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| Course & Section No. | EDUC 350, Section 5 |
| Course Title | Foundations of Teaching as a Profession |
| Class Roster No. | 42878 |
| Course Location | Fully Online |
| Semester / Year | Fall 2020 |
| | |
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| Office Hours | Arranged (contact instructor for appointment) |

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 the ways in which today's schools have evolved from 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. This course is an orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings and interactions with local educators will promote an understanding of the richness and complexity of teaching as a career in a diverse society. Participation in fifteen (15) hours of fieldwork assignments in K-12 classroom settings (*DUE TO COVID, OBSERVATIONS WILL BE VIA PUBLISHED VIDEOS*). Certificate of Clearance and Tuberculin (TB) Risk Assessment required prior to engaging in field experience hours.

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 of:

- roles of schools in society
- philosophies and contemporary issues in education.
- roles of teachers in schools.
- the qualifications and credentialing process.
- the student as an individual.
- factors affecting student achievement.
- critical issues in curriculum and instruction.
- infusion of special education in general education practices.
- 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 (one point deducted per day late; no credit will be awarded if the assignment is more than three days late).

REQUIRED MATERIALS

Sadker, David M. and Zittleman, Karen. (2018). *Teachers, Schools, and Society: A Brief Introduction to Education*. (5th ed), McGraw Hill.

Available in CSUSM Bookstore in paperback or ebook: Paperback (ISBN 9781259913792). Prices range from \$129-200 depending on format.

Note: In this section of EDUC 350, you will not be required to use the textbook publisher's website. This textbook may also be available for purchase and rent in various online marketplaces.

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

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:

1.6 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. **(Introduced)**

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

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. **(Introduced)**

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. **(Introduced)**

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. **(Introduced)**

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. **(Introduced)**

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. **(Introduced)**

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

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

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. **(Introduced)**

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. **(Introduced)**

Reading Journals will cover the following TPEs:

(TPEs Introduced: 1.6, 2.3, 2.6, 3.1, 3.7, 4.1, 6.5, 6.6)

Students will complete weekly readings. This assignment provides students with opportunities throughout the course to be introduced to knowledge related to a breadth of topics related to the foundations of teaching as a profession. The Reading Response Journal is a forum through which students can synthesize and reflect on many aspects of teaching, learning and schooling.

The following topics are introduced throughout the weekly readings in this course:

- 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. **(TPE 1.6)**
- 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. **(TPE 2.3)**
- 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 2.6)**
- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. **(TPE 3.1)**
- 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 3.7)**
- 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 4.1)**
- 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. **(TPE 6.5)**
- 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. **(TPE 6.6)**

Interview of a Teacher will cover the following TPEs

(TPE Introduced: 6.3)

In this assignment, students gain insights about the profession of teaching by analyzing the information gathered during an interview with a teacher. This assignment introduces students to the professional practice of communicating with and learning from teacher colleagues. Students are introduced to the importance of being able to: *Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues (TPE 6.3)*. Students are asked to render a sketch enabling readers to envision the teacher as a person with a distinct philosophy and experience.

Students interview a teacher (current or recently retired). Ideas for questions will be provided and students are also encouraged to design their own questions. Then, students write a summary and analysis of what they learned in narrative form. They analyze the teacher's responses making explicit connections to ED 350 course readings and activities. Students identify insights about teaching from the teacher's experience. In a personal reflection, they apply that to their own thinking about what it means to be a teacher and any implications for their own plans to pursue teaching as a career.

Exemplary papers are characterized by the following: 1) Clarity of description of the teacher's experiences and views, 2) Multiple, explicit connections of coursework (Sadker/Zittleman, class activities) in the analysis, 3) Explanation of how the teacher interview relates to the student's own thinking about teaching as a career, 4) Correct grammar, syntax, spelling.

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.

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 Disability Support 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, Philosophy Paper, and Classroom Observation Reports – as well as various other in-class writing assignments.

Course Format

(Fully Online - Asynchronous)

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.

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 three days late).

Assignments and Grading: (100 points total)

| | |
|---|-----------|
| 1. Reading Response Journals..... | 11 points |
| 2. Current Events in Education..... | 9 points |
| 2 a. Response to four peers..... | 5 points |
| 3. Interview of a Teacher..... | 5 points |
| 4. The Outsider..... | 10 points |
| 5. Contemporary Issues Research..... | 15 points |
| 5 a. Response to four peers..... | 5 points |
| 6. Personal Philosophy of Schooling, Learning and Teaching..... | 20 points |
| 7. Classroom Observation Reports (4)..... | 20 points |

ALL papers must be turned in as a PDF!

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 double space, use 12 font, one inch margins.

1. Reading Response Journal: *Teachers, School and Society (TSS)*

11 points

Students will carefully review each week's readings and prepare a written two page reflection/response. The purpose of the reading journal is not to have students simply summarize the reading but instead to do **two of the following**:

1. *give an example* of what the reading described; or
2. *provide a different perspective* of a topic in the reading; or
3. *connect the reading to a personal experience*, or
4. *expand upon the idea* by including more detail and depth.

Students will submit the weekly readings journal as directed in Cougar Courses.

2. Current Events in Education

9 points

Write a one page summary of and one page personal response (two pages total) to a reputable, significant news article. (For example, *The New York Times, Newsweek, Time*) The article may pertain to local, national, or international issues. Do not submit "news" from personal blogs, newsletters, or other opinion sources.

2. a Response to a peer

In a total of two pages, you will write a response to four of your peers about their current events paper. In each response, you will respond to one of the following prompts:

1. *give another example* of what the reading described; or
2. *provide a different perspective* of a topic in the reading; or
3. *connect the reading to a personal experience*, or
4. *expand upon the idea* by including more detail and depth.

3. Interview of a Teacher

5 points

Students interview a teacher (current or recently retired). Ideas for questions will be provided and students are also encouraged to design their own questions. Then, students write a summary and analysis of what they learned in narrative form. They analyze the teacher's responses making explicit connections to ED 350 course readings and activities. Students identify insights about teaching from the teacher's experience. In a personal reflection, they apply that to their own thinking about what it means to be a teacher and any implications for their own plans to pursue teaching as a career.

Exemplary papers are characterized by the following: 1) Clarity of description of the teacher's experiences and views, 2) Multiple, explicit connections of coursework (Sadker/Zittleman, class activities) in the analysis, 3) Explanation of how the teacher interview relates to the student's own thinking about teaching as a career, 4) Correct grammar, syntax, spelling.

4. The Outsider

10 points

Watch the F.A.T. City video (available on the main course page under 'library reserves' and think about how learning disabled students might feel with the type of instruction presented. Many students with special needs come to view themselves as "outsiders" because they are labeled as different from the typical student. However, most of us experienced some sense of being an outsider during our K-12 years. After considering course readings, students will write a reflective essay (2 to 3 pages, double-spaced) about one's own (or a friend's) school experience that elicited feelings of being an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, economics, academic ability, etc. *At least one specific connection (quote) to the video and one to the course readings is required.*

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. Contemporary Issues Research

15 points

Students will choose a major contemporary issue in education of interest, from a variety of topics provided. Along with class colleagues, you will research the issue together and prepare an oral report supported by visuals (such as Power Point/Prezi) to share in class. The presentation should describe the issue, its pros and cons, analyze the issue's implications (the "so what"), and provide a summary or conclusion, in 20 minutes maximum.

(see topics and outline below)

Contemporary Issues Topics and Outline

| | |
|--------------------------------------|-----------------------------|
| * Authentic Assessment/Grading | * Grading Methods |
| * Teaching English Language Learners | * Bullying in Schools |
| * Teacher Evaluation Systems | * School Reform |
| * Technology Use/Flipped Classrooms | * Censorship |
| * Effective Schools | * Gender and Education |
| * Charter Schools | * Home Schooling |
| * Sex Education | * School Violence |
| * At-Risk/Resilient Students | * Uniforms - Dress Codes |
| * School Finance | * Gifted Education |
| * Teacher Ethics | * Service Learning |
| * School Law - Court Cases | * Teachers Unions/Contracts |
| * Common Core | * Homeless/Foster Youth |
| * Special Education | * Nutrition and Schooling |

Outline:

1. Describe the issue and its importance in a highly informative, creative and engaging manner;
2. Describe the roles of students, teachers, parents, school and communities, as they pertain to your issue;
3. Support your discussion with research from at least two journals (be sure to cite properly);
4. Offer conclusion(s) or solution(s) in closing.

5. a Response to a peer

In a total of two pages, you will write a response to four of your peers about their contemporary issues paper. In each response, you will respond to one of the following prompts:

1. *give another example* of what the reading described; or
2. *provide a different perspective* of a topic in the reading; or
3. *connect the reading to a personal experience*, or
4. *expand upon the idea* by including more detail and depth.

6. Classroom Observation Reports

(4)

This assignment is designed to help you 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 classrooms. DUE TO COVID-19, OBSERVATIONS WILL TAKE PLACE USING CURATED VIDEOS PROVIDED BY THE INSTRUCTOR. This log must reflect a minimum of 15 hours spent in the various required classroom settings and grade levels as noted on the observation guidelines located in Cougar Courses. In addition, students will reflect on and analyze their field observations, make connections to concepts studied in EDUC 350, and identify lingering questions through

four formal written Classroom Observation Reports. Check Cougar Courses for more information on fieldwork instructions. You must submit at least one typed observation (1000 words) from each of the four types of school settings: Elementary, Middle, High, and Special Setting for a total of 4 reports. If you do not complete the classroom observation hours, you will not pass this course.

This assignment is designed to help you 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 in classrooms. This log must reflect a minimum of 15 hours spent in the various required 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. Check Cougar Courses for more information on fieldwork instructions. You must submit at least one typed observation (1000 words) from each of the four types of school settings: Elementary, Middle, High, and Special Setting for a total of 4 reports. If you do not complete the classroom observation hours, you will not pass this course.

Note: If health restrictions prevent students from going into K-12 schools, then the instructor may substitute field observations with selected videos.

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?

7. Personal Philosophy of Schooling, Learning and Teaching

20 points

You should rely heavily on the “Where do you stand” assignment and Chapter 6 of the textbook for this assignment. More information about the paper is posted in Cougar Courses.

To summarize learning in this course, help students to clearly articulate emerging beliefs about teaching, learning, schooling & inclusivity, and prepare for future interviews, students 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, students will develop a 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 a practice that teachers can engage with K-12 students).

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?

You will give feedback on this assignment to your peers throughout the semester, feedback is not the same as a response, instead you will be helping your peers improve their papers with constructive feedback.

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.

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| A = 95-100 | A- = 90-94 | B+ = 87-89 | B = 83-86 | B- = 80-82 |
| C+ = 77-79 | C = 73-76 | C- = 70-72 | D = 60-69 | F = 0-59 |

EDUC 350 – Due Dates – FALL 2020

| <u>Week</u> | <u>Papers</u> | <u>Reading Journals</u> TSS Chapter | <u>Due Date</u> |
|-------------|---|--|-----------------|
| 1 | Review syllabus & all assignments Post questions on the Forum Section Print, then Submit “Where I Stand” Survey We recommend you make an appointment for a Clearance/Live Scan, TB Test before you enter the Credential Program | TSS:1 | September 4 |
| 2 | Current Events in Education | TSS 2 | September 11 |
| 3 | Peer Responses to Current Events in Education | TSS 3 | September 18 |
| 4 | Teacher Interview | TSS: 4 | September 25 |
| 5 | F. A. T. City Outsider Assignment | TSS 5 | October 2 |
| 6 | Philosophy of Education Paper Draft 1 | TSS: 6 | October 9 |
| 7 | Philosophy of Education Peer Feedback Retake “Where do you Stand” Survey | TSS 7 | October 16 |
| 8 | Classroom Observation Reports 1 & 2 | TSS 8 | October 23 |
| 9 | Contemporary Issues Research | TSS 9 | October 30 |

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| 10 | Contemporary Issues Research Peer Feedback | TSS 10 | November 6 |
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| 11 | Philosophy of Education Draft 2 | TSS 11 | November 13 |
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| 12 | Philosophy of Education Peer Feedback | | November 20 |
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| 13 | Thanksgiving Break | | November 27 |
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| 14 | Classroom Observation Reports 3 & 4 Classroom Observations Log | | December 4 |
|-----------|--|--|------------|

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| 15 | Philosophy of Education Final Paper | | December 11 |
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