

EDUCATION 350
Foundations of Teaching as a Profession
Syllabus: Summer Semester 2003

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Mission Statement of the College of Education
CSU 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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaboration infusion of special education competencies that influence inclusion educational practices

Course Description: This required course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, the student 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

1. Understanding the roles of school in society.
2. Exploring philosophies and contemporary issues in education.
3. Assessing the roles of teachers in schools.
4. Understanding the qualifications and credentialing process for CA teachers.
5. Understanding and appreciating the student as an individual.
6. Understanding factors affecting student achievement.
7. Understanding critical issues in curriculum and instruction.
8. Clarifications of motives for choosing education as a career.

Teaching Performance Expectations (TPEs) for EDUC 350

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

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

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

TPE 6 SP: Teaching Special Education Populations in General Education Environments

Candidates for a Teaching Credential know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum. They can articulate the rationale for inclusive educational opportunities for all students. They are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services).

They are familiar with their legal and ethical responsibilities to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They use pre-referral processes such as the Student Study Team and consultation with general and special education colleagues rather than automatic referral of students to special education or other exceptional services. They collaborate with special educators and other specialized support personnel to plan for, teach, and assess the students with special characteristics for whom they are responsible. They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.

Required Texts:

*Armstrong, David A. and Savage, Kenneth T. and Tom V. (2001) *Teaching Today: an Introduction to Education*. Merrill Prentice Hall.

*Villa, Richard A. and Thousand, Jacqueline S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.

COURSE REQUIREMENTS

It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program. Students will be 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. Late work will affect the student's grade in the course and will not be accepted after a week. Please discuss individual issues with the instructor.

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. If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss 3 class sessions, your highest possible grade is a C+. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the CSUSM teacher credentialing 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.

Field Work: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised field work assignments in a variety of public school settings. 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 CSUSM Teacher Credentialing programs. A minimum grade of a C+ is also required in this course.

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

Goals

Students will gain knowledge and be able to articulate the:

1. philosophical and historical underpinnings of public education
2. current issues of importance to public schooling
3. roles of teachers in schools
4. critical elements of elementary, middle, high school curricula and special education
5. teacher credentialing process in California

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.

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 (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 if I have a current email address for you. 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:

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) 750-4277

Assignments and Grading

- 10 pts. Interview with a Teacher
- 30 pts. Classroom Observation Reports
- 20 pts. Chapter Presentations with handout for each student
- 10 pts. Personal Philosophy of Teaching, Learning and Schooling
Details will be given in class.
- 10 pts. Participation/information card
This is an interactive course for active learning during class. Hence, students must come to class on a regular basis prepared to discuss assigned readings/topics and to participate in class activities.
- 30 pts. Notebook

ALL HOMEWORK AND NOTES ARE DUE THE FINAL CLASS IN A THREE RING BINDER WITH DIVIDERS AND A TABLE OF CONTENTS

Grading

A 100 pt. system will be used.

A = 93-100

A- = 90-92

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

D = 60-69

F = 59-

Schedule			
<u>Week</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
1.	Intro.	ch. 1	
2.	Text	ch. 2	Information card due
3.	Text	ch. 3	Teacher interview due
4.	Text	ch. 4	
5.	Text	ch. 5	Observations 1-15 due
6.	Text	ch. 6	
7.	Text	ch. 10	
8.	Text	ch. 11	
9.	Text	ch. 12	Observations 16-30 due
10.	Text	ch. 13	
11.	Text	ch. 14	
12.	Text	ch. 15	
13.	Text	ch. 16	Personal philosophy due
14.	Text	Law and Diversity	Observations due 31-45
15.	Course wrap-up		Notebooks checked

SPEAKERS WILL PRESENT NUMEROUS TIMES DURING THIS COURSE AND SCHEDULED DURING THE SEMESTER