

INTRODUCTION TO TEACHING – EDUC. 10 – Spring 2017

Instructor Information:

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Course Description:

Tuesday & Thursday 2:00 p.m. - 2:50 p.m., CCI 205 Schedule Code: ED-10-57700

Number of Units: 3 {2 Lecture Hours per week; 3 Lab Hours per week}

If you are accepted into class from the “wait list” you must officially add the class.

January 9, 2017 (M).....Start of Fall semester
January 16, 2017 (M).....Martin Luther King, Jr. Day (campus closed)
February 17, 2017 (F).....Lincoln’s Day (campus closed)
February 20, 2017 (M).....Washington’s Day (campus closed)
March 10, 2017 (F).....Last day to withdraw or to be dropped from 18-week class
April 10-14, 2017 (M-F).....Spring Break
May 15-19, 2017 (M-F).....Final Exam Week
May 19, 2017 (F).....Graduation Exercises

Course Description/Goals:

This course introduces students to the concepts and issues related to teaching diverse learners in contemporary schools, kindergarten through grade 12 (K-12). Students will gain knowledge and skills related to the teaching profession and career including, but not limited to, the following: teacher responsibilities and student learning; educational reform; historical and philosophical foundations of the American education system; current educational issues and trends; effective schools and teaching practices; curriculum, instruction, and lesson planning; cultural and linguistic diversity of students; classroom organization and management; teacher selection process; state and national teaching standards; Common Core; California credential requirements. (As of December 2015, Obama’s Every Student Succeeds Act.) In addition to class time, this course requires structured fieldwork in K-12 classrooms that represent California’s diverse student population and includes cooperation with at least one campus approved certificated classroom teacher. This class is required for admission to most teaching credential programs. Students need to do their observations in a classroom that is in line with their degree plans. Multiple subject (liberal studies) majors need to observe in their preferred grade level, K-5/6. Single subject majors (history, English, math, science, etc.) need to observe in their preferred subject area at a high school or middle school/junior high. Classroom fieldwork/observation in K-12 public school classrooms: @3-4 hours per week = 54 hours total.

Objectives:

In the process of completing this course, students will:

1. Identify 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. Demonstrate an understanding of educational issues in a global context;
4. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges;
5. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
6. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
7. Demonstrate knowledge of the impact of cultural contexts on learning;
8. Demonstrate skills in implementing established protocols for visiting schools and classrooms;

9. Demonstrate skill in implementing observation protocols;
10. Relate course content to real classrooms through satisfactory completion of 54 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to:
 - Recognize and describe teaching events that implement some elements of the CSTP & TPEs;
 - Observe the use of state adopted academic content and performance standards;
 - Compare and contrast classroom environments;
 - Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

General Expectations:

- This class is the “gateway” class to credential programs at most colleges and universities, therefore, this class is to be taken seriously. It is assumed that you have **chosen** to take this class because you are interested in becoming an educator. You are expected to attend and participate in all classes. Much of this class will be discussion and group participation. Your regular attendance and active participation is critical to getting the most from this class, and your classmates depend on your presence in group work and discussions. Classroom experiences missed cannot be duplicated. You will receive five (5) participation points for each class you attend.
- Teaching requires the ability to communicate verbally with students, parents, and colleagues. If you have a tendency to be quiet and shy, you need to take a DEEP breath and jump into our class discussions and activities. I will do all I can to provide a safe, comfortable environment in which you may practice!
- Reedley College and I will be communicating with you via Reedley College email, however, if you need an answer to a question or concern in a hurry, **please feel free to call (or text) me on my cell phone**. I much prefer actually talking to you! Be sure to clearly leave your name & number if I am unavailable.
- I will send out announcements, assignments, worksheets, and reading material to you via Canvas. Be sure you know how to access this.
- We are ALL busy people...school, work, family, church, and community activities...sometimes life just gets in the way of our best intentions and our best laid plans. If life gets in your way this semester and threatens your success in this class, please don't wait to let me know what is going on. Together we have a better chance of finding a solution!
- Please turn off/mute cell phones during class. Talking on your cell or texting during class is rude and disruptive to your classmates, and if not to them, it is to me! Please don't do either. If you have a sick child or some other possible emergency situation that might require you to receive a call, please put your phone on vibrate and leave the room quietly to deal with the problem.
- Only registered students may attend class.

Attendance:

- Verbal attendance will only be taken on the first day of class. Each day a sign-in sheet will be passed during class as a way to keep attendance without wasting class time. It is your responsibility to sign in and also to be honest about putting a “T” next to your name if you are tardy. Tardiness will detract from your participation points (not counting the first day of class). *Being on time is a professional responsibility for teachers!* Please respect the instructor's and your classmates' time.
- The final day to drop this class to avoid receiving a grade is Friday, March 10th, which is NINE weeks into the semester. **You will be dropped on the day of your fifth absence during this first nine-week period.**
- If you must miss a class, please send me a text ahead of time giving the reason for your absence.
- If you find it necessary to leave early for pressing personal reasons, notify the instructor at the start of class. Please don't make this a habit or take advantage of my willingness to acknowledge true emergencies. Participation points will be deducted for time missed.

Assignment Criteria:

- I do not believe in “busy work”! Assignments are used as the basis of class instruction and discussion. Being prepared is critical to a successful exchange of ideas and to maximize learning opportunities. I acknowledge that life sometimes “gets in the way” of our best laid plans, so extenuating circumstances (such as serious illness) will be considered on a case-by-case basis.
- Observation Time Sheets and Journals WILL NOT BE ACCEPTED LATE.....EVER.....FOR ANY REASON!
- If you must miss a class, please send any assignment due with a friend or email the assignment to me by 2:00 p.m. on the day it is due, which corresponds to our class time. It is your responsibility to ask a classmate for notes and any materials handed out. HINT: Find a buddy!!!
- There will be a few quizzes this semester based on class lectures and handouts. Quizzes may NOT be made up.
- All assignments must be typed in an easy-to-read size 12 font and 1.5-spaced. Handwritten assignments will not be accepted unless specified by me.
- Written assignments will be graded based on content AND grammatical and structural correctness. If you wish to be a teacher you must strive to write in a professional manner, meaning...as few mistakes as possible!!!! Always use spell and grammar check and ask someone to proofread/edit your work before turning it in.
- Keep all lecture notes (yes, you should take notes) and handouts in an organized binder. This will enable you to easily access them for quizzes, exams and in future discussions.
- Be sure both your first and last names are on all assignments to receive credit. Save or make a copy of every assignment.

Classroom Observation Procedures and Protocol

1. Schools expect professional behavior of persons functioning in a professional role with students.....this means YOU! Ed 10 students are guests of our host schools and representatives of Reedley College and myself. Your appearance when visiting schools is expected to be appropriate to a professional setting. I will give you specific suggestions during our first weeks of class.
2. At the beginning of your observation time check with your host teacher about special dress days, early dismissal and other special schedule days such as testing, game days, etc.
3. Schools are Drug Free Zones. Do not smoke, drink, or use drugs before or during your visit to a school site. If you live in the area near where you are observing, watch your behavior outside of class as well. You never know when or where you may run into a student and/or their parents.
4. Gum and hats are not allowed on most campuses.
5. Do not eat in the classroom unless invited by the teacher.
6. Cell phone calls and texting should be done outside the classroom and only when absolutely necessary.
7. All schools require you to sign in and out on a visitor's log & most require that you wear a name badge.
8. Notify the school site if you must miss a scheduled visit; leave a message for your host teacher. IF the teacher is willing to share his/her cell phone number, a text to him/her would also be acceptable.
9. If, for some reason, you decide you need or want to drop this class, please be courteous enough to let me know and also to let the school and your host teacher know so that they are not left wondering what happened when you fail to show up for observations.
10. Host teachers serve on a completely volunteer basis. It is imperative that you honor your scheduled times in the classroom. The teachers and students count on you being there when you say you will. Don't disappoint them.
11. It would be considerate to leave the teacher and the class and a thank you note/card on your last visit.

ED 10 Assignments/Points – Fall 2016

1. **Active Class Participation:** Five points per class session (not counting final) (34) **170 points**
2. **ME Box – in groups** **20 points**
3. **Observation contracts signed (admin. & teachers) & returned** **20 points**
20 points on first deadline; 10 points on second deadline
4. **Classroom Observation: 54 hours (3-4 hours per week) (5 points per hour)** **270 points**
(Four deadlines. See separate deadline worksheet)
Journals: 4 for 1st three deadlines; 3 for last deadline (10 points each) **150 points**
 - Arrange to observe in a classroom at the grade level/subject(s) of your choice;
 - K-12 schools only;
 - A timesheet must be maintained and signed by the teacher or substitute;
 - A journal of observations and reflections of teaching methods, curriculum, classroom management, etc. must be kept on a weekly basis;
 - Specific instructions and requirements regarding periodic deadlines and journal format will be provided in a separate hand-out;
 - PLEASE NOTE: Some districts require you to be fingerprinted (fee required).
5. **ESSAY: Educational Narrative** **100 points**
 - Guidelines will be provided
5. **ESSAY: Philosophy of Education Statement** **200 points**
 - Guidelines will be provided
6. **Quizzes (20 points each)** **80 points**
 - Quiz #1 - Educational Philosophies
 - Quiz #2 – Classroom Management
 - Quiz #3 – Effective teachers; Factors affecting teaching & learning;
Student interviews
 - Quiz #4 – Second Language Learners; Special Needs
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7. **Written/Printed Assignments:** (Separate handouts/instructions will be provided.) **260 points**
 - Printed copy of your choice of state credential (20 points)
 - Four Student Interviews (40 points)
 - Printed copy of selected pages of ELD standards (20 points)
 - Printed copies of appropriate Common Core &/or CA State Standards (20 points)
 - Lesson Plan (in groups) Written=50 points, Oral=50 points
 - My Class Evaluation (30 points)
 - Observation Teacher’s Evaluation (30 points)
8. **FINAL: Exam (Comprehensive)** **100 points**
 - Student Learning Objectives, lecture, classwork, and activities topics

Grade Scale: A = 90-100 B = 80-89 C = 70 – 79 D = 60-69 F = 59 and below

No textbook is required for this class, however, I use the following book as a resource for some of our lessons, and it can be a good resource for you as well, as you prepare for a career as an educator.:

Those Who Can, TEACH

Authors: Kevin Ryan, James Cooper, Cheryl Mason Bolick

Publisher: Cengage Learning

ISBN: 978-1-305-07769-0

Another book that may be useful to you in the future is:

The First Days of School: How to Be an Effective Teacher

4th Edition, 2009 (later editions may be available)

Author: Harry K. Wong

Publisher: Harry K. Wong Publishing

ISBN 13: 9780962936067v

ISBN 10: 0962936065

If you have any special needs as addressed by the American with Disabilities Act (ADA) including alternate media requests, please notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences. (RC Catalog, page 44)