

Course & Section Nos.	EDUC 350, Section 5
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Class Roster No.	crn #40939
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Course Location	UNIV 440
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WELCOME

"I touch the future... I teach." (Christa McAuliffe)

Welcome to EDUC 350, Foundations of Teaching as a Profession. We will spend our time together this semester learning the "behind the scenes" part of schooling—that is, the historical, philosophical, and societal foundations of public education in the US. This is not a class in how to teach; rather, it is a class in why we teach, and how the schools we have today have evolved from the schools of the past.

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.*

Course Objectives

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

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 a required pre-requisite for all applicants to CSUSM's K-12 credential programs.

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 Course 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.

REQUIRED MATERIALS

Sadker, David Miller and Zittleman, Karen. (2016). *Teachers, Schools, and Society: A Brief Introduction to Education*. (4th ed), McGraw Hill.

Available in CSUSM Bookstore in paperback or ebook: Paperback (ISBN 9780078110436). Prices range from \$80-200 depending on used/new and rent/buy. For the Connect Card to the ebook (ISBN 9781259413681), see bookstore for prices. **Note:** In this section of EDUC 350, you will not be required to use the textbook publisher's website. This textbook (paperback or ebook) is also available for purchase and rent in various online marketplaces.

Nieto, Sonia. (2015). *Why We Teach Now*. Teachers College Press. ISBN 9780807755877 (paperback); 9780807773611 (ebook). Available in CSUSM Bookstore: Prices range from \$13-33 depending on used/new and rent/buy. Also available for purchase in online marketplaces and via check-out in libraries.

Other required readings (e.g., selected articles) may be required for this course.

Recommended Reading:

Burgess, Dave. (2012). *Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator*. Dave Burgess Consulting, Inc. Paperback (ISBN 9780988217607).

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.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for a (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.

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

Final Exam Statement

There will be no final exam for this course.

School of Education/Course 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: One class session may be missed without penalty to your grade—however, absences do not change assignment due dates. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions without authorization from the instructor, you will receive an F.

This course is in preparation for your professional career. Therefore, punctuality is essential. Arrivals to or departures from class beyond 15 minutes will be considered an absence. Lesser late arrivals or early departures will also be considered.

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.

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.)

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: Reading Journals, Teacher Interview, The Outsider, and the Philosophy Paper – as well as various other in-class writing assignments.

Course Format

Face-to-face

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.

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 emails 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. For each class, ask yourself 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. Participation, Professionalism & Reading Response Journals..... 15 points
2. Current Events in Education..... 5 points
3. Interview of a Teacher..... 10 points
4. The Outsider..... 10 points
5. Nieto Presentation/Reflection 10 points
6. Contemporary Issues Research..... 15 points
7. Personal Philosophy of Schooling, Learning and Teaching..... 15 points
8. Classroom Observation Reports (5)..... 20 points

Each assignment is described below – additional details are provided on the Cougar Course site.
A weekly course schedule will be provided that indicates when assignments are due.
For all writing assignments, please use 12 font, one inch margins, and double-space.

1. Reading Response Journal

The reading journal provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading journal, do not summarize. Your journal must demonstrate the "value-added" model. That is, your response must do one of the following: *give an example* of what the reading described; *provide a different perspective* of a topic in the reading; or *expand upon the idea* in the reading by including more detail and depth. The journal will be graded holistically; you will receive either full credit or none. A model will be provided. No credit will be given for late submissions of reading journals.

2. Current Events in Education

You and a partner will sign up to present a current event from the week's news in K-12 education. The item must be from a reputable news source and may pertain to local, national, or international issues. Do not submit "news" from personal blogs, newsletters, or other opinion sources. You will summarize and present the importance of the news for your classmates in 5 minutes maximum. Be sure to make a connection to future teachers in California.

This assignment will be graded as either 0 or 5 points; there is no partial credit. To earn 5 points, you must: (1) present a different current event on the date you are assigned; and (2) engage in the group discussion for all current events on a regular basis.

3. Interview of a Teacher

In this assignment, you will interview a teacher, current or recently retired, and write a summary (3 to 4 pages, double-spaced) of what you learned. 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.

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. More detailed guidelines will be provided on Cougar Courses.

Key skills/knowledge for evaluation:

- 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?

Exemplary papers are characterized by:

- Clarity of description of the teacher's experiences and views
- Multiple, explicit connections of coursework (Sadker/Zittleman, class activities) in the analysis
- Explanation of how the teacher interview relates to your own thinking about teaching as a career
- Correct grammar, syntax, spelling

4. The Outsider

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 considering our readings, write a reflective essay (2 to 3 pages, double-spaced) 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 (quote) to our readings.

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?

Exemplary papers are characterized by:

- Addressing the questions above in a thoughtful/analytical manner
- Integration of the assigned readings, including at least one quote
- Correct grammar, syntax, spelling

5. Nieto book: *Why We Teach Now* Presentations + Reflection Essay

To gain a more personal look into the experiences of teachers, you will read the Introduction and Conclusion sections of *Why We Teach Now* 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 in *Why We Teach Now*?
- 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 assigned to the same section of *Why We Teach Now* will work together to prepare a group “dramatic” presentation to share your knowledge and insights with other students.

Exemplary papers/presentations are characterized by:

- A well-written essay that addresses the questions above in a thoughtful manner
- Correct grammar, syntax, spelling
- Your ability to work well with your peers and develop an engaging group presentation

6. Contemporary Issues Research

Choose a major contemporary issue in education that interests you, from the topics provided. Along with colleagues from our class, you will research the issue together and prepare an oral report (supported by visuals from Power Point or Prezi) to share in class. The presentation should describe the issue, its pros and cons, an analysis of the issue’s implications (the “so what”), and a summary or conclusion, in 20 minutes maximum.

At the time of your presentation each group will provide classmates with either a one page typed abstract or a copy of your visual presentation (as miniature slides). 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 and posted on Cougar Courses.

Key skills/knowledge for evaluation:

- 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 or Prezi 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 informative handout (abstract page or presentation slides)?

7. Classroom Observation Reports (5)

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 5 formal written Classroom Observation Reports. Check Cougar Courses for more information on fieldwork instructions. You must submit one typed observation from each of the four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). If you do not complete the classroom observations, you will receive a grade of INC for the course.

Key skills/knowledge for evaluation:

- 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?

8. Personal Philosophy of Schooling, Learning and Teaching

To summarize your learning in this course, help you to clearly articulate your emerging beliefs about teaching, learning, schooling, & inclusivity, and prepare for future interviews, you will be asked to submit a paper in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning and schooling.

In preparing this assignment you will develop the paper (4 to 6 pages, double-spaced) over the course of the semester and will experience the process of drafting (two drafts are required for in-class work), giving and receiving reader response, and revision as stages of the writing process (experiencing

firsthand what you could do as a teacher with your students). More information about the paper will be provided in class and posted on Cougar Courses.

Key skills/knowledge for evaluation:

- Did you draw upon all your resources/experiences (in addition to our class texts) 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 using correct grammar?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you thoughtfully address all areas of teaching, learning, schooling and inclusivity?

9. Participation

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 an engaged and engaging participant.

Carefully consider each of the following questions:

- 1) Do you participate in class discussions productively, sharing your knowledge and understandings?
- 2) Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- 3) Do you contribute appropriately to group work—do you “do your share”?
- 4) Do you demonstrate you are able to accept others’ opinions and support others’ ideas?
- 5) Do you support your peers during their presentations?
- 6) Do you manage potential diversions (electronics, personal business, appointments, etc.) that can impede your ability to give your full attention to class sessions?
- 7) Do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

Grading Standards

Grades will be determined by the total number of points earned (100 points possible). A minimum grade of C+ is required in EDUC 350 to qualify as a pre-requisite for admission to the Cal State San Marcos teacher credential program.

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