

EDUC 55 Course Outline as of Fall 2015**CATALOG INFORMATION**

Dept and Nbr: EDUC 55 Title: INTRODUCTION TO TEACHING

Full Title: Introduction to Teaching

Last Reviewed: 1/25/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.50	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.50	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	2.67		Non-contact DHR	46.73

Total Out of Class Hours: 105.00

Total Student Learning Hours: 204.23

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This course is designed to provide students interested in pursuing a teaching career in K-12 classrooms with theory and hands-on, practical experience working with children at local schools. Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population. The fieldwork must be conducted in cooperation with at least one carefully selected and campus-approved certificated classroom teacher.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Students must show proof of current TB test to enter off-site school classrooms.

Schedule of Classes Information:

Description: This course is designed to provide students interested in pursuing a teaching career in K-12 classrooms with theory and hands-on, practical experience working with children at local schools. Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population. The fieldwork must be conducted in cooperation with at least one carefully selected and campus-approved certificated classroom teacher. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment: Students must show proof of current TB test to enter off-site school classrooms.

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Spring 2010	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

CID Descriptor: EDUC 200 Introduction to Elementary Classroom Teaching
 SRJC Equivalent Course(s): EDUC55

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Define personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher.
2. Analyze the basic purposes of schooling and describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
3. Describe the classroom teaching environment and document evidence of instructional practices that align with the National Board of Professional Teaching Standards, California Standards for the Teaching Profession (CSTP), and California Teacher Performance Expectations (TPE's).

Objectives:

Upon successful completion of the course, students will be able to:

1. Identify, define, and document personal meanings related to teaching, reflecting upon why

they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher.

2. Articulate basic purposes of schooling and trace the history of their development.
3. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
5. Demonstrate an understanding of educational issues in a global context.
6. Demonstrate knowledge of the impact of cultural contexts on learning.
7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges.
8. Demonstrate skill in implementing established protocols for visiting schools and classrooms.
9. Demonstrate skill in implementing observation protocols.
10. Relate course content to an actual elementary classroom experience through satisfactory completion of a minimum of 45 hours of approved fieldwork at a public elementary school site including structured assignments, observations, and reflections that demonstrate the observer's ability to:
 - a. Recognize and describe examples of teaching events that implement some elements of the CSTP and TPE's.
 - b. Observe the use of state adopted academic content and performance standards.
 - c. Compare and contrast classroom environments.
 - d. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.
11. Identify teaching methods that address various learning styles and engage students.
12. Describe issues associated with teaching English language learners as well as best practices.
13. Explain how teachers and students can use technology to enhance teaching and learning.
14. Identify and document appropriate methods, materials, and activities for use within the classroom.
15. Describe how state and national testing affect curriculum design, testing and best practices.
16. Present criteria for evaluating and choosing classroom and teaching materials including textbooks and workbooks, manipulatives, computer-based programs, laboratory supplies and equipment.
17. Identify methods used to assess, interpret, and track student learning and progress.

Topics and Scope:

I. Education in America

A. History of Education

- 1) Early European influence
- 2) Pre Civil War education
- 3) National view of education
- 4) Changing role of education

B. School Governance

- 1) Federal government
- 2) State government
- 3) Local control

C. School Finance

- 1) Local fiscal management
- 2) Funding sources

II. Working Successfully Within an Educational Setting

A. Working with children in a school setting

- 1) The importance of observation and its uses
- 2) Diversity in individual children and in group settings
- 3) The significance of gender, ethnicity, language skills, and special needs of children in the classroom
- 4) Small group and individual tutoring

B. Classroom Responsibilities

- 1) Lesson plans using best practices
- 2) Appropriate activities and methodology
- 3) The roles and responsibility of adults in the classroom
- 4) The student's relationship with his/her teacher, parents, principal, assistants/aides, other personnel
- 5) The safe classroom and the role of respectful, inclusive relationships

C. Classroom Management

- 1) Daily schedules, routines, and activities
- 2) The role of the teacher
- 3) The importance of the physical environment
- 4) Appropriate classroom management procedures
- 5) Student behavior expectations and discipline strategies for different age groups
- 6) Current definitions of best practices in the classroom environment

III. Current Practices in Teaching

A. Learning Theories

- 1) Comprehension and critical thinking
- 2) Social, constructivist, situated, and transfer learning
- 3) Learning styles

B. Learning and Diversity

- 1) Learner-centered and teacher-centered approaches
- 2) Diverse student populations
- 3) English language learners
- 4) Advanced learners
- 5) Special needs learners
- 6) Child education in today's world

C. National, State, and Local District frameworks

- 1) Standards-based instruction
- 2) Curriculum power standards
- 3) State and national testing

D. Classroom Instructional Environment

- 1) Instructional standards
 - a.) National Board of Professional Teaching Standards
 - b.) California Standards for the Teaching Profession (CSTP)
 - c.) Teaching Performance Expectations (TPEs)
- 2) Curriculum power standards
- 3) State and national testing

E. Primary resources

- 1) Maintaining currency
- 2) Accountability
- 3) Reflection

IV. Methodology for K-12 Instruction

- A. Inquiry-based approach and activities
- B. Information-based approach and material
- C. Use of technology
- D. Early intervention
 - a) Prevention vs Remediation
 - b) Resources
 - c) Programs
- E. Assessment and use of information
- F. Multidisciplinary perspectives

V. Instructional Materials

- A. Matching learners with materials and textbooks
- B. Criteria for evaluating materials
- C. Resources for selecting and acquiring materials

VI. Assessment and Evaluation

- A. Methods of evaluating student learning
- B. Assessment and interpretation of progress
- C. Diagnostic, formative and summative testing
- D. Tracking
 - 1) Student
 - 2) Teacher
 - 3) Self assessment and monitoring
- E. Reporting
 - 1) Communication with parents/ guardians
 - 2) Site level tracking and documentation
 - 3) Teacher and administrators
- F. Student Standards
 - 1) Common core standards
 - 2) Content standards
 - 3) English learner standards

VII. Classroom Observation

- A. Work with Host Teacher
 - 1) Classroom
 - 2) Textbooks
 - 3) Manipulatives
 - 4) Supplies
 - 5) Lab equipment and provisions
 - 6) Computer-based programs
 - 7) Other materials
- B. Classroom activity design
- C. Teacher/Child communications
- D. Individual child and group dynamics

Assignment:

1. Reading textbook, handouts, journals, and articles outside of class: approximately 40-50 pages per week.
2. In-class discussions, group activities and collaborative work.
3. Comprehensive portfolio project (25-40 pages) that includes personal response to theories,

models, and strategies learned in class or on-site with appropriate scholarly references: approximately 6 entries with a 1,000 word minimum.

4. Class quizzes and one comprehensive final exam (essay, M/C, T/F, fill-in).

5. Two teaching demonstrations and/or coordination of group activity.

6. Annotated log of weekly internship (field experience) hours and activities with master teacher verification.

7. One demonstration and/or coordination of group activity.

8. Annotated log of weekly internship (field experience) hours and activities with master teacher verification.

9. A 45 hour service learning experience at a local public elementary school (approximately 3-4 hours per week). The students' experiences will vary while observing and assisting his/her mentor teacher.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reading; analysis of readings, research papers, reports, reflective journal, lesson plan, log of field experience

Writing
35 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Case study, textbook and research assignments

Problem solving
10 - 15%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Teaching demonstration of lesson plan, oral report

Skill Demonstrations
5 - 10%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes, midterm and/or final exam: essay, multiple choice, true/false, fill-in

Exams
10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

Portfolio project, on-site internship in local public elementary school classroom (field experience), log of hours and activities, participation, group work

Other Category
25 - 40%

Representative Textbooks and Materials:

STUDENTS PLEASE NOTE: DO NOT BUY TEXTBOOKS before checking with the SRJC Bookstore.

These titles are representative only, and may not be the same ones used in your class.

What Great Teachers Do Differently: 17 Things That Matter Most. Whitaker, Todd. Eye on Education: 2012.

Education: The Practice and Profession of Teaching. McNergney, R.F. & McNergney, J.M. Pearson 2009.(Classic)