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Time	6-8:50
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WELCOME

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that 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. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Course Material Available

1. Sadker, David. A. & Zittleman, Karen. (2012). *Teachers, Schools, and Society: A Brief Introduction to Education* (4th ed.). New York, NY: McGraw-Hill. ISBN 9780078024337

2. Choose one of the following two books for Assignment Session 10/November 7

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936

Jennings, Kevin (2015). *One Teacher in Ten in the New Millennium*. ISBN 978-0-8070-5586-1

3. Stuart, Jesse, 1949. *The Thread That Runs So True*. Charles Scribner and Sons: MacMillan Publishing Company (Required) ISBN 978-0-684-71904-7
978-0-684-71904-5 (current)

Approximately \$11 – 14

COURSE LEARNING OUTCOMES

- Understanding the roles of schools in society.
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. All students must complete forty (45) hours of supervised fieldwork in K-12 classrooms.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE1. Engaging and Supporting All Students in Learning. Beginning teachers:

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use

of Creative Commons license, and maintaining Internet Security

TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

TPE 6: Developing as a Professional Educator. Beginning teachers:

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject Credential Program Standards – Adopted December 2015 14 Teaching Performance Expectations (TPEs) – Adopted June 2016 tools.

6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

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 candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 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 the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

In this section of EDUC 350, the following attendance policy will apply:

ONE class session may be missed without penalty to your grade.

Each additional missed session will drop your final grade by 1-3 grade points (Unless the circumstances are beyond control and the student maintains classwork)

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

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

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

The format is the traditional Lecture, with outside observations required and classwork.

Use of Technology

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). 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, and some will be submitted in hard copy as well. 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, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line 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 e-mail and on-line 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignment Descriptions

Additional information and guidelines for some assignments will be posted on Forums in Cougar Courses.

- **Introductions** (5 Points)

Using Pictures, Words, or numbers, produce an 8.5x11 guide for the first presentation to peers in the classroom and submit to the Cougar Course for credit.

- **Field Work** (45 points)

In addition to in-class work, assigned readings and projects, students will participate in 45 hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the SOE syllabus webpage, at the top of the list of syllabi for this semester. 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 recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

- **Classroom Observation Record (log) and 4 Classroom Observation Reports** (20 pts)

This assignment is designed to help you to better understand the complexity of today's classrooms, students and the various ways teachers address the needs of their classes – and to engage 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. In addition, students will document their field observations, connections to concepts studied in EDUC 350, analyses, and questions through 4 formal written Classroom Observation Reports.

Choose four of your classroom observations to write up for credit. These reports will include one from each of the four required settings (Elementary, Middle, High, Special Setting) plus one more from the setting of your choice. These will be due throughout the semester (see syllabus for dates). Each classroom observation report will follow the format below and will be approximately two pages in length, double-spaced (approximately 1,000 words). Respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

Key skills/knowledge I'll be evaluating:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe key details, seeing both the “big picture” of the classroom and specific methods, interactions, etc.?
- Can you responsibly monitor your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and readings to your observations and provide an insightful analysis?

- **Participation & Professionalism** (10 points)

This class is designed for hands-on, active learning that requires some “stepping out” in order to better understand the role of teacher and learner. Some of these activities include partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a cooperative participant.

Key skills/knowledge I'll be evaluating:

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Can you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately during group work to do your “share”?
- Are you able to accept others' opinions?
- Are you supportive of others' ideas? Do you have a “can do” attitude?
- 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?

- **Reading Logs** (110 points)

Reading logs provides an opportunity to reflect on learning about teaching through the assigned readings (one page each double spaced). In the log you will be asked to both summarize/include key points (found at the end of chapter Vocabulary) and reflect on what you have read (page each). Points will be deducted if submissions are incomplete. Reduced credit will be given for late submissions (point each day late).

Key skills/knowledge I'll be evaluating:

- At what level have you comprehended the reading? Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading and prior class discussions, fieldwork, and class activities?

- **Current Events in Education** (5 points)

Sign up for a date when you will be responsible for presenting an item from the week's news in education. The item may be from the internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local or national/international issues. You will summarize and present the importance of the news for your classmates in 5 minutes maximum. Be sure to make a connection to implications for teachers in California if the news is from afar. You will prepare a handout of cogent points from the article for each student in the class for your presentation.

Key skills/knowledge I'll be evaluating:

- Did you select an article that has depth and importance?
- Can you speak articulately about your article's content?

- **Interview Assignment** (10 points)

Select one of the following individuals to interview:

- *K-12 Public School Teacher*: One way to better understand what it is like to be a teacher is to talk to a real one! Interview one with at least 3 years of experience or one who has retired in the last year or two.
- *Senior Citizen*: Find someone 60 years of age or older and compare/contrast schooling in the past and at present!
- *Public School District Personnel Officer*: Go straight to the top and find out what the key local issues are as well as what districts are looking for when they hire new teachers!

Ideas for questions will be provided and you are encouraged to design your own questions. You will share your findings in class and turn in a written summary of the interview results, in narrative form, that will analyze the responses and provide personal reflections based on readings and class discussions.

Key skills/knowledge I'll be evaluating:

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

- **Books *Why We Teach*- Nieto and *One Teacher in Ten*- Jennings Group Presentation** (10 points)

To gain a more personal look into the experiences of teachers, you will read the Introduction and Conclusion sections of the texts, as well as an assigned section.

Prepare a 1 page essay (double spaced) in which you take on the role of “book section reviewer.” Identify the section you read and then consider the following questions:

- How has your view of teaching changed as a result of your reading your book?
- What is the most valuable “learning” to be gained from this book?
- What did the teacher(s) do to address their students’ and their own needs?
- How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester?

Group Presentation: All students to prepare a presentation to share your knowledge and insights of assigned chapters with other students.

Key skills/knowledge I’ll be evaluating:

- Were you able to devise a well-written essay that addresses the questions above in a thoughtful manner?
 - Were you able to work well with your peers and develop an engaging group presentation
- **Inclusion Assignment** (10 points)

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 2 and 3 and watching *FAT City* write a reflective essay (2 to 3 pages, double spaced) wherein you comment on your own (or a friend’s) school experience that caused you to feel like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least 1 specific connection. Consider the following questions:

- What personal characteristics fostered your (or your friend’s) feelings of being an outsider?
- How did you react and cope with the situation?
- Did you share your experience with any teachers? Did any teachers assist you?
- What could school staff, parents or friends have done to help?
- In what ways did this experience change you? What did you “learn” from this experience?
- How might this experience make you a more sensitive teacher?

Key skills/knowledge I’ll be evaluating:

- Were you able to devise a cogent written reflection that addresses the questions above in a thoughtful/analytical manner?
 - Did you make at least one specific (quote) connection to the VT book?
- **Contemporary Issues Research** (15 points)

Choose a major contemporary issue in education that interests you and two partners. Research the issue together and prepare an oral report to share in class. The presentation should provide a description of the issue, its pros and cons, an analysis of the issue’s implications (the “so what”), and a summary or conclusion.

At the time of your presentation each partner group will provide a one page typed abstract as well as a selected reading list (12-15 references in bibliographic form) for each class member. The instructor’s copy should include each member’s name and a description of each person’s role in researching the topic and developing the presentation. Each group will also be responsible for developing a peer and self-evaluation for their presentation that will be given to the instructor after the oral presentation is completed. Selected members of the class will use the peer evaluation, and the group presenting will use the self-evaluation. Additional guidelines, format, and suggested topics will be discussed in class.

Key skills/knowledge I'll be evaluating:

- Do you understand a major issue affecting education and can you speak intelligently to your peers?
 - Did you read from enough sources to gather relevant information and then present this in a synthesized manner?
 - Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation—which includes the use of Power Point technology)?
 - Did you present your information confidently, creatively, concisely and in an organized manner?
 - Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
 - Did you develop an appropriate abstract and bibliography?
- **Personal Philosophy of Teaching, Learning, Schooling & Inclusivity** (25 points)

Complete the 4 course assessments (one page each). By the end of the course, write a 5 page paper (double-spaced) that incorporates your personal philosophy of schooling, learning styles, working styles, multiple intelligence preferences, and teaching. The information developed should include the information that you will gather from the assessments completed as well as content learned in this course. Full credit is for 5 pages only. Deductions are taken for less than the required amount of pages and minimum summaries of assessments.

Key skills/knowledge I'll be evaluating:

- Did you draw on all your resources/experiences (not just the book) to write your philosophy?
 - Are you clear about your own beliefs? Did you address the needs of all learners?
 - Can you articulate your ideas fluently and coherently with correctness?
 - Is it clear you have had enough exposure to schools to write your current philosophy?
 - Did you address the areas of teaching, learning, schooling and inclusivity?
- **Movie Review (10 Points)**

Choose a movie that depicts an educational setting and review it. Look for the pros and cons and how, after watching it, the movie impacts you.

- **Assessments (5 Points Each one-20)**

Complete the 4 Assessments. Write up a summary of your findings (full page) for each assessment and what that means to your development as a teacher candidate (half page). Upload both the summaries of your assessments to this assignment. All assessments will be found in the Topic for the Assessment section of CC.

- **Thread That Runs So True (10)**

Develop a report from reading the book. The style of your report is dependent on your learning style. It can be any form that depicts the central learning themes and timelines for Jesse as he develops as an educator.

- **Portfolio (15)**

Maintain a Portfolio (Binder) of all of the work for the semester to reference in future times. Use the listings below to identify the required evidence of work.

- **Take Home Final(100)**

Download the final, complete it, and upload it when done. Bring it to the last class.

All late homework will be deducted 10% each day missed up to 50% for any one assignment

Assignment Values: (435 points)

- Participation and Professionalism 10 points
- Introduction 5 points
- Reading Response Logs 110 points
- Classroom Observation Reports 20 points
- Interview Assignment 10 points
- Nieto Essay/Presentation 10 points
- Inclusion 10 points
- Contemporary Issues Report 15 points
- Personal Philosophy of Teaching 15 points
- Observation Hours 45 points
- Assessments 20 points
- Movie Review 10 points
- Thread That Runs So True 10 points
- Final 100 points
- Portfolio 15 points
- Attendance 15 points
- Current Events in Education 5 points

Grades will be determined by the total number of points earned (425 points possible):

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

A Holistic View on Grades and Performance

This course will begin to prepare you for a career in which you will significantly impact human lives. No amount of training will ever be enough. Giving less than 100% is not sufficient. Therefore, your instructor assumes everyone in the class will aim to perform at the highest level possible.

Following are characteristics of an “A” student.

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 papers that reveal a commitment to self-discovery and learning.
- produces papers at a 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 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.
- completes the Personal Philosophy of Education paper to reveal significant understanding of the complexities of the education profession and to demonstrate learning around course goals.
- completes all field experience work (45 hours, 3 different settings, & 5 written reports) with high quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

Class Discussions and Participation

Students will engage in student-centered 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 peers, taking on a variety of roles (leader, follower)?
- 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

EDUC 350: Foundations of Teaching as a Profession

SCHEDULE/COURSE OUTLINE

Schedule is subject to change at the discretion of the instructor

Date	Topic	Assignment- DUE
Session 1 August 29	Course/Class Introduction, Becoming Teacher, Art versus Science Lesson Planning- Field Experience	Read TSS Chapter 1 The Teaching Profession and You Choose Movie Introduction Page (Pict, Words, # and an extra copy for instructor)
Session 2 September 5	Current Event Dead Poets Society- Keating vs Pritchard Introduction Pages CH 1 Due	Read TSS Chapter 6 Philosophy of Education Philosophy assessment Movie Choices Made
Session 3 September 12	Current Event _____ Credential requirements Introduction Pages Due Review Philosophy Styles Due CH 6 Due	Read TSS Chapter 11 Becoming an Effective Teacher
Session 4 September 19	Current Event _____ Effective Teaching CH 11 Due	Read TSS Chapter 4 Student Life in School and at Home
Session 5 September 26	Current Event _____ Classroom management Turning Loose CH 4 Due	Read TSS Chapter 3 Teaching Your Diverse Students Working Styles assessment
Session 6 October 3	Current Event _____ The lives and work of teachers Set up Groups Working Styles Due CH 3 Due Interview tips for CSUSM	Read TSS Chapter 2 Teaching Your Diverse Students Learning styles assessment Staffing/FTE Tenure BTSA
Session 7 October 10	Current Event _____ Credo for Support F.A.T. City Learning styles assessment Due CH 2 Due Observations 1-2 Due	Read TSS Chapter 7 Financing and Governing America's Schools Observations 1-2 Due 7Intelligence assessment

Session 8 October 17	Current Event <hr/> 7 Intelligence assessment Due Inclusion Assignment Due School finance School Governance and Structure CH 7 Due	Read TSS Chapter 9 Reforming America's Schools Charters
October 24	Current Event <hr/> History of Education TTRST Due ***** Group research session CH 9 Due	Read TSS Chapter 10 Curriculum, Standards, and Testing TTRST Due
Session 9 October 31	Current Event <hr/> School curriculum, API/AYP (Nat) Standards, Assessments CH 10 Due <hr/> Teacher Interviews due	Read TSS Chapter 8 School Law and Ethics Teacher Interviews due
Session 10 November 7	Current Event <hr/> Presentations Why We Teach- Nieto or One Teacher in Ten- Jennings What Makes a Great Teacher CH 8 Due	Why We Teach- Nieto or One Teacher in Ten- Jennings (due)
Session 11 November 14	Movie Reviews CI Presentations <hr/>	Read TSS Chapter 5 The Multicultural History of American Education Movie Reviews due
Session 12 November 21	Observations 3-4 Due Ch. 5 Due CI Presentations <hr/>	Observations 3-4
Session 13 November 28	CI Presentations <hr/>	
Session 14 December 5	Personal philosophy of schooling, learning and teaching Portfolio Reviews CI Presentations <hr/>	Personal philosophy of schooling, learning and teaching
Session 15 December 12	Portfolio Reviews A Class Divided Potluck Final	Portfolio Take Home Exam

FALL 2017 Semester

August 22-25 (Tue-Fri) Faculty pre-instruction activities

To Be Determined Convocation for faculty and staff

August 28 (Mon) First day of classes

September 4 (Mon) Labor Day holiday — campus closed

October 1 (Sun) Initial period for filing applications for Fall 2018 begins

October 20 (Fri) Last day of class for first session of Fall half-semester classes*
October 21 (Sat) First day of class for second session of Fall half-semester classes*
November 10 (Fri) Veterans Day (observed) – campus closed (No classes scheduled for Saturday, November 11)
November 23-24 (Thurs.-Fri) Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 25)
December 9 (Sat) Last day of classes
December 11-16 (Mon-Sat) Final examinations
December 21 (Thurs.) Grades due from instructors; last day of Fall semester
To Be Determined Staff accumulated holidays – campus closed



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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San Marcos, California 92096-0001
760.750.4300
www.csusm.edu/education

Fall 2017

Dear Colleague:

This letter introduces _____, who is a prospective candidate for our teacher credential program, is currently enrolled in the Education 350: "Foundations of Teaching as a Profession" at California State University San Marcos. This course requires students to complete 45 hours of classroom observations in elementary, middle and high school classrooms.

As an important first component of learning to teach, this 45-hour field experience provides the student with first-hand experience in the application of his or her understanding of effective schools, student learning, teaching strategies, and the role of the teacher, but it should not be confused with *student teaching*.

The field experience consists of observation in multiple settings (e.g. elementary, middle or high school level classrooms; multilingual classrooms; special education classrooms) and a more sustained observation/participation in one classroom. I would be most appreciative for the assistance you could give this student to observe and/or participate at your school.

We encourage students to observe, formulate questions for discussion and to participate in classrooms when the teacher feels comfortable allowing them to do so. Our students are responsible for documenting their observation hours.

Thank you for your participation in the professional preparation of our students. If you have any questions about this learning experience, please call the University and leave a message at 760-750-4300 or my cell# 760-845-7922. I will return your call promptly upon my arrival. Thank you for your cooperation.

Sincerely,

Stephen J. Ahle
Adjunct Faculty
Education 350
California State University, San Marcos

NAME: _____

ID #: _____

EDUCATION 350 Foundations of Teaching as a Profession
CLASSROOM OBSERVATION RECORD

Fill in this sheet each time you observe in schools. Turn this in on the assigned due date during the semester.

You must have a minimum of 45 hours of observation for EDUC 350. If you have an approved waiver, summarize the waiver in the first line (e.g., Waiver: Tutor: 20 hrs.). Highlight or mark with an asterisk the observations that you wrote up for your classroom observation reports.

Date	Grade/Setting e.g., 1 st ELD or 7 th Math	School/District	Length of time	Teacher's signature
	Waiver (if applicable)			
		TOTAL NUMBER OF HOURS:		

CLASSROOM OBSERVATION REPORTS

Name: _____

EDUC 350 – Foundations of Teaching as a Profession Classroom Observation Report Summary

Submit this summary **as directed by your instructor** (as a cover sheet each time you submit your field observation reports or on a given due date). Include in Portfolio before you observations.

<u>Obs. #</u>	<u>Date</u>	<u>Grade level</u>	<u>Subject field or special setting</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

Remember!!

You must observe at least once in each of the following educational settings:

- elementary school classroom (K-6)
- middle school classroom (6-8)
- high school classroom (9-12)
- special setting (e.g., sheltered instruction/SDAIE, English language development, primary language classroom, special education, gifted education, charter schools, alternative education, adult/continuation school, court schools)

California State University San Marcos
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

REQUEST TO WAIVE OBSERVATION HOURS-EDUC 350

EDUC 350 Section # _____ Semester/Yr.: __ Instructor: _____

Name ID#

I request a waiver for the following experience in public schools:

- Tutor
- Substitute teacher
- Teacher aide
- Parent volunteer
- School aide
- Casey Foundation participant
- CA Mini-Corps Tutor
- Other (describe): _____

The experience took place as follows:

School: _____

District: _____

Dates: _____

No. of hours in this experience: _____

Attach the following to this request:

1. Verification of the experience (e.g., a letter from supervisor, certificate, time sheet).
[CA Mini-Corps Tutors must provide a verification letter signed by CMC Coordinator.]
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): _____
 - Approved CA Mini-Corps Tutor waiver approved (45 hours)
 - Denied Reason for denial: _____

Instructor Signature

Date

CREDO FOR SUPPORT

Throughout history, people with physical and emotional disabilities have been abandoned at birth. Banished from schools, used as court jesters, drowned and burned during the inquisition and gassed in Nazi Germany, and still continued to be segregated, institutionalized, tortured in the name of behavior management, abused, raped, euthanized and murdered.

Now for the first time people with disabilities are taking their rightful place as fully contributing citizens. The danger is we will respond with remediation and benevolence rather than equity and respect.

And so we offer you a **CREDO FOR SUPPORT**.

Do not see my disability as the problem, recognize my disability as an attribute.

Do not see my disability as a deficiency. It is you who see me as deviant and helpless.

Do not try to fix me because I am not broken. Support me. I can make my contribution to the community in
my own way.

Do not see me as your client. I am your fellow citizen.

See me as your neighbor. Remember, none of us can be self-sufficient. Do not try to modify my behavior.
Be still and listen. What you define as inappropriate may be my attempt to communicate with you in the only
way I can.

Do not try to change me, you have no right. Help me learn what I want to know.

Do not hide your uncertainty behind your "professional" distance.

Be a person who listens and does not take my struggle away from me by trying to make it all better.

Do not use strategies and theories on me.

Be with me. And when we struggle together with each other, let that give rise to self-reflection.

Do not control me. I have a right to my power as a person.

What you call non-compliance and manipulation may actually be the only way I can exert some control over
my life.

Do not teach me to be obedient, submissive, quiet and polite.

I need to feel entitled to say no if I am to protect myself.

Do not be charitable to me. The last thing the world needs is another Jerry Lewis.

Be my ally against those who exploit me for their own gratification.

Do not try to be my friend. I deserve more than that.

Get to know me. We may become friends.

Do not help me even if it makes you feel good.

Ask me if I need your help. Let me show you how you can best assist me.

Do not admire me. A desire to live a full life does not warrant adoration.

Respect me for respect presumes equity.

Do not tell, correct, and lead. Listen, support, and follow.

Do not work on me. Work with me.

Written in memory of Tracy Latimer.