

**CAL POLY SCHOOL OF EDUCATION**  
**TEACHER EDUCATION DIVISION**  
*Course Syllabus*

School of Education Graduates are:

- **RESPONSIVE** to student needs,
- **RELEVANT** in their approach to education, and
- **REFLECTIVE** practitioners ready to lead.

<b>Course Number &amp; Title:</b> EDUC 300 – Historical, Philosophical, and Social Foundations of Public Education (3)		<b>Term &amp; Year:</b> Fall 2017
<b>Instructor:</b> Professor Sidonie Wiedenkiller	<b>Office Location:</b> 02-131	<b>Phone:</b> 805-756-6417
<b>Class Location &amp; Time:</b> 02-101 Th.. 4 to 6 PM	<b>Office Hours:</b> By Appointment	<b>Email:</b> <a href="mailto:swiedenk@calpoly.edu">swiedenk@calpoly.edu</a>
<b>Course Description:</b> Historical, philosophical, and social foundations of American public education. Teaching profession and professional education dispositions. Subject-matter instructional practices to address needs of all students. Requires minimum 20 hours of observation and participation in K-12 public schools. Credit/No Credit. 1 lecture, 1 activity. Prerequisite: Junior standing or consent of instructor.		
<b>COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:</b>		<b>MSTEP PROGRAM OUTCOMES</b>
1. Examine the historical, philosophical, and social foundations of American public education.		<b>1, 2</b>
2. Create a personal philosophy of education.		<b>1, 2, 6</b>
3. Discuss and analyze how U.S. public education has evolved to better meet the needs of all students in a pluralistic society.		<b>1, 2, 4, 5, 6</b>
4. Observe a minimum of 20 hours in classrooms and schools (required by the state for anyone who wants to enter a teacher preparation program in California)		<b>1, 3, 6</b>

Date and 'Tune DAY/ DATE	TOPIC	ASSIGNMENT By date DUE	ASSESSMENT By date DUE	TPE	COURSE LEARNING OUTCOME	SOE DISPOSITION
<b>Week 1</b> September 20	<b>Introduction</b> <ul style="list-style-type: none"> <li>Review syllabus and course requirements</li> <li>Discuss placements &amp; requirements for classroom observations</li> <li>Certificate of clearance</li> <li>Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>Read course outline</li> <li>Purchase course text</li> <li>Complete Form for school placement)</li> <li>Letter of introduction</li> </ul>	<ul style="list-style-type: none"> <li>Observation and participation</li> </ul>	13	1-4	1.2
<b>Week 2</b> September 27	<b>K-12 Schools in the United States</b> <ul style="list-style-type: none"> <li>Discuss various purposes of schooling in the United States</li> <li>Identify characteristics of an effective school</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 2, What is School and What is it For?</li> <li>Multi-media assignment on selected historical event</li> </ul>	<ul style="list-style-type: none"> <li>Observation and participation</li> <li>Letter of introduction</li> </ul>	1a, 6a/b, 7, 12, 13	2, 3	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4

Comment [VM1]: TPE 6.7 I/P

<b>Week 3</b> October 4	<b>History of American Education</b> Discuss key moments in the history of public education in the US and their continued impacts on schools today	Read Ch.10, What is the History of America's Struggle for Educational Opportunities?	<ul style="list-style-type: none"> <li>Observation and participation</li> </ul>			
<b>Week 4</b> October 11	<b>History of American Education=Cont'd</b> <ul style="list-style-type: none"> <li>Explore selected moments in the history of public education in the U.S. in greater depth</li> </ul>	<ul style="list-style-type: none"> <li>Multi-media assignment on selected historical event Group 1 presentation</li> <li>Presentations will continue on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>Observation and participation</li> <li>FO #1</li> <li><b>Reading Quiz #1 Ch. 2 and 10</b></li> </ul>	10, 11, 12, 13	1	1.1, 1.2, 2.4
<b>Week 5</b> October 18	<ul style="list-style-type: none"> <li><b>Philosophical foundations of Education</b></li> <li>Explore educational theories</li> <li>Make links between readings and observations of philosophies at work in today's classrooms</li> </ul>	Read Chapter 9: What are the Philosophical Foundations of American Education?	<ul style="list-style-type: none"> <li>Observation and participation</li> <li>Multi-media presentations</li> </ul>	1a, 2, 4, 5, 6a/b, 8, 11, 12, 13	1, 2, 3, 4	1.1, 1.2, 2.4
<b>Week 6</b> October 25	<b>Philosophical Foundations of Education cont'd</b> <ul style="list-style-type: none"> <li>Explore selected educational philosophies in-depth</li> </ul>	<ul style="list-style-type: none"> <li>Read assigned article</li> <li>Carousel Jigsaw activity</li> </ul>	<ul style="list-style-type: none"> <li>Observation and participation</li> <li>Carousel Jigsaw activity</li> <li>FO #2</li> <li><b>Take Home Reading Quiz #2 Ch. 9</b></li> </ul>	1a, 4, 5, 6a/b, 7, 8, 11, 12	2, 3, 4	1.1, 1.2, 1.3, 1.4, 2.4
<b>Week 7</b> November 1	<b>Who Are Today's Students?</b> <ul style="list-style-type: none"> <li>Discuss how diversity can enrich each classroom</li> <li>Discuss the role of bias and prejudice by teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 3, Who Are Today's Students in a Diverse Society?</li> </ul> <p>View: <a href="http://www.pbs.org/wgbh/nova/body/school-of-the-future.html">http://www.pbs.org/wgbh/nova/body/school-of-the-future.html</a></p>	<ul style="list-style-type: none"> <li>Observation and participation</li> </ul>	1a, 2, 3, 12	1-4	1.1, 1.2, 1.4, 2.2., 2.3, 2.4
<b>Week 8</b> November 8	<b>Serving the Needs of ALL Students</b> <ul style="list-style-type: none"> <li>Explore social problems affecting today's students</li> <li>Discuss possible education reforms to meet the needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 4, What Social Problems Affect Today's Students?</li> <li><b>Class Discussion</b> on Nova's <i>School of the Future</i> video</li> </ul>	Observation and participation <ul style="list-style-type: none"> <li>Thank you letters to teachers</li> <li>FO #3</li> <li><b>Reading Quiz #3 Ch. 3 &amp; 4</b></li> </ul>	7, 8	1-4	1.1, 1.2, 1.3, 2.3, 2.4
<b>Week 9</b> November 18	<b>School law &amp; ethics</b> <ul style="list-style-type: none"> <li>Identify key issues in school law &amp; ethics</li> <li>Discuss current events</li> <li>Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 8, What are the ethical and legal issues facing teachers?</li> <li>Read pages 351-357 in Chapter 11, How are Schools Governed, Influenced and Financed?</li> </ul>	<ul style="list-style-type: none"> <li>Observation and participation</li> <li>NOVA School of the Future Essay</li> </ul>	11, 12, 13	1-4	2.1, 2.2., 2.3, 2.4

**Comment [VM2]:** TPE 6.7 I/P

**Comment [VM3]:** TPE 6.7 I/P

**Comment [VM4]:** TPE 1.4, 2.1, 2.2, 2.3, 3.3B I/P

**Comment [VM5]:** TPE 1.7, 4.6, 4.7, 4.8 I/P  
TPE 4.8 A  
See write up of Multi-Media Presentations assignment on Page 7

**Comment [VM6]:** TPE 1.4, 2.1, 2.2, 2.3, 2.6, 3.3B I/P

**Comment [VM7]:** TPE 1.2 I  
TPE 1.1, 1.6, 2.1, 2.2, 2.3, 2.6, 3.3B I/P

**Comment [VM8]:** TPE 1.2, 3.5, 3.6, 4.2 I  
TPE 1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 I/P

**Comment [VM9]:** TPE 6.5, 6.6 I/P

<b>Week 11</b> November 29	<b>School Governance and Finance</b> <ul style="list-style-type: none"> <li>Identify key issues in school governance and finance</li> <li>Discuss current events</li> </ul>	<ul style="list-style-type: none"> <li>Original signed observation log due (hard copy) Bring a news story about a current educational controversy</li> <li>Make a copy for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Observation and participation</li> <li>Current event discussions</li> <li>FO #4</li> <li>Observation log</li> </ul>			
<b>Exam –</b>	<b>Final Exam Meeting TBA</b>	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	<ul style="list-style-type: none"> <li><b>Final Exam</b></li> <li></li> </ul>			

Comment [VM10]: TPE 6.5, 6.6 I/P

#### **Required Course Text(s):**

- Ryan, Kevin. *Those Who Can, Teach* (13<sup>th</sup> ed.). (2010). Wadsworth/Cengage Learning.

#### **Grading Policy:**

- 20% = Focused observations (4)
- 20% = Reading assessments: quizzes (3 )
- 15% = class presentations (multi-media history presentation, philosophy jigsaw, & current events article)
- 10% = Class participation, including reading assigned materials
- 10% = Letters: (1) introduction to classroom teachers and principals – 1 pg. (10 pts); should include a brief description of your interest in the teaching profession and experiences you have had with students in business letter format & (1) Thank you letter to teachers, students and principals – 1/2 pg.; acknowledge time spent with teacher and students and share 2-3 specific things you learned from the observations (in business letter format)
- 25% = Final Exam
- (CR/NC) = Observation/Volunteering logs must be signed by classroom teacher – 20 hours (*incomplete log will lead to failure of the course*)

**General Comments, Goals & Program Connections:** Please see me or email me as early as possible if you require special accommodations in class or for any assignments due to learning disabilities, religious practices, physical requirements, medical needs, or any other reasons. If you require accommodations or modifications for any learning, physical, or medical reasons, please contact the Disability Resource Center on campus as well.

**Assignments and Rubrics:** Each assignment will be discussed in detail in class. Supporting information will be posted on PolyLearn for each assignment including the criteria for evaluation. Assignments are due in the first 10 minutes of the class meeting. Late assignments will lose 10% per 24 hrs. late.

**Attendance & Participation:** Attend class regularly; participate respectfully and actively in class discussions and activities; check Moodle/PolyLearn site regularly for updates; any more than 1 absence for any reason and more than 2 late arrivals will put you at risk of not passing the course unless the missed coursework is made up. Please see the instructor to discuss make-up options.

**University Catalog:** <http://catalog.calpoly.edu/>

#### **Academic Responsibilities**

Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for registering and “adding” and “dropping” classes in a timely fashion, to ensure that others have an opportunity to take classes. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates, or face penalties. If any problem arises regarding course work or attendance, the student is held responsible for initiating communication and contact with the instructor. In addition, students are held responsible for behavior and conduct adverse to the preservation of order as established by the University and the instructor. Students are responsible for meeting their degree requirements as provided in the university catalog.

#### **Cheating and Plagiarism**

Cal Poly does not tolerate academic cheating or plagiarism in any form.

Learning to think and work independently is part of the educational process.

Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action. All faculty and students are encouraged to review the formal policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) found in the Campus Administrative Manual, Section 684.

University policy can be summarized simply:

*As a student, you are responsible for your own work and you are responsible for your actions.*

# SCHOOL OF EDUCATION

VISION	MISSION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.	The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

## SOE LEARNING THEMES

- *InformED: Advancing Disciplinary Knowledge*
- *EmpowerED: Responding to Diverse Learning Needs*
- *EngagED: Building Cultural Responsiveness*
- *ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities*
- *GroundED: Demonstrating Professionalism*
- *TransformED: Encouraging Continuous Growth and Reflection*

## MSTEP PROGRAM OUTCOMES

- Upon program completion, each teacher candidate will be able to:
- Effectively engage and support all students in learning.
- Create and maintain environments that are culturally sustainable and effectively support student learning.
- Demonstrate sufficient understanding of subject matter to effectively organize content-specific pedagogy to promote student learning.
- Effectively plan instruction and design learning experiences for all students.
- Effectively create and use assessments to inform instruction and foster student learning.
- Engage in professional practices and act in ways that foster their professional growth.
- 

## DISPOSITIONS

### Professionalism

- 1.1 Responsibility and Accountability** — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 Creating Positive Climate** — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

### Ethical Practice

- 2.1 Cross-Cultural Competence** — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 Collaboration** — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

### Shaping Change

- 3.1 Inquiry and Innovation** — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

**3.2 Social Justice** — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational

## CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

<b>DOMAIN A. MAKING SUBJECT MATTER COMPREHENSIBLE</b>
<b>TPE 1a.</b> Subject-Specific Pedagogical Skills for Multiple Subject Student Teaching Assignments
<b>TPE1b.</b> Subject-Specific Pedagogical Skills for Single Subject Student Teaching Assignments
<b>DOMAIN B. ASSESSING STUDENT LEARNING</b>
<b>TPE 2.</b> Monitoring Student Learning during Instruction
<b>TPE 3.</b> Interpretation and Use of Assessments
<b>DOMAIN C. ENGAGING &amp; SUPPORTING STUDENTS IN LEARNING</b>
<b>TPE 4.</b> Making Content Accessible
<b>TPE 5.</b> Student Engagement
<b>TPE 6a.</b> Developmentally Appropriate Practices for Grades K-3
<b>TPE 6b.</b> Developmentally Appropriate Practices for Grades 4-8
<b>TPE 6c.</b> Developmentally Appropriate Practices for Grades 9-12
<b>TPE 7.</b> Teaching English Learners
<b>DOMAIN D. PLANNING INSTRUCTION &amp; DESIGNING LEARNING</b>
<b>TPE 8.</b> Learning about Students
<b>TPE 9.</b> Instructional Planning
<b>DOMAIN E. CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>
<b>TPE 10.</b> Instructional Time
<b>TPE 11.</b> Social Environment
<b>DOMAIN F. DEVELOPING AS A PROFESSIONAL EDUCATOR</b>
<b>TPE 12.</b> Professional, Legal, & Ethical Obligations
<b>TPE 13.</b> Professional Growth

More information about pursuing your credential is available on the California Commission on Teacher Credentialing website <http://www.ctc.ca.gov/>  
Full descriptions of the TPEs are included in the Candidate Handbook Appendix

## Multimedia Presentation Assignment

### Topic Selection:

1. Topic to be chosen from anywhere in the text.
2. It is to be one of interest to your group.

### Participants:

1. All students are to be active participants.
2. Work load can be divided in a way that your group deems as fair.

### Presentation:

1. Presentation to be no more than 15 minutes.
2. You may use any medium you like: computer, posters, lecture, demonstrations, active participation from class

### Paper:

1. You will write a paper that is approximately 2 pages that includes your personal research for the presentation.
2. It is to be written as an essay and will be graded for clarity of expression, grammar, neatness and punctuality.

## Fieldwork Observation Assignments

**Comment [VM11]:** Throughout Fieldwork Observation Assignments, candidate understandings of TPE 1.3, 1.5, 2.3, 4.4, 4.5, 5.1, and 5.3 are Practiced and Assessed.

### EDUC 300 Focused Observation # 1 - Effective Schools

**Comment [VM12]:** TPE 6.1, 6.2, 6.3 Assessed

Please print this form and bring it with you to your first school visit to ensure you complete each of these steps. You will also need to type your responses in this form and print it out for submission in class. Please include the RUBRIC with your submission.

**\*\*Please read ahead to F0#4 and plan on when you can attend a school board meeting before Week B's class meeting \*\***

#### TO DO on 1<sup>st</sup> school visit:

- ☐ Plan to arrive at the school at least 15 minutes before the arranged meeting time to allow time to find parking and locate the main office
- ☐ Present yourself at the front office
- ☐ Politely introduce yourself to the front office staff & the principal (if available)
- ☐ Leave a copy of your letter of introduction with the principal
- ☐ Politely introduce yourself to the teacher(s) you will be observing. **\*\*Let the teacher & principal know that you are there to learn. participate. and volunteer. You should offer to tutor individual students, assist in lessons/labs, or otherwise help out however the teacher/principal sees fit At least 1 hr. per week you will need to be allowed to strictly observe and document what you see for these Focused Observation assignments.**
- ☐ Leave a copy of your letter of introduction with your teacher(s)
- ☐ Get a copy of the school's bell schedule
- ☐ Coordinate schedule for future observations & volunteer tutoring with your supervising teacher &/or principal approx. 3 hrs./week for 7 weeks)

Name:	Date of 1 <sup>st</sup> Observation:
School:	Time arrived at school:
Name of Principal:	Time 1 <sup>st</sup> observed class started:
Name of Front Office staff:	Time 1 <sup>st</sup> observed class ended:
Name of Teacher:	Time departed school:
Subject:	Grade Level Observed:
# of students in class:	Special characteristics (honors, SPED, ELD, etc.1:
Total hours observed this week:	

#### Short Answer

Please answer the following questions about your first school visit. Each answer should take 3-5 sentences:

1. What aspects of this school are familiar to you (layout, demographics, bell schedule, routines, etc.)?

2. In what ways is this school different from your own schooling at this level (elementary/middle/high)?
3. Locate a copy of the school's vision or mission. Please copy it here and then explain what purposes of schooling identified in our readings (Chapter 2) are evident in this mission statement

#### Short essay (1-2 pages)

4. Using our readings and class discussion as a starting point, what examples of an effective school did you observe in this first week? Please give specific examples for 2-3 elements identified in Chapter 2 of our textbook and class discussions.

#### EDUC 300 - Focused Observation Evaluation Criteria

Your written responses to each focused observation will be evaluated based on:

	No credit (0-3) (no evidence)	C (3)	B (4)	A(5)	Score
<b>Connections to course topics</b>	No connections made between class observations and course ideas; or links show misconceptions that need to be addressed	Makes an attempt at connecting observations to course ideas, some links may be superficial or not fully developed	Makes connections to course ideas, links show evidence of reflection on course topics and ability to correctly use and apply course terms.	Makes strong and clear connections to ideas introduced in course readings, lectures, & discussions (direct quotes or citing lectures or pg #s from text); links show evidence of critical reflection on course topics and sophisticated articulation of course terms	
<b>Writing and Academic language</b>	Writing has many errors and does not show evidence of an ability to communicate professionally. Additional work is required to successfully earn credit in this course.	Writing has some errors that impede comprehension. May include informal language or frequent typos, but additional work is needed to improve in this area.	Writing is clear, organized, and communicates ideas. May have some minor errors, but they do not impede comprehension. Shows an ability to communicate professionally.	Writing is concise, well organized, fluid, engaging and free of errors. Demonstrates a strong ability to communicate effectively and professionally.	
<b>Critical thinking &amp; observation skills</b>	Submission does not clearly answer the majority of questions provided in the prompts; indicates that the student is not alert or focused during class observations.	Submission answers a majority of the prompts; indicates that observation and reflection skills need more attention and are areas for improvement.	Submission answers each of the prompts; indicates alert observation and reflection on classroom activities.	Submission provides rich and detailed answers that address each of the prompts; indicates careful observation and critical reflection on and analysis of school & classroom activities.	
<b>Professionalism &amp; presentation</b>	Submission is not typed, is in poor condition and does not meet minimum standards of professionalism.	Submission is typed, but may have printing or formatting concerns, and submitted within an hour of the deadline.	Submission is typed, but may have minor printing or formatting issues, includes the rubric and submitted on time.	Submission is neatly typed & printed out, professionally presented, properly formatted, includes the rubric and submitted on time.	
<b>TOTAL</b>					/20

**EDUC 300 Focused Observation# 2 - Philosophies of Education**

Comment [VM13]: TPE 1.4, 2.1, 2.3, 2.6 Assessed

Please print this form and bring it with you to your school visit to ensure you fully collect the necessary data. You will also need to type your responses in this form and print it out for submission in class.

Name:	Date of 2nd Observation:
School:	Time arrived at school:
Name of Principal:	Time observed class started:
Name of Front Office staff:	Time observed class ended:
Name of Teacher:	Time departed school:
Subject:	Grade Level Observed:
# of students in class:	Special characteristics (honors, SPED, ELD, etc.):
Total hours observed this week:	

**Data Collection**

- Carefully observe all activities during one full class period. Be sure to include key facts such as: topic/theme; learning goals; and interesting notable interactions. Use the following format to collect data to answer the questions below. Include your raw data (notebook paper with this table on it) with your written submission.
  - Time: write down the length of time for each segment of classroom activity; be as detailed as possible - every time there is a shift in teacher or student activity, please note the time and add another line to the table.
  - Teacher Activity: write a brief description of what the teacher was doing during this time
  - Student Activity: write a brief description of what the majority of the students were doing at this time; note how many students are off-task

Lesson Topic:		Learning Goals:
Subject:		Grade Level Observed:
# of students in class:		Special characteristics (honors, SPED, ELD, etc.):
<b>Time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>

Observe *ONE* class period and answer the following prompts. Answer each lettered prompt separately.

### Short Essay (2-3 pages+ data sheet)

#### A. Instructional Activities

Based on the data you have collected in the table above, how is the majority of the instructional time spent? Lecturing? Reading? Worksheets? Group work? Stations? Is it a more teacher-centered or student-centered approach?

#### B. Links to Philosophies of Education

Review Chapter 9 and identify what philosophy(ies) of education you have observed in action in this class. Give concrete examples from the data attached to support your position. Be sure to include direct references to the course reading to strengthen your analysis and conclusions.

**C. Data Sheet** Include a copy of the table where you documented the class activities to show the data you based your essay on.

#### EDUC 300 - Focused Observation Evaluation Criteria

Your written responses to each focused observation will be evaluated based on:

	No credit (0-3) (no evidence)	C (3)	B (4)	A(5)	Score
<b>Connections to course topics</b>	No connections made between class observations and course ideas; or links show misconceptions that need to be addressed	Makes an attempt at connecting observations to course ideas, some links may be superficial or not fully developed	Makes connections to course ideas, links show evidence of reflection on course topics and ability to correctly use and apply course terms.	Makes strong and clear connections to ideas introduced in course readings, lectures, & discussions (direct quotes or citing lectures or pg #s from text); links show evidence of critical reflection on course topics and sophisticated application of course terms	
<b>Writing and Academic language</b>	Writing has many errors and does not show evidence of an ability to communicate professionally. Additional work is required to successfully earn credit in this course.	Writing has some errors that impede comprehension. May include informal language or frequent typos, but additional work is needed to improve in this area.	Writing is clear, organized, and communicates ideas. May have some minor errors, but they do not impede comprehension. Shows an ability to communicate professionally.	Writing is concise, well organized, fluid, engaging and free of errors. Demonstrates a strong ability to communicate effectively and professionally.	
<b>Critical thinking &amp; observation skills</b>	Submission does not clearly answer the majority of questions provided in the prompts; indicates that the student is not alert or focused during class observations.	Submission answers a majority of the prompts; indicates that observation and reflection skills need more attention and are areas for improvement.	Submission answers each of the prompts; indicates alert observation and reflection on classroom activities.	Submission provides rich and detailed answers that address each of the prompts; indicates careful observation and critical reflection on and analysis of school & classroom activities.	
<b>Professionalism &amp; presentation</b>	Submission is not typed, is in poor condition and does not meet minimum standards of professionalism.	Submission is typed, but may have printing or formatting concerns, and submitted within an hour of the deadline.	Submission is typed, but may have minor printing or formatting issues, includes the rubric and submitted on time.	Submission is neatly typed & printed out, professionally presented, properly formatted, includes the rubric and submitted on time.	
<b>TOTAL</b>					/20

### Focused Observation #3 - Student Diversity

Comment [VM14]: TPE 1.1, 1.6, 2.1, 2.3, 2.6 Assessed  
TPE 5.4, 5.8 Practiced

#### Short Answer (2-3 pages double spaced)

- A. Make a bar graph [using excel or other similar software] that compares the % breakdown of the different ethnicities of the students in: (locate school demographic information on the California Dept. Of Education Dataquest site: <http://dq.cde.ca.gov/dataquest/>)
- This school
  - This school district
  - State of California
- B. Is the school's population representative of the district? The state? How are they similar? How are they different?
- C. Name 2 challenges and 2 assets brought by having a diverse student body.
- D. Have you seen examples of Multicultural Education &/or Culturally Responsive Teaching in practice in your observations? If so, describe what it looks like and how it impacted the students. If not, describe why these approaches are important to plan on incorporating in your own classroom.

#### EDUC 300 - Focused Observation Evaluation Criteria

Your written responses to each focused observation will be evaluated based on:

	No credit (0-3) (no evidence)	C (3)	B (4)	A(5)	Score
<b>Connections to course topics</b>	No connections made between class observations and course ideas; or links show misconceptions that need to be addressed	Makes an attempt at connecting observations to course ideas, some links may be superficial or not fully developed	Makes connections to course ideas, links show evidence of reflection on course topics and ability to correctly use and apply course terms.	Makes strong and clear connections to ideas introduced in course readings, lectures, & discussions (direct quotes or citing lectures or pg #s from text); links show evidence of critical reflection on course topics and sophisticated application of course terms	
<b>Writing and Academic language</b>	Writing has many errors and does not show evidence of an ability to communicate professionally. Additional work is required to successfully earn credit in this course.	Writing has some errors that impede comprehension. May include informal language or frequent typos, but additional work is needed to improve in this area.	Writing is clear, organized, and communicates ideas. May have some minor errors, but they do not impede comprehension. Shows an ability to communicate professionally.	Writing is concise, well organized, fluid, engaging and free of errors. Demonstrates a strong ability to communicate effectively and professionally.	
<b>Critical thinking &amp; observation skills</b>	Submission does not clearly answer the majority of questions provided in the prompts; indicates that the student is not alert or focused during class observations.	Submission answers a majority of the prompts; indicates that observation and reflection skills need more attention and are areas for improvement.	Submission answers each of the prompts; indicates alert observation and reflection on classroom activities.	Submission provides rich and detailed answers that address each of the prompts; indicates careful observation and critical reflection on and analysis of school & classroom activities.	
<b>Professionalism &amp; presentation</b>	Submission is not typed, is in poor condition and does not meet minimum standards of professionalism.	Submission is typed, but may have printing or formatting concerns, and submitted within an hour of the deadline.	Submission is typed, but may have minor printing or formatting issues, includes the rubric and submitted on time.	Submission is neatly typed & printed out, professionally presented, properly formatted, includes the rubric and submitted on time.	

#### Focused Observation #4 - School Governance & Finance

Comment [VM15]: TPE 6.4 Practiced  
TPE 6.6 Assessed

Answer the following questions in 2-3 pages double spaced

- A. **School Governance** Attend a local school board meeting [or listen to a podcast - available on the website] and find out:
- who is on the school board
  - what are the current issues they are discussing
  - where & when do they meet
  - why is this information important for future teachers to understand (your own analysis linked to your field work and readings)
  - **San Luis Coastal Unified School District** information
  - <http://www.slcsd.org/schoolboard>
  - You may attend other school district's meetings based on your interest and availability or SLO County Board meetings: <http://www.slocoe.org/>

Answer the following question for Part A:

- Why is it important for teachers to understand who is on the school board and how it functions?
- Attachments:
  - o List of School board members
  - o Copy of the agenda for the meeting you attended/listened to - include start and end time of the meeting
  - o Copy of the schedule of meetings for the academic year

What are the per pupil expenditures for this school district? (Look up the per pupil spending per "A...D"A... - average daily attendance - for your districts here: <http://www.cde.ca.gov/ds/fd/ec/currentexpense.asp> )

How does this compare to the spending to the district where you attended school?

#### B. Every Student Succeeds Act (ESSA), California Next Generation Science Standards (CA NGSS), Common Core Standards (CCS)

Ask your teachers how any of these changes have shaped their curriculum and assessment practices. Summarize their reply and write a reflection on their response and how it connects to our classroom discussions.

#### C. Overall learning from fieldwork observations

What are some of the key points you learned about the educational system through your classroom observations?

What do you hope to take away with you to incorporate into your life and/or your teaching?

#### EDUC 300 - Focused Observation Evaluation Criteria

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	No credit (0-3) (no evidence)	C (3)	B (4)	A(5)	Score
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<b>Writing and Academic language</b>	Writing has many errors and does not show evidence of an ability to communicate professionally. Additional work is required to successfully earn credit in this course.	Writing has some errors that impede comprehension. May include informal language or frequent typos, but additional work is needed to improve in this area.	Writing is clear, organized, and communicates ideas. May have some minor errors, but they do not impede comprehension. Shows an ability to communicate professionally.	Writing is concise, well organized, fluid, engaging and free of errors. Demonstrates a strong ability to communicate effectively and professionally.	
<b>Critical thinking &amp; observation skills</b>	Submission does not clearly answer the majority of questions provided in the prompts; indicates that the student is not alert or focused during class observations.	Submission answers a majority of the prompts; indicates that observation and reflection skills need more attention and are areas for improvement.	Submission answers each of the prompts; indicates alert observation and reflection on classroom activities.	Submission provides rich and detailed answers that address each of the prompts; indicates careful observation and critical reflection on and analysis of school & classroom activities.	
<b>Professionalism &amp; presentation</b>	Submission is not typed, is in poor condition and does not meet minimum standards of professionalism.	Submission is typed, but may have printing or formatting concerns, and submitted within an hour of the deadline.	Submission is typed, but may have minor printing or formatting issues, includes the rubric and submitted on time.	Submission is neatly typed & printed out, professionally presented, properly formatted, includes the rubric and submitted on time.	
<b>TOTAL</b>					/20