & is professional, well organized and informative	... & engages students in a dialogue after the presentation.

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? Give 1-2 examples of how this looks. Use a minimum of one citation.

Paragraph 3: Nature of the subject matter

Describe what you believe is the nature of subject matter.

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

Give 1-2 examples of how you as a teacher will make choices about curriculum and instruction. Use a minimum of one citation.

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? Give 1-2 examples. Use a minimum of one citation.

Paragraph 5: Teacher dispositions and actions

Describe 1-2 behaviors (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position? Use a minimum of one citation.

Paragraph 6: Conclusion

Recap your philosophy.

Philosophy Paper Rubric

15 points

2 points for each criteria and 1 point for including graphic organizer and draft paper.

Criteria	Approaching	Meets	Exceeds
Introduction	Briefly introduces their philosophy.	Names philosophy, previews beliefs about the nature of the learner, subject matter, learning process and teacher behaviors.	Names philosophy, previews beliefs about the nature of the learner, subject matter, learning process and teacher behaviors & uses APA citation.
Nature of the Learner	Describes the nature of the learner and what they need from teachers to learn.	Describes the nature of the learner and what they need from teachers to learn, provides an example, and a minimum of one citation.	Describes the nature of the learner and what they need from teachers to learn, provides two or more examples, and two or more citations.
Nature of Subject Matter	Describes the nature of the subject matter (knowledge and presentation).	Describes the nature of the subject matter (knowledge and presentation), provides an example of how you will make choices about curriculum and instruction, and a minimum of one citation.	Describes the nature of the subject matter (knowledge and presentation), provides a minimum of two examples of how you will make choices about curriculum and instruction, and a minimum of two citations.
Nature of Learning Process	Describes the nature of the learning process.	Describes the nature of the learning process, provides an example of how you will guide student learning, and a minimum of one citation.	Describes the nature of the learning process, provides a minimum of two examples of how you will guide student learning, and a minimum of two citations.
Teacher Dispositions & Actions	Describe one behavior you will exhibit to carry out your philosophy.	Describe a minimum of one behavior you will exhibit to carry out your philosophy and a minimum of one citation.	Describe two or more behaviors you will exhibit to carry out your philosophy and a minimum of two citations.
Conclusion	Names philosophy.	Names philosophy and reviews beliefs about the nature of the learner, subject matter, learning process and teacher behaviors.	Names philosophy, reviews beliefs about the nature of the learner, subject matter, learning process and teacher behaviors and has a dynamic ending.
Presentation	Paper has minimum spelling and grammar errors.	Paper is well organized, has no spelling and grammar errors, and uses APA style citations with only 1-2 errors.	Paper is well organized, has no spelling and grammar errors and uses APA style citations perfectly.

Make Up- Extra Credit Assignment - Teachers in the Movies Review**9 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 that you can consider include: Finding Forester, Stand and Deliver, Dead Poet’s Society, Mr. Holland’s Opus, Kindergarten Cop. Others movies may be used upon approval of instructor.

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?

Teacher Movie Review Rubric

Criteria	Approaching	Meets Minimum	Outstanding
Before Viewing Analysis	Briefly describes choice of film.	Addresses film choice, but very brief.	Describes richly why film was chosen.
During Viewing Analysis	Addresses a couple of the questions in instructions.	Briefly describes the teacher, students and the management and teaching strategies modeled in movie.	In rich detail describes the teacher, students and the management and teaching strategies modeled in movie.
After Viewing Analysis	Addresses only 1 or 2 of the questions.	Briefly addresses three or four of the questions.	In rich detail responds to all four prompts.
Presentation	Poorly organized and written review.	Organized, but could improve with another revision.	Well organized and written review.

Assignment Sheet (Print two copies and bring to class - one for you and one for instructor.)

Name: _____

Phone # _____

Where do you live? _____

e-mail _____

Teaching Interest (grade level, subject area) _____

Experiences working with children/adolescents _____

Applied to credential program? (Y/N) _____ Which one(s) _____

Anticipated date to begin credential program _____

Attendance & Reading Responses

(Attendance is mandatory. Three points will be deducted for every hour absence.)

6/2 ___ RR1___ **6/4** ___ RR2___ RR3___ RR4 ___

6/9 ___ RR5___ RR6___ RR7___ RR8 ___ **6/11** ___ RR9___ RR10 ___ RR11___

6/16 ___ RR12___ RR13___ **6/18** ___ RR14___ RR15 ___

6/23 ___ RR16___ RR17 ___ RR18___ **6/25** ___ RR19___ RR20 ___ **6/30** ___ **7/2** ___

___ / 20 Reading Responses (Due Daily)

___ / 10 Teacher Interview (Due June 9)

___ / 10 Field Observation Record, 45 Hrs Field Observation Log Sheets & Recommendation Form (June 23)

___ / 7 Classroom Observation Report #1: Video (June 9)

___ / 7 Classroom Observation Report #2: ELL (June 11)

___ / 7 Classroom Observation Report #3: Special Education (June 11)

___ / 7 Classroom Observation Report #4: Your Grade Level Choice (June 16)

___ / 10 Outsider Paper (Draft June 18 & Final June 23)

___ / 7 Current Events (TBA)

___ / 15 Educational Philosophy (Draft June 9, 11 & Final June 16)

- ___ Absence(s) = Number of hours absent X 3

___ / 9 Make Up- Extra Credit: Observation/Movie Review (Due within a week of absence)

___ / 100 **Total Points**

Grading Scale

A= 93-100

A-=90-92

B+=86-89

B=83-86

B-=80-82

C+= 77-79

C= 73-76

C- =70-72

D=60-69

F=59 or lower.

If you do not earn a C+ or higher - you must repeat the course to meet the prerequisite requirements for the credential program.