

**California State University San Marcos**  
**College of Education**  
**EDUC 350: Foundations of Teaching as a Profession**  
**California State University San Marcos**  
**College of Education**  
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**Mission Statement of the College of Education**

The mission of the College of Education Community is to transform public education by preparing thoughtful educators and advancing professional practices. We are committed to the democratic principles of educational equality and social justice for all learners, exemplified through reflective teaching, learning, and service. We value 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 collaborative infusion of special education competencies that reflect inclusive educational practices.

**Course Description**

Required for all credential candidates. An orientation to careers in K-12 education. Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classrooms. 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.
- Understand factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding of the laws which influence teaching responsibilities.

**Required Texts**

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

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

Essay handout: Thousand, J. "Laws Related to Special Education that Affect Teachers"

### **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. 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 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 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.

### **REQUIRED ACTIVITIES: PHILOSOPHY OF TEACHING STATEMENT**

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

### **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 in group work, doing 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 your ideas as well as others to be heard?

### **Foundations of Teaching Notebook**

You will keep a class notebook, and will meet with the instructor during the last class period to review contents:

- I. Philosophy of Teaching
- II. Law and Diversity Assignment
- III. Contemporary Issues Handouts from Group Presentations
- IV. Chapter Organizers from Group Chapter Presentations

#### **Introduction to Education**

Chapter 1	Chapter 8
Chapter 2	Chapter 9
Chapter 6	Chapter 10
Chapter 7	Chapter 11
Chapter 3	Chapter 12
Chapter 4	Chapter 13
Chapter 5	Chapter 14

#### **Creating an Inclusive School**

- Chapter 1
- Chapter 2
- Chapter 3
- Voices, p.125-135

- V. Field Experience Documentation
  - Field Observation Form Cover Sheet
  - Field Experience Form
  - Field Experience Journal Entries 1-15

### **Course Assignments**

1. Philosophy of Teaching	30%
2. Law and Diversity Assignment	10%
3. Group Presentation on Contemporary Issue	15%
4. Group Chapter Presentation and Chapter Organizer	15%
5. Field Experience Log and Journal	30%

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TOTAL	100%
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**Late assignments will be penalized by a 10-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.**

### **Criteria For Grading Assignments**

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%

## **1. 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 21<sup>st</sup> 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.*

### **Criteria:**

- 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 education, teaching, and learning?

## **2. Law and Diversity Assignment**

You will apply your understanding of the legal context of inclusive education and laws which 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](http://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](http://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.

### **3. Group Presentation 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 20-30 minute 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, half of the group members will be assigned a "pro" orientation and half will be assigned a "con" orientation. You will be given time during class break to (a) develop your pro or con stance, (b) decide on major points to cover, (c) anticipate major points and arguments by member of the opposing team, and (d) develop introductory and concluding statements.

Criteria:

- 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?

#### **4. Group Chapter Presentation and Chapter Organizer**

In small groups give a 45-60 minute overview of an assigned chapter from one of the textbooks. The presentation should include a graphic organizer type of handout that students can use to follow the presentation and take notes on and one activity from the chapter or one that you design. You will not be able to cover all the details of the chapter, so you must pick key terms and concepts that you think are important for your peers to understand.

Here is a sample graphic organizer from the first section of Chapter One of the Segal text:

Segal & Wilson  
Chapter One  
Becoming a Teacher

#### **Who Becomes a Teacher?**

##### *Motivations for Becoming a Teacher*

Huberman, Grounauer & Marti (1993) found that entry level teachers gave these reasons for becoming a teacher:

- 1.
- 2.
- 3.

##### *Teaching as a Career*

\_\_\_\_\_ focus on a teacher's desire to work with young people.

Salaries and fringe benefit are considered \_\_\_\_\_. \_\_\_\_\_ % of teachers or want to leave the profession within the first \_\_\_\_\_ years of teaching. Perhaps the most dramatic reason teacher's leave is \_\_\_\_\_.

##### *What is Teaching?*

Teaching is more than delivering a \_\_\_\_\_, or the subject matter. Some teachers think teaching is a \_\_\_\_\_. Others think it is an \_\_\_\_\_. Many teachers use both forms, they have clear objectives and they are willing to modify a \_\_\_\_\_ if students are having trouble.



## **5. 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. The format to be used will be explained in class.

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 classwork 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?

### **COURSE GRADES**

***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; “F” is earned by someone who hasn’t completed significant portions of the required work and fails to meet the “C” student standards.