

EDUC 350: Foundations of Teaching as a Profession
California State University San Marcos
Summer 2004

Dr. Janet L. Powell
Professor of Education
Phone: 760-750-4319
Email: jpowell@csusm.edu

Office: 418 University Hall
Office Hours: 5:00 – 6:00 MT

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 knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and analysis of "School Law & Diversity," and/or *Creating an Inclusive School*.

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

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late

arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. In this section of EDUC 350, the instructor has adopted this additional policy: If you miss three class sessions, you cannot receive a grade of A or A -; if you miss four class sessions, you cannot receive a grade of B+ or B.

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

Field Work: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Approximately half of your time should be spent in one teacher's classroom, and the remainder of the time should be distributed among other classrooms. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Recommendation Form with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos Teacher Credentialing programs.

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

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

TPE 12: Professional, Legal and Ethical Obligations

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

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

Teaching Performance Assessment for Developing as a Professional Educator

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

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

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others' opinions?
- Are you supportive of others' ideas?
- Do you support your peers during their presentations?

- Can you monitor and adjust your participation to allow for others' ideas as well as your own to be heard?

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

Required Texts:

Armstrong D.G., Henson, K.T., and Savage, T.V. (2001). *Teaching Today*. Merrill Prentice Hall.
 Villa, R. A. and Thousand, J. S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1, 2, 3, p. 125-135 and 162-167)

Assignments and grading:

Chapter Presentation	25 points
Sign up to give a one hour presentation on one chapter from the readings. Create an interactive handout for students to follow as you present. Be sure to have the your name, the name of the book, and the chapter at the top of the handout and have the pages 3-hole punched.	
Classroom observation reports	15 points
Using the classroom observation instrument provided in class, write up fifteen 30-minute observations in your field sites. Submit five of these on the dates on the course schedule.	
Contemporary issues research	15 points
Choose (1) an issue that interests you (such as merit pay, "No Child Left Behind", Vouchers, Bilingual Education, Zero Tolerance policies, or another issue 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 be about 20 minutes and describe and analyze the issue. When you present your research orally, provide a one-page summary and a reference list for your classmates.	
Current events in education	5 points
On the same day you give your chapter presentation, you will be responsible for presenting an item from that week's news (5 minutes maximum). 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. You will summarize and present the importance of the news for your classmates.	
Personal philosophy of teaching, learning and schooling	15 points
Details will be given in class.	
Reading log	10 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. Entries should be 1 paragraph in length. Log entries must be brought to class the day the readings are due. At the top of the page write your name, the name of the book, and the chapter number.	

Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed the assignment for the semester. No credit will be given for late submissions.

Participation & attendance

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.

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

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F = 0-59

The College of Education-Student Services Center conducts advising sessions for all those enrolled in Cal State San Marcos' teacher education prerequisite course: Education 350 - Foundation of Teaching in the Classroom. Topics will include the steps involved in applying to the university and the college of education, background and TB clearance, and eligibility for student teaching. Students enrolled in Education 350 will be notified to their CSUSM email account about upcoming advising session times and dates.



Janet L. Powell

Professor of Literacy Education
College of Education
760-750-4319
jpowell@csusm.edu

Dear Educator,

This letter introduces _____, who is a prospective candidate for our teacher credential program and is currently enrolled in the Education 350: "Introduction to Teaching as a Profession" at California State University San Marcos. This course requires students to complete 45 hours of classroom observations in elementary, middle and high school classrooms.

As an important first component of learning to teach, this 45 hour field experience provides the student with first-hand experience in the application of his or her understanding of effective schools, student learning, teaching strategies, and the role of the teacher, but it should not be confused with *student teaching*.

The field experience is comprised of two parts: observation in multiple settings (e.g. primary, intermediate, middle or high school level classrooms; multilingual classrooms; special education classrooms) and a more sustained observation/participation in one classroom. I would be most appreciative for any help you could give this student in the arranging of observation sites.

We encourage students to observe, formulate questions for discussion and to participate in classrooms when the teacher feels comfortable allowing them to do so. Our students are responsible for documenting their observation hours.

Thank you for your participation in the professional preparation of our students. If you have any questions about this learning experience, please call me at 760-750-4319. Thank you for your cooperation.

Sincerely,

Janet L. Powell

Guidelines for EDUC 350 Field Experience & Classroom Observation Entries

EDUC 350 requires 45 hours of field experience in public schools.

You must visit each of the following educational levels:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)

In these three basic settings, observe a variety of students with different instructional environments. These include multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc. Some of the environments you should see are:

1. English language development or primary language classroom
2. special education setting
3. primary (K-3) and intermediate (4-6) levels in elementary schools
4. general and advanced levels in high school subject fields
5. gifted education setting
6. sheltered instruction (SDAIE)

You may choose to make some of your observations in schools other than “regular” daytime schools. Consider observing in charter schools, alternative education sites, adult education schools, or court schools. For additional settings, obtain permission from your instructor before you do the observations.

Choose the locations of your field experience early and carefully. Make copies of the introduction letter, as you will meet with more than one principal. Call ahead and ask for an appointment with the principal. It may take them a week or so to arrange a meeting with you. Explain that you would like to observe several different educational settings. *However, remember you need to be with one teacher a significant amount of time if you plan to have him/her fill out your Field Experience Recommendation Form (for applying to the credential program).*

You must observe in varied settings to satisfy this course requirement. Each observation should last at least 30 minutes. Your observation entries must reflect these different settings. You will turn in a total of 15 classroom observation records throughout the semester (see syllabus for dates) and your Field Experience Record at the last class session.

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

Your classroom observation entries should follow the format below:

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

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

Classroom Observation Entry # _____

Your name: _____ School name: _____

Type of classroom (grade/subject/special program): _____

Day of the week/Date/Time: _____

Number of teachers and assistants/Number of students: _____

Describe the demographic characteristics of this site/classroom: _____

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

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

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

Questions for discussion or exploration:

EDUC 350 OBSERVATIONS: TOPICS FOR WRITTEN ENTRIES

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

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

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

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

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

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

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

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

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

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

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

Flexibility (what evidence of flexibility do you see in the teacher's behavior and the learning environment? do you see evidence of any "teachable moments" [unplanned events being turned into effective learning experiences with students]? does the teacher use student remarks or interest to "reroute" or enhance a planned lesson?).

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

Number of Observations

	ELD/Primary Lang.	Special Education	Sheltered/SDAIE	Gifted Education
Elementary K-3				
Elementary 4-6				
Middle 6-8				
High 9-10				
High 11-12				
Other				

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section _____ Semester _____ Instructor _____

Name SS #

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

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

The experience took place as follows:

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

Attach the following to this request:

1. A letter from supervisor/teacher verifying the experience, including the length of time spent in this experience.
2. Your reflection on the experience (1-2 pages typewritten). Describe the experience and convey what you learned from the experience that will help you to be an effective teacher candidate.

Do not write below this line.

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

_____ Denied

Reason for denial: _____

Instructor Signature

Date

FIELD EXPERIENCE RECOMMENDATION FORM - Non Confidential

Applicant's Name: _____
SSN _____

Program: Multi Subj ___ Multi Subj Mid Lev ___ Concurrent w/ Ed Spec ___ Sing Subj _____

This individual is considering applying for admission to a Cal State San Marcos Teacher Education Program. The applicant has indicated that he/she has worked with children/youth (class/groups) under your supervision. One of the criteria on which candidates are admitted to the CSUSM program is successful work experience with children (either paid or volunteer). All credential program applicants are required to submit a Field Experience Recommendation Form from a public classroom teacher.

In a brief narrative, reflect on this individual as a teacher candidate. When possible, please provide specific examples and details. If your narrative exceeds this page, or if a separate letter is used, please attach to this form and sign. In order to avoid questions of authenticity, do not cut and paste your narrative in the box below.

Consider the candidate's personal and professional attributes with the following in mind:

Dependability	Professional appearance/manner	Enthusiasm	Poise and self-confidence
Initiative	Interpersonal communication skills		Sensitivity to all learners

Student Services Center welcomes your additional comments. (760)750-4277 or email:coessc@csusm.edu

Name of Public School: _____
Grade Level: _____
School District _____
Number of hours candidate has been in my classroom _____
Classroom Teacher's Name _____
Classroom Teacher's Signature _____
Date _____

College of Education • California State University San Marcos • San Marcos, CA 92096-0001
• (760) 750-4279

Powell
EDUC 350
Summer '04

Philosophy of Teaching Statement

Organize your thoughts in a way that expresses your beliefs about schools, teaching and learning. Articulate your thoughts so that your reader is able to form a picture of the teacher you hope to become.

Think of your audience as the hiring committee of a school district in which you passionately hope to teach. You want your audience to connect your name and face with a distinct set of beliefs.

Your philosophy should reflect your beliefs about teaching and learning, and your view of the social context of schools for the 21st century in a multicultural society. You should demonstrate professional vocabulary as you discuss your beliefs and knowledge.

Let this be exploratory and messy, this is only the first of several drafts. It's most important that you get your ideas out, not that you have every one of your ideas fully developed or conceptualized. Think about teaching, learning, and schooling.

Philosophy of Teaching First Feedback

1. At the end of your paper, write 2-4 questions you want your reader to answer about your paper.
2. Switch papers with a partner.
3. As you read do the following:

Highlight in yellow the specific ideas that show what the writer believes schooling is

Highlight in orange or pink the specific ideas that show what the writer believes teaching is


Highlight in green the specific ideas that show what the writer believes learning is

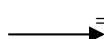
Write comments in the margins about things you don't understand, things you find interesting, etc. Answer the writer's questions, either in writing or verbally

4. Discuss with each other what the next steps might be for revision.

Philosophy of Teaching 2nd Reader Response

1. * = Strong ideas

 = Strong wording

 = Confusing idea or weak wording

2. How well do you understand this person's view about the purpose of schools, what teaching is, What learning is, What did you want more of?
3. How well do you understand this person's view of the role of the teacher, particularly his/her role? What did you want more of?
4. To what degree did this writer provide examples and elaborate on ideas? Where did you want more?