

EDUC 55 Course Outline as of Fall 2013**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. The course includes topics related to K-12 curriculum and assessment, best practices in teaching methodology, classroom management and communicating with children; working with diverse populations; and educating children in our changing world. This course includes a 45 hour service learning experience at a local school.

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 elementary, middle, or high 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. The course includes topics related to K-12 curriculum and assessment, best practices in teaching methodology, classroom management and communicating with children; working with diverse populations; and educating children in our changing world. This course includes a 45 hour service learning experience at a local school. (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 elementary, middle, or high 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:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

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

1. Describe how a teacher establishes and maintains a respectful, open, and inclusive classroom atmosphere where students learn most effectively.
2. Recognize and summarize best practices in classroom responsibilities and management.
3. Examine students' learning and retention of material.
4. Describe teaching methods that address diversity and the needs of all students in the classroom.
5. Identify teaching methods that address various learning styles and engage students.
6. Describe issues associated with teaching English language learners as well as best practices.
7. Demonstrate the ability to work successfully within an educational setting.
8. Distinguish between learner-centered and teacher-centered curricula as well as distinguish between classroom approaches that are inquiry-based (hands-on) and information-based (informational).
9. Develop inquiry-based and information-based materials.
10. Explain how teachers and students can use technology to enhance teaching and learning.
11. Identify and document appropriate methods, materials, and activities for use within the classroom.
12. Describe how state and national testing affect curriculum design, testing and best practices.
13. Present criteria for evaluating and choosing classroom and teaching materials including

textbooks and workbooks, manipulatives, computer-based programs, laboratory supplies and equipment.

14. Identify methods used to assess, interpret, and track student learning and progress.

15. Relate to various individuals in a school setting including: parents and children of varying ages and diverse backgrounds.

16. Describe complex relationships between school faculty and staff, administrators, and other district employees.

17. Describe the role of observation in creating appropriate curriculum.

Topics and Scope:

I. 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

II. Current Theories 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. Primary resources

- 1) Maintaining currency
- 2) Accountability

3) Reflection

III. 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

IV. Familiarity with Materials

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

V. 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

VI. 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 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 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.