

<b>Course &amp; Section Nos.</b>	<b>EDUC 350, Section 2</b>
<b>Course Title</b>	<b>Foundations Of Teaching As a Profession</b>
<b>Class Roster No.</b>	<b>20413</b>
<b>Course Day(s)</b>	<b>T-Th</b>
<b>Time</b>	<b>10:30-11:45</b>
<b>Course Location</b>	<b>UH 273</b>
<b>Semester / Year</b>	<b>Spring 2017</b>
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### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### *Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## COURSE DESCRIPTION

### **Foundations of Teaching as a Profession**

Required for all credential candidates. An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.*

Instructor: 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.

### **Course Objectives**

By the end of the course the student will be able to develop an informed personal philosophy of teaching.

### **Unique 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. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—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 School 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).

### **Fieldwork**

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. Details on the fieldwork are found on the Cougar Courses site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

## **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class-time and two hours of student learning outside of class.

## **REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS**

Nieto, Sonia. (2006). *Why We Teach Now* Teachers College Press. ISBN 080775587

or

Jennings, Kevin (2015) *One Teacher in Ten in the New Millennium*  
(Do not buy until we have talked about these in class)

Sadker, D. M. and Zittleman, K. R. (2016). *Teachers, Schools, and Society: A Brief Introduction to Education*. (4<sup>th</sup> ed), McGraw Hill. ISBN 978-0-07-811043-6

## **Course Material Available**

Other course material and resources will be available on Cougar Courses.

## **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career.

## **Special Education Inclusion:**

Consistent with the intent to offer a seamless teaching credential in the School 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 and reading parts of *Creating an Inclusive School*.

## **STUDENT LEARNING OUTCOMES**

### **Teacher Performance Expectation (TPE) Competencies**

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 School of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

## **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

## **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.

## **GENERAL CONSIDERATIONS**

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School 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. SOE 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 following attendance policy will apply: Two class sessions may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss six or more class sessions, you will receive an F.

### **Fieldwork:**

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. Details on the fieldwork are found on the Cougar Courses site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A letter of recommendation (usually from a classroom teacher where some of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

## **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy

at: [http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

## **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

## **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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.

## **All University Writing Requirement**

Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, and The Outsider.

## **Course Format**

Face-to-face

## **Necessary Technical Competency Required of Students**

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Contact Information for Technical Support Assistance

## **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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. All assignments will be submitted online. Details will be given in class.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received emails in a timely manner. Please be reminded that email and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all email and online discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Class Participation and Professionalism:**

Students will engage in student-centered learning each class session, and will be expected to actively participate. As an assignment, you will self-evaluate your participation and professionalism in class. You will answer the following questions:

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

## **COURSE REQUIREMENTS**

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School 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).

### **Assignments and Grading:**

#### **1. Reading log**

**10 points**

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session in a variety of formats. There are ten formats listed in Cougar Courses. You must use at least five different ones, and may duplicate for five. Samples are posted on Cougar Courses

No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the log entry to me by Sunday, at 11:55 PM at [sfreebor@csusm.edu](mailto:sfreebor@csusm.edu). Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

**2. Current events in education (Clip of the Week)**

**1 point**

Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., [www.edweek.org/](http://www.edweek.org/)), newspaper, or magazine, and may pertain to local, national, or international issues. You will summarize and present the importance of the news for your classmates. Be sure that you make a connection to future teachers in California if the news is from afar. After you present your current event, go to the Cougar Courses site and submit a one-sentence report as the "Current Events" assignment (the date, topic, and source of your report), so that you can receive credit. You must submit your report by May 8.

**3. Nieto presentation**

**4 points**

Present the salient points in your assigned chapters of Why We Teach Now by Sonia Nieto. We will discuss the requirements and possibilities in class.

**4. Interview of a teacher**

**10 points**

Details are below. The written report is due via the Cougar Courses site on February 16.

**5. The Outsider (Inclusion assignment)**

**10 points**

Details are below. The written report is due via the Cougar Courses site on April 10.

**6. Classroom observation reports**

**20 points**

Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Submit these via the Cougar Courses site as instructed on February 28 and April 17. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) in class by May 11. **If you do not complete the classroom observations, you will receive a failing grade for the course.**

**7. Contemporary issues research**

**20 points**

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue in approximately 15 minutes. You will present on May 2, 4, 9, and 11. These dates could change if enrollment in the class changes. When you present your research orally, provide a one-page summary and a reference list for your classmates. Each partner must submit the one-page summary to the Cougar Courses site to receive credit for this assignment. The one-page handout is due to Cougar Courses on May 11.

**8. Personal philosophy of schooling, learning, and teaching**

**15 points**

Details are below. The written report is due via the Cougar Courses site on May 1.



## 9. Participation

10 points

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. See details above in "Class Discussions and Participation." You will submit a self-assessment on Cougar Courses by May 8. The instructor will consider your self-assessment when assigning points for this assignment.

### Final Exam Statement

There will be no final exam for this course.

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

A = 94-100

A- = 90-93

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F = 0-59

## ASSIGNMENT: INTERVIEW OF A TEACHER

In this assignment, you will interview a teacher and write a summary (1,500-2,000 words) of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

### **Gathering information:**

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?

What were/are the teacher's goals for the education of students? Have these goals changed over the years?

What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? 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? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?

How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?

What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?

What does the teacher think of current "hot issues" in education such as school vouchers, charter schools, the Common Core, and merit pay for teachers? How does the teacher take action to address new reforms that impact his/her classroom?

What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher 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. *Protect your teacher's confidentiality by using a pseudonym and masking identifying details.*

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include at least one reference to the readings/discussions we have in class.

### **Criteria for evaluation:**

Exemplary papers are characterized by:

- Completeness of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (readings + discussions) into the analysis
- Correct grammar, syntax, and spelling

## THE OUTSIDER ASSIGNMENT

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-2 in Villa/Thousand’s *Creating an Inclusive School*, write a reflective essay (1,000-1,500 words) in which you comment on your own (or a friend’s) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text. Consider the following questions:

What personal characteristics fostered your (or your friend’s) feelings of being an outsider?

How did you react to and cope with the situation

Did you share your experience with any teachers or other school personnel? Did any of them assist you?

What could school staff, parents or friends have done to help?

In what ways did this experience change you? Did you “learn” from this experience?

How might this experience make you a more sensitive and effective teacher?

Criteria for evaluation: Exemplary papers are characterized by:

Addressing the questions above in a thoughtful/analytical manner

Integration of the class readings

Correct spelling and grammar

## **ASSIGNMENT: PHILOSOPHY OF SCHOOLING, LEARNING, AND TEACHING**

Write a paper (2,000-2,500 word) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

### **Paper Introduction**

Describe the level of schooling and subject field(s) you hope to teach.

Name your philosophy (or combination of philosophies) as described by Sadker and Zittleman, Ch 6.

Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

### **Nature of schooling**

Describe what you believe is the purpose of schooling in a democracy.

How will you as a teacher help achieve these purposes?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Nature of the learner**

Describe what you believe is the nature of the learner.

What are your thoughts about the students you will teach? What do they need from a teacher?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Nature of the teaching/learning process**

Describe what you believe is the nature of the teaching/learning process?.

What do you believe counts as knowledge and how should it be presented?

How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Teacher dispositions and actions**

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.

Give at least one concrete example of how you will conduct yourself in light of your beliefs.

### **Conclusion**

Recap your philosophy.

What are your outstanding questions/concerns/thoughts about becoming a teacher?

## CRITERIA FOR SELF- ASSESSMENT OF PHILOSOPHY PAPER

Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one “beefy” paragraph). These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

**Ideas:** The paper is clear and focused. It holds the reader’s attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

**Organization:** The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

**Connections:** The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

**Voice:** The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

**Sentence Fluency:** The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

**Conventions:** The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

## SCHEDULE

as of 1/3/17

**Schedule is subject to change at the discretion of the instructor**

<b>Week</b>	<b>Class</b>	<b>Details</b>	<b>Assignments</b>
1	January 24, 26 Course introduction. Why teach?	Read the field experience guidelines and syllabus.  Bring questions with you January 25	Access the Cougar Courses website at <a href="http://cc.csusm.edu/">http://cc.csusm.edu/</a>  Log 1 due January 30: TSS, Ch. 1
2	January 31, February 2 Teaching as a profession	Begin work on your teacher interview.	Log 2 due February 7: TSS, Ch. 9
3	February 7, 9 The purpose of school	Continue working on your teacher interview.	Log 3 due February 13: TSS, Ch. 6 Teacher interview due February 15
4	February 14, 16 Philosophical perspectives	Bring the results of your "What is Your EP?" survey  Waiver requests for field experience hours must be turned in during class today	Log 4 due February 15: TSS Ch. 2
5	February 21, 23 How we learn	Bring Nieto (skimmed) Meet in Kellogg 2303 for Research Seminar with Dr. Toni Olivas, February 21, 10:30-11:45	Log 5 due February 20: TSS Ch. 5 Write 3 questions based on reading for Teacher Panel
6	February 28, March 2 Multicultural history of American education	Bring Nieto (mostly done)	Log 6 due February 27: TSS, Ch. 11 Observations 1 & 2 February 28
7	March 7, 9 The lives and work of effective teachers	Bring Nieto (done) Guests: Experienced teachers	Log 7 due March 6: Villa and Thousand (on CC) Ch. 1 and 2 and TSS, Ch. 4
8	March 14, 16 Student life and inclusion	Bring Nieto	Log 8 due March 13 Prepare 3 questions for school administrator
	Spring Break	No classes	

<b>Week</b>	<b>Class</b>	<b>Details</b>	<b>Assignments</b>
9	March 28, 30 Law and Ethics	Guest: School administrator	Log 9 due March 27: TSS. Ch. 10
10	April 4, 6 Curriculum	Work on your Nieto presentations and/or your issues presentation.	Log 10 due April 3: TSS, Ch. 3
11	April 11, 13 Diversity	Nieto presentations in class this week.	The Outsider due April 10
12	April 18, 20	Some issues presentations	Observations 3, 4, and 5 due April 17
13	April 25, 27	Complete Personal Philosophy	
14	May 2, 4	Some issues presentations	Personal Philosophy due May 1
15	May 9, 11	Some issues presentations Fieldwork time sheet and record due in class	Issues presentation handout submitted by May 10 (CC) Participation self-evaluation due May 8 Clip of the Week notice due May 8