

**California State University San Marcos
College of Education**

EDUC 350: Foundations of Teaching as a Profession

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Mission Statement of the College of Education

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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

CLAD Infusion

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Special Education

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.

Course Description

This required 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.
- Understand factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Clarification of motives for choosing teaching as a career.

Required Texts

Segall, William E. and Wilson, Anna V. (1998) *Introduction to Education: Teaching in a Diverse Society*. Prentice Hall.

Kidder, Tracy (1989). *Among Schoolchildren*. Boston: Houghton Mifflin

Thousand, J. "Laws Related to Special Education that Affect Teachers" - Essay is attached.

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 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.

Field Work

In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. A 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 of the instructor.

Creating the Inclusive Classroom

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*.

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 (Teacher Performance Expectation) 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 Initial Philosophy of Teaching Statement is a requirement for completion of the this course and 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 the program.

The following course activities contribute to the assessment of teacher candidates. Although the attached activity descriptions are required for every section of EDUC 350, your instructor will likely have other activities and assignments that contribute to your grade in this course.

REQUIRED ACTIVITIES:

- Credo for Support
- FAT City
- Initial Philosophy of Teaching Statement

Credo for Support EDUC 350

Learner Outcomes:	Articulation in the need for dignity and respect for individuals with and without disabilities
Assessment:	Word processed or in-class statement of understanding of the need for dignity and respect for individuals with and without disabilities

Activity Description

Preparation

1. Before class, read the voice in [Creating an inclusive school](#).
2. In class, watch the video, [Credo for support](#).

Reflection and Applications

1. After reading the above chapter and watching the video, hand out the text of the video and participate in a group to discuss sections of the video.
2. Divide up the verses of the written [A Credo for Support](#) so the entire text is covered across the groups. Have students discuss the intent of the content of their section, highlighting why people with disabilities would have these requests of the people who provide them support. Ask them to discuss any examples of disrespectful or undignified treatment of others they have observed and what they would do in those situations.
3. Share out small group discussion as a whole class. Make sure the discussion addresses how this credo is an example of self-determination and self-advocacy that we want for all people.
4. As a closure to the lesson, show the video again. It has been a powerful experience to have a member of each group read their group's part out loud with the video or after the video.
5. Encourage students to visit the web site and, if they have not already read Norm Kunc and Emma Van der Klift's "Voice" in [Creating an inclusive school](#).

Readings, Web Site, and Video for Activity

Villa, R.A. & Thousand, J.S. (1995). [Creating an inclusive school](#). Alexandria, VA: Association for Supervision and Curriculum Development.

Voice: pp. 162-167

Kunc, N. & Van der Klift, E. (1995). [A credo for support](#) [Video].
(Available from Axis consultation & Training Ltd. (250) 754-9939 or www.normemma.com)

Written text of the video content to be used in class activities.

FAT CITY

EDUC 350

Learner Outcomes: Articulation understanding of the challenges of having a learning disabilities and the potential impact of a disability on a person's schooling and life.

Assessment: Word processed or in-class statement of the challenges of having a learning disabilities and the potential impact of a disability on a person's schooling and life

Activity Description

Preparation (Optional)

Text or other readings on various disabilities

Reflection and Applications

1. Show the class the video, F.A.T. City. Stop the video periodically to either engage in the activity being demonstrated in the video (e.g., continuing a sentence without the use of a particular vowel) or to discuss how the experience of having the demonstrated difficulty affected the students. You may wish to provide an outline with the name of each of the disabilities as a heading under which student can jot down notes and questions or comments while they are watching the video.
2. In class discussions, be sure to emphasize the importance of identifying student's processing problems so that appropriate supports and accommodations (e.g., cues and signals, extra wait time) can be established in the classroom so students can succeed.
3. Encourage students to visit the CEC and ERIC web sites and other web sites that talk about learning disabilities and how to support students who experience them.

Web Sites and Video for Activity

PBS F.A.T. City

(Copies can be obtained from the media center or from the special education faculty. Copies will be provided to all EDUC 350 instructors)

Council for Exceptional Children

Web site: cec.sped.org

Federation for Children with Special Needs

Web site: fcsn.org/resource.htm

ERIC Clearinghouse on Disabilities and Gifted Education

Web site: ericec.org

Inclusion sites

cisl.ospi.wednet.edu/CISL/Services/Teach/Inclusion/SE-INCLUSION.html

cec.sped.org/bk/catalog/inclus.htm

inclusion.com

Technology to Assist Young People

circleofinclusion.org/links/assistivetech.html

Initial Philosophy of Teaching Statement

EDUC 350

Learner Outcomes:	Articulation in writing of a personal philosophy of teaching
Assessment:	Word processed philosophy of teaching statement and 1-page credo

Activity Description

Preparation

Complete previous course readings, web page examinations, and in-class discussions on education law, ethics, history, and inclusive philosophy.

Reflection and Applications

Write an essay that articulates your personal philosophy of teaching given your view of the social context of schooling for 21st century inclusive, multicultural society. Do not be tempted to include a little of every way of thinking or take the words or ideas of various educational leaders. If you were to do so, elements would probably contradict each other and would not provide guidance when you need it. In preparing your philosophy statement, begin by quickly jotting down answers to each of the following seven sets of questions. To address the questions, think solely about your OWN ideas. Write no more than a 1/2 of a page to answer each question, taken in order. Interpret the questions any way you like; they are meant to guide you in discovering what you believe.

1. What is the social context of schooling for 21st century multicultural society?
2. What is the good? Who is the good person living in the good society?
3. What is the purpose of education?
4. What should everyone learn? Why?
5. What is the nature of learning?
6. What is (excellent) teaching?
7. What does school do?

Now consider the answers to these questions as a set and begin to write the first draft of your philosophy of teaching essay. After composing this first draft, check to that that your statements are consistent and revise so that your ideas and statements are coherent. Take out extra words. Read your statements aloud to yourself and at least one friend to be sure you truly communicate your heartfelt beliefs and convictions. Your criteria for success are at least the following: 1) no more words can be cut, and 2) an oral reading convinces YOU fully of the soundness of your philosophy.

The essay should meet the following two criteria. First, it should be a concise expression of personal philosophy of teaching given your view of the social context of schooling for 21st century multicultural society. Secondly, this response should be no less than 2 and no more than 3 pages in length. When completed, write a shortened version of your philosophy, a one-page “credo.” Keep your philosophy statement and credo where you can refer to it often. Use them to guide to organization of a professional portfolio.

It should take approximately a total of two hours to develop and polish your philosophy statement and restate it as a credo. It likely will take three or more “sittings” to get out a draft that meets the two-pronged criteria stated in the previous paragraph.

Law and Diversity

EDUC 350

- Learner Outcomes: Applies understanding of the legal context of inclusive education and laws which influence teaching responsibilities by posting the five most important school laws the student believes affects him/her as a professional educator. At least one posting needs to relate to special education law and reacting to other postings on an asynchronous discussion board regarding this topic.
- Assessment: Written identification of the five most important school laws the student believes affects him/her as a professional educator, with at least one of the five relating to special education law.

Activity Description

Preparation

Study the following chapters and web sites:

- Thousand, J.S. (attached). Laws that relation to special education that affect teachers.
- Kluth, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) 'Our school doesn't offer inclusion' and other legal blunders. Educational Leadership, 59 (4), 24 – 27.
- 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 which influence your teaching responsibilities by:

1. In writing, identify five laws or court decisions which influence you as a professional educator. At least one of these five must related to special education law.
2. In class, have students share selections and rationale for selection of the laws and decisions.
3. As closure, have students "quick write" in three to four sentences, what they learned about their legal and ethical responsibilities and in what ways it influences their educational philosophy.

Laws Related to Special Education that Affect Teachers

Jacqueline Thousand

Chapter 2 of Villa and Thousand (1995), *Contemplating Inclusive Education from a Historical Perspective*, charts over 200 years of history which has brought us as a country to embrace inclusive educational opportunities for all children. What follows is a summary of key court cases and legislation which have shaped special education and the teacher's role in supporting students with varying learning and language differences. For more detail see these two web sites:

www.law.cornell.edu/topics/disability.html and www.ed.gov/offices/OSERS/IDEA.

Legislation Related to Special Education

The development of special education services in this country has been greatly influenced by the civil rights movement of the 1960s. Out of the movement came legislation designed to prevent discrimination. For instance Section 504 of the Vocational Rehabilitation Act of 1973 is a civil rights law that prevents discrimination against all persons with disabilities in programs that receive federal funds. Since all public schools receive federal funds in some form, Section 504 ensures equal opportunity for students' participation in the full range of school activities. Also, through Section 504, some students who are not eligible for special education services may receive accommodations to assist them to be successful in school. For example, students with health problems such as asthma or extreme allergies as well as other challenges that do not make them eligible for special education may receive assistance through Section 504.

The Americans with Disabilities Act (ADA), signed into law by President Bush in 1990 extends the Vocational Rehabilitation Act of 1973 by protecting all individuals with disabilities from discrimination and requires employers to make reasonable accommodations for employees with disabilities. ADA does not deal directly with education; however, it does clarify the civil rights of all people with disabilities and ensures that buildings, transportation, and other public places (including schools) are accessible to people with disabilities. Your school must be accessible to wheelchairs, for instance. If it is not, it must undergo renovations to install ramps, elevators, or wide entryways.

In 1975 the U.S. federal government finally made a legal commitment to the education of students with disabilities. In that year Congress passed Public Law 94-142, the Education for the Handicapped Act (EHA) which set federal guidelines for special education services. It translated early court decisions into civil rights principles for students with disabilities and mandated the six concepts that have guided special education practice ever since. Those six principles are:

1. **Free Appropriate Public Education.** Students with disabilities are entitled to attend public schools and to receive the educational services they need. This education is provided at no cost to parents.
2. **Least Restrictive Environment.** Students with disabilities must be educated in the least restrictive environment in which they can succeed with support. For most students, this environment is the general education classroom.
3. **Individualized Education Program.** Services for students with disabilities must be individually tailored. This is accomplished by annually developing or revising an Individualized Education Program (IEP). Every IEP includes a statement of the student's current performance levels, a set of goals and accompanying short-term benchmarks or objectives for achieving the goals. The IEP clearly specifies who is responsible for delivering various aspects of the student's program, how progress will be evaluated, and where and how long services will be provided.
4. **Nondiscriminatory Evaluation.** Students are to be assessed using instruments that do not discriminate on the basis of race, culture, or disability. In considering eligibility for special education, students must be assessed by a multidisciplinary team in their native language using tests that directly relate to the area(s) of concern for which the child was referred.

5. **Due Process.** Due process procedures protect students with disabilities and their parents in all special education affairs. Specifically, if a disagreement occurs between the family and school personnel regarding a student's eligibility for special education, no changes can be made in the student's services until an impartial hearing and, if necessary, the appropriate court resolves the issue. School personnel also are protected if they disagree with parents' requests for services; they also may use due process procedures to resolve the dispute.
6. **Zero Reject and Child Find.** No student may be excluded from public education because of a disability. Each state also must take action to locate children who may be entitled to special education services.

Public laws must be periodically reauthorized. The 1990 reauthorization of P.L. 94-142 described above changed the law to the Individuals with Disabilities Education Act (IDEA). The more suitable person-first language of "individual with disabilities" replace the unfavorable labeling language of "the handicapped" in the title of the legislation. This law added significantly to providing education to very young children with disabilities and preparing older student for transition to post-secondary life. Two new categories of disability – autism and traumatic brain injury – were added to the already existing categories of learning disabilities, speech or language impairments, mental retardation, emotional disturbance, hearing impairments, visual impairments, deaf-blindness, orthopedic impairments, multiple disabilities, and other health impairments. It also funded projects to promote the inclusion of students with severe disabilities in general education.

In 1997, President Clinton signed into law the second reauthorization of P.L. 94-142 and accompanying amendments know as IDEA 97. Seven significant changes greatly affect schools, teachers, and educational and assessment practices.

1. **General Education Teacher Involvement.** At least one general educator must participate as a member of a student's IEP team. The IEP also must directly address the student's participation in general education and must justify placements that are not in general education.
2. **Evaluation and Eligibility.** IDEA 97 clarifies that when parents consent to have their child evaluated, they are not consenting to possible future special education placement. Students cannot be made eligible for special education because of past poor instruction or because of language differences. Previous requirements that a comprehensive reevaluation occurs every three years can be modified if the family desires; already existing information can be used rather than repeated administration of standardized tests.
3. **Assessment of All Students.** Historically students receiving special education services were not included in state, district, or school-wide assessment of student performance. IDEA 97 corrected this by requiring that by July, 2000, each state must assess the academic progress of students who have IEPs by including them in the standardized assessments other students task or by using an alternative assessment process. Students who need appropriate adaptations such as extended time or large print during assessment are entitled to these adaptations.
4. **Discipline.** If needed, the IEP must include strategies for addressing student behavior issues. A behavior pan must be developed, if a student is suspended or placed in an alternative interim placement. If a student with disabilities brings a weapon or drugs to school, the school now has the option to place the student in an alternative placement for up to 45 days; and that placement must provide continued special education services.
5. **Transition.** Beginning at age 14, IEPs must address the transition to post-secondary needs of students eligible for special education. These needs must be updated annually, with increasing detail each year as to the school and outside services (e.g., community vocational education) the student will access.
6. **Paraprofessionals.** Paraprofessionals, teaching assistants, aides, and like personnel must be trained for their jobs and appropriately supervised.
7. **Mediation.** As part of due process procedural rights, each state must make mediation available to parents as an early and informal strategy for resolving disputes over a student with disabilities' identification, placement or services. The State bears the cost of mediation. Parents do not have to mediate; and mediation may not delay a possible due process hearing.

Court Cases Influencing Special Education

Issues concerning students with disabilities are addressed by federal and state laws. How these laws are interpreted often is resolved through the courts. Since 1954, many hundreds of legal decisions have clarified the rights of students with disabilities and the role of educators in supporting these children's education. In many instances court decisions led to the development of and passage of legislation. As you review some of the landmark decisions listed here, you should notice how they influenced legislation described earlier.

- **Brown v. Board of Education (1954).** This probably is the most important case in establishing the principle that school segregation denies equal education opportunity. Although the decision refers primarily to racial segregation, it is viewed as the foundation for ensuring equal educational opportunity for students with disabilities.
- **Diana v. State board of Education (1970).** California was required to correct biased assessment practices with Chinese American and Mexican American students. Students for whom English was not a primary language had to be assessed in both their primary language and English; culturally biased items had to be dropped from tests and alternative intelligence tests had to be developed to reflect Mexican American culture.
- **Larry P. v. Riles (1984).** In California it was ruled that IQ testing as a basis for identifying African American students as mentally retarded for special education purposes was discriminatory. California schools were ordered to reduce the disproportionately high numbers of African American students in special classes for students with mental retardation.
- **Honig v. Doe (1998).** This decision ruled that if a student is excluded from school for more than 10 days, it was a change of placement and all procedures for making a change of placement must be followed.
- **Daniel R.R. v. State Board of Education. (1989).** This decision established the consideration of the following two factors in determining the appropriateness of a placement for a student with disabilities: 1) whether a student can be satisfactorily educated in general education with supplementary supports and services, and 2) whether, in cases in which the general education setting is not successful, the student is mainstreamed to the maximum extent appropriate.
- **Oberti v. Board of Education of Clementon School District (1993).** This case is considered key in establishing the principle of inclusive education. In this case concerning a student with Down syndrome, the district court ruled and the court of appeals upheld the ruling that school districts must make available a full range of supports and services in general education to accommodate the needs of students with disabilities. The court stipulated that because a student learns differently from others does not necessarily warrant exclusion from general education.
- **Doe v. Withers (1993).** Mr. Withers, a history teacher, was responsible for making oral testing accommodations for Douglas Doe, a student with learning disabilities who was in his class. Although a state legislator, Mr. Withers refused to provide the oral testing. Consequently, Douglas failed the class, making him ineligible for athletics. The court awarded the family \$5000 in compensatory damages and \$30,000 in punitive damages. This case is widely cited as an example of general educators' responsibility to make good faith efforts to provide required accommodations for students with disabilities.
- **Sacramento Unified City School District v. Rachel H. (1994).** This case is another historic national victory for inclusive education, not only because the Ninth Circuit U.S. Court of Appeals required the Sacramento school district to place Rachel Holland, a girl with severe disabilities, in regular education classes full-time with non-disabled peers, but because the U.S. Supreme Court refused to hear the school district's 11th hour appeal to overturn the Ninth Circuit's decision. This left the circuit court's landmark decision intact and, in the words of the Holland's attorney, "signaled the end to a system that automatically excludes children with disabilities from the regular classroom and relegates them to segregated 'handicapped only' classes.

Source: Much of the material presented above is adapted from Marilyn Friend and William Bursuch's excellent 1999 text, Including Students with Special Needs: A Practical Guide for Classroom Teachers (2nd

ed.), published in Boston by Allyn and Bacon. Many thanks to both authors for their fine analysis and synthesis of complex and often obtuse court decisions and laws.

Rationale for Inclusive Education

EDUC 350

Learner Outcomes: Demonstrate understanding of the rationale for inclusive schooling

Assessment: Word processed response to the following two questions, including a rationale for each responses

- Personally and professionally, which of the rationales for change are most compelling to you; that is, which are most likely to lead you to reject continued segregation of general and special education and instead support a unified, inclusive educational system? Why?
- Which of the rationales would your colleagues, supervisors, students, community members, and policy makers find most compelling? Why?

Activity Description

After reading the chapters and “voices” from the Villa and Thousand Creating an Inclusive School text that are listed below and visiting the Internet sites listed below, reflect on the following two questions which also are posed on page 40 of Creating an Inclusive School.

- Personally and professionally, which of the rationales for change are most compelling to you; that is, which are most likely to lead you to reject continued segregation of general and special education and instead support a unified, inclusive educational system? Why?
- Which of the rationales would your colleagues, supervisors, students, community members, and policy makers find most compelling? Why?

Compose (i.e., word process) a response to these two questions, including the rationale for each of your responses.

Readings and Internet Sites for Activity

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

Forward

Chapters 1, 2, & 3

Voices: pp. 13 – 15, pp. 45 – 50, and pp. 125-135

Friends of Inclusion Resource page

Internet address: inclusion.com/resourc.html

Links to various disability-related sites with an emphasis on inclusion.

Inclusion Press

Internet address: inclusion.com

Great Canadian publishing company with products and links to other inclusion sites.

Just Because We Have A Disability Doesn't Mean We BYTE!

Internet address: library.advanced.org/11799

A web site developed by children with disabilities focusing on accepting differences.

The Inclusion Series

Internet address: comforty.com/inclusionseries.htm

Encourages inclusion of people with disabilities into school and community life.

Use your browser and the key words, “inclusion” or inclusive education to find additional sites.