

**EDUC 55 Course Outline as of Fall 2021****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, contemporary teaching practices, Common Core 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 classrooms that represent California's diverse student population. The fieldwork must be conducted in cooperation with at least one instructor-approved, credentialed classroom teacher.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent or appropriate placement based on AB705 mandates

**Limits on Enrollment:**

Students must show proof of current TB test and other required immunizations for field placement 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, contemporary teaching practices, Common Core 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 classrooms that represent California's diverse student population. The fieldwork must be conducted in cooperation with at least one instructor-approved, credentialed classroom teacher. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent or appropriate placement based on AB705 mandates

Limits on Enrollment: Students must show proof of current TB test and other required immunizations for field placement 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:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b> Transferable	Effective:	Spring 2010	Inactive:
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<b>UC Transfer:</b>	Effective:	Inactive:
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#### **CID:**

CID Descriptor: EDUC 200	Introduction to Elementary Classroom Teaching
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SRJC Equivalent Course(s):	EDUC55
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#### **Certificate/Major Applicable:**

Not Certificate/Major Applicable

### **COURSE CONTENT**

#### **Student Learning Outcomes:**

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

1. Analyze the role of schooling and describe the multiple roles and functions of teachers in meeting the diverse needs of students.
2. Describe and document the optimal classroom teaching environment, instructional practices that align with the California Standards for the Teaching Profession (CSTP), and California Teacher Performance Expectations (TPE).

#### **Objectives:**

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

1. Identify, define, and document personal meanings related to teaching, reflecting upon their career goals and examining personal characteristics, assumptions and beliefs which could affect their development as a teacher.
2. Demonstrate knowledge of professional standards, ethics, and professionalism in a school setting.

3. Identify teaching methods that address individual student needs and engage students.
4. Demonstrate knowledge of Common Core standards and examples of subject matter specific instructional strategies.
5. Identify methods and uses of student assessment.
6. Complete a minimum of 45 hours of approved fieldwork at a public school site.
7. Recognize and describe examples of teaching events that implementing elements of the CSTP and TPEs.
8. Promote English language development according to Core Curriculum standards.

## **Topics and Scope:**

### **I. Role, Responsibilities, and Guidelines in a Fieldwork Placement**

- A. Relationship with the host teacher
  1. Understanding the role of student volunteer
  2. Classroom activity design
- B. Relationship with students in the classroom environment
  1. Teacher/Child communications
  2. Individual child and group dynamics
- C. Understanding Current Practices in Teaching
  1. Education in America
  2. Overview of History of Education

### **II. Engaging and Supporting all Students in Learning (TPE 1)**

- A. Understanding Diverse Student Populations
  1. Learner-centered and teacher-centered approaches
  2. Diverse student populations
  3. English language learners
  4. Learners with special needs
- B. Connect learning to students' prior knowledge, backgrounds, and interests
- C. Connecting subject matter to meaningful, real-life contexts
- D. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
  1. Applying contemporary learning theories
  2. Promoting critical thinking through inquiry, problem solving, and reflection
  3. The importance of observing children and individualizing strategies

### **III. Creating and Maintaining Effective Environments for Student Learning and Understanding (TPE 2)**

- A. The safe classroom and the role of respectful, inclusive relationships
  1. The roles and responsibility of adults in the classroom
  2. Student- teacher relationships
  3. Supporting respectful interactions among students
  4. Creating an intellectually and emotionally safe environment
  5. Accessing resources for students who have experienced trauma
- B. Employing routines and norms to support positive behavior
  1. Daily schedules, routines, and activities
  2. Supporting social development and responsibility
  3. Age appropriate behavior expectations and guidance techniques
- C. Current definitions of best practices in the classroom environment
  1. Developmentally and culturally appropriate practices
  2. The importance of the physical environment
  3. Setting up the classroom environment

### **IV. Organizing Subject Matter for Student Learning Content Specific Pedagogy (TPE 3)**

- A. Curriculum standards and guidelines

1. Understanding Common Core standards
2. Subject area content and frameworks
- B. Methodology for K-12 Instruction - Understanding the learner
  1. Applying knowledge of the range of developmental skills
  2. Understanding individual differences
  3. Setting goals for children with atypical development
- C. Organizing curriculum to facilitate student understanding
  1. Creating and implementing lesson plans
  2. Inquiry based approaches
  3. Adapting instructional strategies based on subject matter
- D. Ensuring accessibility for all students
  1. Use of technology
  2. Adaptive materials
  3. Universal Design for Learning
- V. Planning Instruction and Designing Learning Experiences for All Students (TPE 4)
  - A. Establishing and articulating goals for student learning
  - B. Planning for individualized learning
    1. Lesson planning
    2. The role of assessment in planning
    3. Choosing and evaluating instructional materials
  - C. Planning to meet the needs of all students
    1. Adapting materials and curriculum to meet individual needs
    2. Working with an IEP
    3. Incorporating English Language Development standards
- VI. Assessing Student Learning (TPE 5)
  - A. Methods of evaluating student learning
    1. Types and uses of assessment tools
    2. Diagnostic, formative, and summative testing
    3. Using multiple sources and types of assessment to ensure equity
  - B. Using assessment to monitor student progress and plan for learning
  - C. Communicating student progress to families
- VII. Developing as a Professional Educator (TPE 6)
  - A. Career choices in education
  - B. Teacher preparation and professional standards
    1. National Board of Professional Teaching Standards
    2. California Teaching Performance Expectations (TPEs)
    3. California Standards for the Teaching Profession (CSTP)
  - C. Teacher professional ethics and responsibilities
  - D. Establishing relationships with parents and colleagues
  - E. Reflective Teaching Practices

**Assignment:**

1. Reading textbook, handouts, journals, and articles: approximately 40-50 pages per week
2. In-class discussions, group activities, and collaborative work
3. Reflective writing based on reading, content standards, and placement experiences (5000 to 7000 words)
4. Exams, including quizzes, written midterm, and final exam
5. Written lesson plan(s) (1-3)
6. Presentation of activity based on lesson plan at fieldwork site with small or large group of children
7. Written reflection on fieldwork and lesson plan presentation

8. In-class teaching demonstration based on a written lesson plan
9. Participate in the 45-hour service-learning experience at a local public school (approximately 3-4 hours per week), to be documented with an annotated log of weekly hours and activities with master teacher verification.
10. Comprehensive portfolio project that includes work completed in the course

**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.

Reflective writing assignments, lesson plan(s)	Writing 35 - 50%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Presentation of activity at service-learning site; teaching demonstration	Skill Demonstrations 5 - 10%
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**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes, midterm, final exam	Exams 10 - 20%
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**Other:** Includes any assessment tools that do not logically fit into the above categories.

Service-learning participation, In-class discussions, group activities, and collaborative work, portfolio	Other Category 25 - 40%
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**Representative Textbooks and Materials:**

What Great Teachers Do Differently: 17 Things That Matter Most. 3rd ed. Whitaker, Todd. Routledge Press. 2020

Your Introduction to Education: Explorations in Teaching. 4th ed. Powell, Sara. Pearson. 2019