

California State University San Marcos
College of Education
Education 350: Foundations of Teaching as a Profession
Monday 6:00-8:45 Temecula 3 units

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

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

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

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

(adopted by COE Governance Community, October 1997)

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

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

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

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

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 me as soon as possible. In this section of Educ 350, I have adopted this additional policy: If you miss three class sessions, you cannot receive a grade of A or A -; if you miss four class sessions, you cannot receive a grade of B+ or B.

Credential Program Recommendations: As one of several evaluation methods, Educ 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

Field Work: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the COE syllabus webpage, at the top of the list of syllabi for this semester. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. More details will be given in class.

Electronic Communication Protocol

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

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Teaching Performance Expectation (TPE) for EDUC 350: A primary goal of Educ 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing is expected to be met during this course:

TPE 12: Professional, Legal and Ethical Obligations

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Teaching Performance Assessment for Developing as a Professional Educator

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

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

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

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Required Texts:

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936, Approximately \$12 - 20.

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody’s Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. ISBN 0-534-64467-8, 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. , Approximately \$12 - 25

Assignments and grading:

- | | |
|--|-----------|
| 1. Reading log | 15 points |
| The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc Students are expected to read and keep a log summarizing at least 5 articles selected from magazines, and/or professional journals. The articles chosen should relate to education in general and/or topics mentioned in the text or class discussion. The instructor will furnish several of the articles. Readings logs will be due on a specific date and may be accepted late with a reduction in grade. You may be asked to share these articles with other students | |
| Entries for the log should provide the following: title, source, and date of the article, and Log #-i.e., “Log # 3 personal reflections | |
| 2. Interview of a teacher | 10 points |
| Details on page #5. The written report is due on February 5. | |
| 3. Inclusion, Diversity and Special Education Laws | 10 points |
| Details are below. The written report is due on .March 5 | |
| 4. Classroom observation reports | 15 points |

Using the classroom observation instrument, write up at least fifteen 30-minute (or longer) observations from various grades and school sites. **Submit at least five of these observations on each of the three dates indicated on the course schedule.**

6. Contemporary issues research 5 points
Choose **(1)** an issue that interests you (from the topics approved by the instructor) and **(2)** a partner with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue. Reports to the class will be spaced out over the class periods during the second half of the semester. When you and your partner present your research orally, provide a one-page summary and a reference list for me and for your classmates.
7. Personal philosophy of schooling, learning and teaching 10 points
You will write a 3-4 page paper describing your philosophy of schooling, learning and teaching. Assignment is described below and is due on **April 2nd**
8. Participation 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. See details above in "Class Discussions and Participation."
9. Technology-School district comparison 5 points
10. Final Exam- Details will be explained in class 20 points

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

A = 95-100
A- = 90-94
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
D = 60-69
F = 0-59

Assignment #2 Interview of a Teacher

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

Gathering information:

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

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

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

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

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

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

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

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

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

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

Analysis:

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

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? If possible include at least one reference to the readings/discussions we have in class.

Criteria for evaluation:

Exemplary papers are characterized by:

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

Assignment #3 Inclusion, Diversity and Special Ed Laws

You will apply your understanding of the legal context of inclusive education and laws that influence teaching responsibilities. Study the following chapters and web sites:

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 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.

Thousand, J.S. (2004) Article to be posted in WebCT

Reflection and Applications:

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities.

Identify five laws or court decisions that influence you as a professional educator. At least two of these five must relate to special education law. Provide your rationale (one paragraph) for each selection. Why is it important to you? How might it affect your teaching? Feel free to add insights from your personal experiences, observations and FAT City Video.

Assignment #7: Philosophy of Schooling, Learning, and Teaching

Paper Introduction

Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8. Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.? Describe the level of schooling and subject field(s) you hope to teach.

Nature of schooling

Describe what you believe is the purpose of schooling in a democracy. How will you as a teacher help achieve these purposes? Give 1-2 examples of how this will look in your classroom/career.

Nature of the learner

Describe what you believe is the nature of the learner. What are your thoughts about the students you will teach? What do they need from a teacher? Give 1-2 examples of how this will look in your classroom.

Nature of the teaching/learning process

Describe what you believe is the nature of the teaching/learning process? What do you believe counts as knowledge and how should it be presented? How will you as a teacher use subject matter and other experiences to guide students toward

meaningful learning activities?
Give 1-2 examples of how this will look in your classroom.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position?
Give 1-2 examples of how this will look in your career.

Conclusion

Recap your philosophy.
What are your outstanding questions/concerns/thoughts about becoming a teacher?

Criteria for Self- Assessment of Philosophy Paper

Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one “beefy” paragraph). These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

Ideas: The paper is clear and focused. It holds the reader’s attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

Organization: The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

Connections: The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

Voice: The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

Sentence Fluency: The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

Conventions: The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

Schedule as of 12/08/06

Schedule is subject to change at the discretion of the instructor

Tentative CLASS SCHEDULE (as of 12/29)

| Date | Planned Activity | To prepare for Next Class |
|-------------|--|--|
| 1/22 | Discuss syllabus, field experience guidelines, teacher Interview and other course requirements Read the field experience guidelines at http://lynx.csusm.edu/coe/index.asp You will find this at the top of the Spring 2007 syllabi webpage, "EDUC 350 Field Experience" Bring questions with you Jan 22."Distribute log | Read <u>G&G text</u> Chap. 1, 2 to page 71. |
| 1/29 | Overview of the credentialing process | teacher interview |
| 2/5 | Discuss journal article "Myths",Text chapters 1 & 2. Discuss Teacher interviews | Text Chap. 2 |
| 2/12 | Discuss the historical roots of American Education. Distribute second reading log." | Hand in field Observations Text Chap 3 |
| 2/19 | Discuss Classroom Management, School discipline, suspension/expulsion. Review Technology assignment Fieldwork Discussion #1 | Read Text Chap. 7 |
| 2/26 | Discuss exceptional learners and their needs: school reactions--categorical programs: GATE, LEP/NEP (ELL). Title I, c | Villa/1000 text Chap 1 & 2 Assignment #3 |
| 3/5 | Special Education, view "F.A.T. City" Discuss assignment # 3 | Text Chap. 9 |
| 3/12 | School Governance, role of the state, county and local school districts. Superintendent, Board power and responsibilities, Teacher Unions- | Read Chap.8 Technology assignment due |
| 3/19 | Educational Philosophies Distribute TIMSS paper Field Experience #2. | Turn in Philosophy paper Assignment #7 |
| 3/26 | Spring Break –No Class | Text Chap. 3 & 10 |
| 4/2 | Discuss school practices in other countries -video Turn in assignment #7 | Log- discuss www.nmsa.org |
| 4/9 | Educational reforms, Standards, assessments including; STAR, PSAA, API, HSEE and SAT 9. discuss middle schools Oral Reports | Text Chap. 11 |
| 4/16 | School Finance, developing a budget, income sources, expenditures, block grants etc., "1 st to Worse"Oral Reports | Observations III Test Chap.2 log 3-5 questions |
| 4/23 | Field Experience Observations discussion #3 – possible visitors Getting a Job/ The First Year of Teaching Oral Reports | |
| 4/30 | Oral Reports | Obtain take-home final exam |
| 5/7 | Oral Reports Distribute final exam for take home | Turn in Final |
| 5/14 | collect Final Exam Wrap Up Activities | |

Using Technology: Selecting a Community for a Teaching Position

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

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

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

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

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

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

Technology Assignment Assessment Rubric:

Criteria

| | Below Expectations | Meets Standard | Exceeds Standard | Standard |
|---|-------------------------------|---------------------------|-----------------------------|-----------------|
| Information on schools/community | | | | |
| Quality of the school(s) demographic characteristics. | | | | |
| Inclusion of website materials | | | | |
| Summary hypothesis | | | | |