

EDUC 350 (1): Foundations of Teaching as a Profession
Summer 2003 – Tues. & Thurs. 8:00-11:50 - UH101
California State University San Marcos
College of Education
CRN30073

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Required Texts:

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

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.

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 Form with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos Teacher Credentialing programs. A minimum grade of a C+ is also required in this course.

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

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).

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.

Mission of the College of Education at Cal State San Marcos: The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by COE Governance Community, October 1997)

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

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

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.

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.

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.

An “A” student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A “B” student is one who:

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A “C” student is one who:

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.

- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A "D" student is one who doesn't meet all of the minimal standards of a "C" student.

Course Assignments

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| 1. Participation, Collaboration and Professionalism | 25% |
| 2. Philosophy of Teaching | 15% |
| 3. Law and Diversity Assignment | 5% |
| 4. Teacher Interview | 10% |
| 5. "Debate" on Contemporary Issue | 10% |
| 6. Journal Article Summary Sharing, Handout and Visual | 5% |
| 7. Field Experience Log and Journal | 20% |
| 8. Foundations of Teaching Notebook | 10% |

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| TOTAL | 100% |
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Late assignments will be penalized by a 20-point reduction each day they are late. Keep digital copies of all assignments for your Credential Program Electronic Portfolio. Note: You may not pass this class without completing the 45 hours of Field Experience.

1. Participation, Collaboration and Professionalism

Students will engage in active learning each class session, and will be expected to actively participate, collaborate, and demonstrate professionalism at all times.

- 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?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times?
- Do you attend each and every class, arrive on time and well prepared, and do not ever leave early?
- Do you give close attention to each activity and speaker, and never whisper or do other things while there is a speaker?

READING CHAPTERS/NOTETAKING is an important part of participation. You will do a self-assessment using the Rubric for Participation, Collaboration and Professionalism; and write a two-three page rationale with examples. You should give a rationale for the points you gave yourself in each area of the rubric and provide examples for each area. Your professor will also do an assessment using this rubric.

Rubric for Participation, Collaboration and Professionalism

| CATEGORY | Excellent 14 pts. | Acceptable 9 pts. | Unacceptable 4 pts. | Your Score |
|------------------------------------|--|---|---|-----------------------|
| Attitude | Always has a positive attitude. Never is critical of the task or others without offering alternatives, showing initiative, and working hard for improvement. | Usually has a positive attitude. Rarely is critical. | Seldom has a positive attitude. Often is critical. | |
| Participation | Attends every class, always on time and well prepared, never leaves early. Give closest attention to class activities and speakers. | Usually attends every class, on time and prepared, doesn't leaves early. Give most attention to class activities and speakers. | Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking. | |
| Professionalism | Always behaves, talks and works in a professional manner, regardless of task/topic. | Often behaves, talks and works in a professional manner, regardless of task/topic. | Seldom behaves, talks and works in a professional manner, regardless of task/topic. | |
| Collaboration | Always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player. | |
| Contributions | Always provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions. | Often provides useful ideas; stays focused most of the time. A satisfactory group member who does what is required. | Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge and participate. | |
| Disposition toward Teaching | Always demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and CA Standards for Teaching. | Often demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and CA Standards for Teaching. | Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and Standards for Teaching. | |
| Leadership | Shows strength through leadership in class activities; other students respect you as a leader. | Effectively participates and contributes, but rarely shows leadership qualities. | Does not show leadership in any area of class. | |

Total Score:

2. 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.

Questions to Guide You

1. What is schooling?
What are the purposes of education and schools? What are schools for? How is schooling in a democracy different from schooling in a totalitarian state? What responsibilities do you have as an employee of the public, and what happens when you disagree with public policy? What about when you disagree with parents? What are your goals for your students?
2. What is teaching?
What are the purposes of teaching? Who or what is the source of knowledge in the classroom? Is teaching a one-way or two-way venture? How will you decide what to teach? Do you consider yourself a teacher of students, or of content, or both? Is teaching better described as a set of skills and knowledge, or as a set of values and attitudes? What is it about teaching that you most look forward to, and that you most fear? What is your metaphor for the teacher? What are your ethical responsibilities as a teacher? How will you contribute to the profession of teaching? What is the teachers' role as a bridge to the community? What is the teacher's role in educational renewal and reform?
3. What is learning?
What is knowledge? If you teach and students don't learn, whose problem is that? How will you know when students have learned something? Are students empty vessels into which you will pour knowledge? What does learning mean for students of different abilities or ethnicities or genders or economic classes? How will your classroom be responsive to the multiple communities represented in your students? Do all students need to learn the same thing? How important is classroom environment to learning? How will you decide what content to teach in the all-too-short time allotted to you?

NOTE: Use the questions to frame your thoughts. Do not simply answer the questions.

Class activities which support the development of your Philosophy include

- Class Discussions
- Readings
- Field Experiences
- Credo for Support Activity
- FAT City Activity
- Inclusive Education Activity
- Law and Diversity Activity

CRITERIA FOR GRADING:

- Did you draw on all your resources/experiences to write your philosophy and not just the book?
- Are you clear about your own beliefs?
- Do you have a clear organization of ideas?
- Can you articulate your ideas fluently and coherently with correctness of written expression (grammar, syntax, spelling)?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of schooling, teaching, and learning?

RUBRIC FOR GRADING:

A Outstanding work on assignment, excellent syntheses of information and 90-100%

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| B | experiences, great insight and application, and excellent writing. Completion of assignment in good form with good syntheses and application of information and experiences; writing is good. | 80-89% |
| C | Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate. | 70-79% |
| D | Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate. | 60-69% |

3. Law and Diversity Assignment

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:

Thousand, J.S. (passed out in class) Laws related to special education that affect teachers.

Villa, R. A. & Thousand, J. S. (1995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Read all of Chapter 2.

U.S. Disability Law. Internet address:

www.law.cornell.edu/topics/disability.html

Includes information about laws affecting people with disabilities.

OSERS IDEA Home Page. Internet address:

www.ed.gov/offices/OSERS/IDEA

Explanation of federal legislation known as IDEA, which ensures a free appropriate education in the least restrictive environment for children with disabilities. The latest 1997 federal reauthorization of the law is explained in detail.

Reflection and Applications:

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

1. In writing, identify five laws or court decisions that influence you as a professional educator. At least one of these five must relate to special education law. Give a rationale for each selection. Why is it important to you? How might they affect your teaching?
2. Be prepared to share selections and rationale for selection of the laws and decisions during our next class.

RUBRIC FOR GRADING:

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|---|---|---------|
| A | Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing. | 90-100% |
| B | Completion of assignment in good form with good syntheses and application of information and experiences; writing is good. | 80-89% |
| C | Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate. | 70-79% |
| D | Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate. | 60-69% |

4. Teacher Interview

GOAL: For you to understand how a teacher interacts with, feels about, and works within the educational environment. For you to understand the motivations, theories, and philosophy of a teacher.

Specifics: Students will interview a public school teacher who has been teaching at least three years or has retired within the past year. In a two-page paper, students will write a summary and analysis of what (s)he learned from the teacher. Students should describe the teacher's experiences and views in a way that portrays a distinct philosophy and experience.

Gathering Information:

Interview a current or recently retired teacher who has had at least 3 years of full-time experience in K-12 classrooms. Example questions to ask:

- Describe one or two of the most helpful teaching tips you would share with a beginning teacher.
- Why did you choose to enter teaching?
- How attractive was the profession to prospective teachers at that time?
- What were the other career paths available? Did you seriously consider other careers?
- Do you have any regrets about having become a teacher?
- What professional education did you have? How helpful was it in learning to teach?
- At what point did you feel comfortable as a teacher?
- What career moves (school buildings, grade level, special students, subject matter, etc.) have you made? To what extent were these moves voluntary?
- Do you desire other moves? (for current teachers) 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?
- Are there issues you feel should be changed in terms of the way that schooling now occurs?
- Have you ever encountered an ethical dilemma in the course of your work? What was it and how did you solve it?
- What are some favorite memories from your classroom?
- How would you best characterize your approach to teaching?
- What have you 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. Be sure to protect your teacher's confidentiality by using a pseudonym and masking identifying details where necessary.

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

Note: The paper should not be a list of questions and answers. Follow specific instructions above.

CRITERIA FOR GRADING

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?
- If you were not sure of answers, did you ask your interviewee for clarification so you understood? Did you use follow up questions to probe for deeper responses?
- Were the questions you created thought provoking?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?

RUBRIC FOR GRADING:

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|---|---|---------|
| A | Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing. | 90-100% |
| B | Completion of assignment in good form with good syntheses and application of information and experiences; writing is good. | 80-89% |
| C | Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate. | 70-79% |
| D | Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate. | 60-69% |

5. “Debate” on Contemporary Issue

You and your group members will become familiar with a contemporary issue in education and will present your learning to your peers in the form of a debate, in order to broaden the class’s knowledge and perspective of education issues. Your topic must have multiple perspectives (pros and cons). Examples of topics include standardized testing, bilingual education, tracking, school safety programs, the role of technology, government involvement, sex education, censorship, and gender equity.

Library Research: In groups, students will plan and conduct library research on a contemporary issue in education. Group members should thoroughly investigate the issue, its pros and cons, implications (the “so what”) of the issue, and applications to schooling today. Each group will create a two page typed abstract AND a selected reading list (12-15 references in bibliographic form, only 3 of which may be web sites) to give to each class member on the day of the presentation. Group members’ names should be at the top of the stapled handout. Come to class prepared to present all perspectives.

Class Presentation: On the day of your presentation, you will present the following: (a) your pro and con stances, (b) major points to cover, (c) anticipate major points and arguments by member of the opposing team, and (d) introductory and concluding statements. **There is a specific format and time allotted for each component.**

CRITERIA FOR GRADING:

- Do you understand a major issue affecting education and can you speak intelligently to your peers so they understand the issue?
- Did you read from enough sources to gather relevant information?
- Are you able to synthesize information to present a concise yet thorough report?
- Are you able to organize resources (materials, people, etc.) in support of your presentation?
- Did you present your information confidently, creatively, and in an organized manner?
- Are you able to apply what you’ve learned about effective teaching to engage your audience during your presentation?
- Are you able to use technology to support your presentation?
- Are you able to develop an appropriate abstract and bibliography?

RUBRIC FOR GRADING:

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|---|---|---------|
| A | Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing. | 90-100% |
| B | Completion of assignment in good form with good syntheses and application of information and experiences; writing is good. | 80-89% |
| C | Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate. | 70-79% |
| D | Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate. | 60-69% |

6. Journal Article Summary and Sharing

Write a one page summary of a journal article about a current issue in public education. It should be from a professional journal in education. See the professor or a librarian for the names of professional journals. You may not use magazines, newspapers, or the web for your source (unless it is one of the few professional journals online). Create a visual representation and put it on a large piece of paper, poster-board, or powerpoint presentation to display in class. Bring copies of the summary for all students and the visual representation to class on the day you are to present.

RUBRIC FOR GRADING:

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|---|---|---------|
| A | Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing. | 90-100% |
| B | Completion of assignment in good form with good syntheses and application of information and experiences; writing is good. | 80-89% |
| C | Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate. | 70-79% |
| D | Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate. | 60-69% |

7. Field Experience Log and Journal

In order for you to understand the complexity of today's classrooms, students and the various ways teachers address the needs of their classes, you will observe in a variety of classroom settings in order to determine if, and at what level, you might want to teach.

Students will maintain a log of hours spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. 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. You will maintain a journal documenting assumptions/expectations, interesting observations, connections to concepts studied in EDUC 350, analyses, and questions. A minimum of 15 journal entries is required.

Criteria:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe pertinent details, and can you see both the "big picture" of the classroom as well as focus in on specific methods, interactions, etc.?
- Can you monitor and take responsibility for your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and reading to your observations and provide insightful analysis about that relationship?
- Were you able to move from passive observer to participant in your field experience?

8. Foundations of Teaching Notebook

You will keep a class notebook, and will meet with the instructor during the final class period to review contents. Included in the notebook will be in-class quick-writes that are based on the required readings (1/chapter). You may include only those quick-writes that have been approved by the professor.

Include the following:

Title Page
Course
Your Name
Date

Table Of Contents (with all of the contents listed below)

- I. Approved Quick-Writes (Must include 15.)
- II. Notes over each Chapter
- III. Philosophy of Teaching
- IV. Law and Diversity Assignment
- V. Teacher Interview
- VI. Contemporary Issues Handouts from Presentations
- VII. Handouts from Journal Article Sharing
- VIII. Field Experience Documentation
 - Field Observation Form Cover Sheet
 - Field Experience Form
 - Field Experience Journal Entries 1-15
- IX. Other Class Handouts and Information (list below)

Grading: Quick Writes – 30 pts., Notes – 20 pts., and Organization and Inclusion Others – 50 pts.

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

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 on XXXXXXXX.

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 with supporting documentation no later than XXXX (third week of the semester) to your instructor.

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.
- 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. I will send you the format by email. 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.

Name _____

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:

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section : _____ Semester : _____ Instructor: _____

Your Name

Your 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/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 additional comments. (760)750-4277 or coessc@csusm.edu

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

FOUNDATIONS OF TEACHING GRADESHEET – Summer 2003

Name _____

Attendance (mark present, late, left early, absent)

May 27:

May 29:

June 3:

June 5:

June 10:

June 12:

June 17:

June 19:

June 24:

June 26:

July 1:

Final class:

| | | |
|---|-----|-----------------------------|
| 1. Participation, Collaboration and Professionalism | 25% | (0.25 x your grade = _____) |
| 2. Philosophy of Teaching | 15% | (0.15x your grade = _____) |
| 3. Law and Diversity Assignment | 5% | (0.05 x your grade = _____) |
| 4. Teacher Interview | 10% | (0.10 x your grade = _____) |
| 5. "Debate" on Contemporary Issue | 10% | (0.10 x your grade = _____) |
| 6. Journal Article Summary | 5% | (0.05 x your grade = _____) |
| 7. Field Experience Log and Journal | 20% | (0.20 x your grade = _____) |
| 8. Foundations of Teaching Notebook | 10% | (0.10 x your grade = _____) |

TOTAL 100% Total points = _____ (your grade)

COURSE GRADES

Grades will be determined by points earned:

| | |
|------------|------------|
| A = 93-100 | C+ = 77-79 |
| A- = 90-92 | C = 73-76 |
| B+ = 87-89 | C- = 70-72 |
| B = 83-86 | D = 60-69 |
| B- = 80-82 | F = 0-59 |

You must check your CSUSM email account periodically or provide another email, which you check regularly.