

Course & Section Nos.	EDUC 350, Section 4
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Instructor	Gilbert Valadez, Ed.D.
Phone	760-750-8514
E-Mail	gvaladez@cusm.edu
Office	University Hall 460
Office Hours	By appointment

WELCOME

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

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 fifteen (15) 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 15 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.

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.

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: ISBN 0-87120-251-4

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.

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.

Fieldwork:

In addition to in-class work, assigned readings and projects, students will participate in fifteen (15) 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

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, 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 Logs, Teacher Interview, The Outsider, and the Philosophy Paper

Course Format

On line

Necessary Technical Competency Required of Students

Course participants are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, the Internet, and/or multimedia presentations).

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/> (expand statement as needed)

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 (if applicable).

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. 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).

1. Reading logs 10 points

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be 1 paragraph in length. Log entries for the Monday/Wednesday class must be submitted via the course Cougar Course.

Also, keep the syllabus schedule as the entries are not assigned in a chronological order.

2. Interview of a teacher 5 points

Details are below.

3. Inclusion paper (The outsider) 5 points

Many students with special needs come to view themselves as outsiders because they are labeled as different from the typical student. Following the procedures written below you will write a reflective essay about inclusion.

4. Classroom observation reports 10 points

Using the classroom observation instrument provided in class, complete 15 hours of classroom observations in your field sites.

5. Contemporary issues research 10 points

Choose one issue that interests you (from the topics given to you by the instructor) to create and upload for your classmates. Research the issue and prepare an online presentation to share in class. The report should describe and analyze the issue. Presentations to the class will be place in Module 10. When you present you will also provide a one-page summary and a resource list. Each presenter must submit the one-page summary

to the Cougar Course site to receive credit for this assignment. You will be provided directions for how to submit and present your projects online in the Cougar course shell.

6. Personal philosophy of schooling, learning and teaching 10 points

You will write a 4-5 long page paper describing your philosophy of schooling, learning and teaching. Details are below and in the Cougar Course shell (Moodle).

7. Quizzes 18 points

You are to complete 9 quizzes in this course. Each quiz is worth two points and will be graded electronically

8. Forums 10 points

You will be graded for your participation in the online forums. To complete your forum you will type in your response to the question or activity posted in the Discussion forum section. Make sure you type in at least a paragraph. Thoughtfulness is important in your posting as your comments will be read by your classmates and the instructor.

9. Video response grids 10 points

You will complete four video response grids for this course. After viewing a video in one of the course shell modules, you will complete a response grid. The grids are provided in each module where you will view a video. To complete these grids you will first view the assigned video, download the response form, fill out the form by answering the questions on the form, and then upload the finished grid on the link provide in the module. You can type directly into the response grids. Directions for completing the response grids are located in the Cougar course shell. The following is a list of the response grids and the point value for each you will complete in this course:

- First year teacher response grid- 4 pts.
- Feather in the Storm video response grid-2 pts.
- Stories of practice grid-2 pts.
- Fat City (How Difficult Can This Be?) video response grid-4 pts.

11. Module activities 12 points

You will complete three module activities in this course. The directions for completing each of these activities are located in the Cougar course shell. Follow the directions provided in the pertinent modules for each of these required activities. The following is a list of the module activities and the point value for each you will complete in this course:

- Miss Nelson taxonomy grid- 6 pts..
- Synecotics analogies grid- 6 pts.

Grading Scale

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

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-71, C- = 70-72, D = 60-69 , F = 0-59

Assignment #2: Interview of a Teacher

In this assignment, you will interview a teacher and write a 4-5 page summary 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 the California High School Exit Exam and the No Child Left Behind Act? 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

Assignment #3: Inclusion paper (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 reading chapters 1-3 in *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (4-5 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 to the VT text and one connection to any video, chapter, or lecture in the course. Consider the following questions:

What personal characteristics fostered your or your friend's feeling of being different?
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?

Assignment # 7: Philosophy of education paper

Write a 4-5-page paper (double-spaced) that explains your personal philosophy of schooling, learning and teaching. Your paper will be down graded if you do not write full pages or use titles as filler. Follow the template below, and self-assess before you turn in the paper.

Paper Introduction

Name your philosophy (or combination of philosophies) as described by Sadker.
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.?
Describe the level of schooling and subject field(s) you hope to teach.

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 1-2 examples of how this will look in your classroom/career.

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 1-2 examples of how this will look in your classroom.

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 1-2 examples of how this will look in your classroom.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.
Give 1-2 examples of how this will look in your career.

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

Schedule as of 08/27/18

Schedule is subject to change at the discretion of the instructor. The start times in the syllabus are suggested times. Due dates for each assignment within a module are in the course shell.

Module	Topic	Reading log due on date of class	Assignments
One Start- Aug 27	Course introduction and the goals of education	What are the expectations for this class and what are the central themes that will be covered this semester? What are the expectations for the field work components of this class? What are the expectations of the final presentation of this class? What are the three levels of public schooling? How will I navigate through this course? What is the difference between education and schooling? What are the goals of education in our republic? What are the varieties of curriculum in today's schools? What is the hidden curriculum and how does it impact day-to-day teaching and learning? What counts as knowledge and whose knowledge is most valued in schools? Preparation for this module: Read and study the directions for module 1 and the overview of module elements. Read the two articles in the module. Review the directions for the field work and class presentations. Study the three levels of public schooling grid. (This will help you understand the field work for the course.)	Upload your photo into the discussion forum: Classroom introductions. Introduce yourself to the class by answering the questions: What is your name? What do expect to learning from this course? Tell us the name of your favorite ice cream flavor. Write out a description of what it means to be an educated person and what it means to be a person that has only been schooled. Submit reading log 9 . Complete the curriculum quiz. Submit the video response sheet for Feather in the Storm.

		<p>Read the quotes about setting goals...just for funzies!</p> <p>Read and study the lecture notes for the Goals of Education article and the hidden curriculum.</p> <p>Read the the Goals of Education and the Los Angeles Times article dated 8/25/10.</p> <p>Read and study the glossary/article of curriculum types.</p> <p>Watch the video, Feathers in the Storm.</p> <p>Download the video response sheet for Feather in the Storm.</p>	
Two Start- Sep 3	Topic two- Becoming a teacher and Stories of Practice	<p>What are the mechanics of obtaining a credential?</p> <p>Is teaching a real profession?</p> <p>What does becoming a teacher entail?</p> <p>What are my assumptions about the teaching profession?</p> <p>How do teachers relate their stories of teaching practice?</p> <p>What is the significance of a story of teaching practice?</p> <p>What the essential elements of a teaching story of practice?</p> <p>How do the essential elements of story of teaching practice?</p> <p>How will I conduct a teacher interview?</p> <p>Preparation for this module: Read the directions and lecture notes: Becoming a teacher and The First Year. Read the article, Perfect Day. Read the assigned chapter for Reading log 1. Review the PBS web link that accompanies, The First Year. Watch the video, The First Year. Read the directions and lecture notes: Stories of Practice. View the four media site videos: Introduction to Stories of Practice, Percy Pie, The Drop of Water that Swallowed the Sea, and, Robert Sparrow. Read the assignment guidelines for the teacher interview assignment to prepare you for work in the field.</p>	<p>Submit reading log 1.</p> <p>Complete the Credential program quiz.</p> <p>Upload and complete the response grid for The First Year video.</p> <p>Submit reading log 8.</p> <p>Complete and upload the reflection grid for Stories of Practice.</p> <p>Contribute to this sessions discussion forum: On becoming a teacher.</p>
Three Start- Sep 10	Topic three- Inclusive education and the special needs student	<p>What is education for inclusion?</p> <p>What are the elements of an inclusive classroom?</p> <p>What are the 13 handicapping conditions?</p> <p>What are the challenges facing individuals living with autism?</p> <p>Preparation for this module: Read log 7. View both Fat City and In my language videos.</p>	<p>Submit reading log 7.</p> <p>Submit Fat city (How Difficult Can this Be?) response sheet.</p> <p>Take the 13 Handicapping conditions quiz.</p> <p>Contribute to this week's discussion forum: In my language.</p>

		Read and study the 13 Handicapping conditions web page. Review the Special education web links.	
Four Start- Oct 1	Ethics in education and Miss Nelson is Missing- a case study	In what ways is teaching a profession? What are the basic ethical standards of the teaching profession? How can I evaluate a teacher's ethical behavior? What are my own ethical standards and how will I address ethical standards of the teaching profession? Preparation for this module: Read the directions and all lecture notes for this module. Study the NEA Code of Ethics. Take the Ethic quiz. Review and upload the brainstorming and final report formats related to this module.	Submit reading log 6. Complete the Ethics quiz. Upload and complete final report for Miss Nelson is Missing.
Five Start- Oct 15	Bloom's taxonomy, Gardner's multiple intelligences, and Maslow's hierarchy of needs	What is Bloom's taxonomy and what is its significance to education? What are Gardner's multiple intelligences and how are they significant to education? What are Maslow's hierarchy of needs and how to do they impact teaching and learning? What is the role of educational theory and pedagogy? Preparation for this module: Read the directions and lecture notes: Bloom's Taxonomy, Gardner's Multiple Intelligences, and Maslow's Hierarchy of Needs. Read and study each web link and study	Submit reading log 4. Complete the quizzes: Bloom's Taxonomy and Gardner and Maslow review Complete and upload Miss Nelson is Missing taxonomy grid assignment.
Six Start- Oct 29	Topic six- Best practices in today's classrooms.	What is the notion of best practice? How are theory, educational research, and practice related to best teaching practices in today's classrooms? What examples of best practice should I look for while during my field observations? Preparation for this module: Read the assigned chapter for Reading log 2 and the NEA best practice brief.	Submit reading log 2.. Take the NEA Best practice brief quiz. Submit your presentation into the discussion forum. Submit your presentation to the instructor in the link provided. Contribute to the discussion forum. Respond only the people in your presentation group.
Seven Start- Nov 5	The immigrant student and bilingual education	What are some of the basics concerning bilingual education? What does the term SDAIE mean and why is it important? What are some of the issues facing immigrant children? What is culture shock? How does culture shock affect immigrant students?	Submit reading log 5. Submit the Inclusion paper (The outsider) Take the Module 7 quiz.

		<p>Preparation for this module: Read the assigned chapter for Reading log 5. Read and Study the lecture notes and articles provided in the module: Immigrant children and education fact sheet, both Culture Shock articles, English Only article from the L.A. Times, The Gardeners' Story, and the Specially Designed Academic Instruction in English (SDAIE) definition. View the module videos: Why bilingual education is important, The importance of bilingual education and Spanish immersion classroom.</p>	
<p>Eight Start- Nov 12</p>	<p>Topic eight- Synectics- On being a creative teacher</p>	<p>What are the essential aspects of creative teaching? What is Synectics? What are some of the obstacles to teaching creatively? How can a teacher increase creativity in his/her classroom?</p> <p>Preparation for this module: Read the assigned chapter for Reading log 10. Read and Study the lecture notes for Creativity and teaching and Synectics grid analogy notes and directions, and the Creative Space on-line magazine. Upload the Synectics analogies grid format. View and Study the Synectics- On being a creative teacher Power Point presentation. View the module videos Creativity in the classroom (dance), Why teach creativity?, and Mistakes..</p>	<p>Submit reading log 10. Submit Synectics analogy grid assignment. Submit your philosophy of education brainstorm activity. Complete the Synectics quiz.. Contribute to discussion forum: Creativity videos.</p>
<p>Nine Start- Nov 26</p>	<p>Gay student, Gay teacher</p>	<p>What are the challenges faced by the LGBT student? Why do we need to consider the LGBT student? What are some of the obstacles faced by the LGBT student? How can one become a more effective teacher for the LGBT student?</p> <p>Preparation for this module: Read the assigned chapter for Reading log 3. Read and Study the lecture notes for Module 9, Gay student, Gay teacher, the reading entitled, Pizza, and the Queer Coyotes article. View and Study the CTA bullying webpage. View the module video Bullying video, YouTube link</p>	<p>Submit reading log 3. Submit Interview of a teacher assignments. Submit review of web CTA bullying webpage resource.</p>
<p>Ten Start- Dec 3</p>	<p>Final assignments and your learning outcome statement</p>	<p>What do I agree with and what do I disagree with in regard to the information provide by classmates? What have I learned from this course?</p>	<p>Submit classroom observations, philosophy paper, and your participation grade. Complete learning outcome</p>

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Refer to the Cougar Course shell for the due dates of these assignments. Due dates for assignment vary, so make sure you are on task during the semester. It is easy to fall behind.