INTRODUCTION TO TEACHING – EDUC. 10 – Spring 2015

**Instructor Information:**

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**Course Description:**

This class surveys the teaching profession including: historical, philosophical, political, and financial influences; pathways to becoming a teacher; curriculum and standards; classroom instruction, management, and assessment; and teaching multicultural/multilingual and special needs students. Current issues and trends will also be explored and discussed. Classroom observation required: @3-4 hours per week - 54 hours total. This class is required for admission to a basic teaching credential program.

**Thursdays 3:30 - 5:20 p.m., CCI 205**

Number of Units: 3 Schedule Code: #55660

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

 January 19, 2015 (M)………..…...Martin Luther King, Jr. Day (Campus Closed)

 January 23, 2015 (F)……………..Last day to drop full-term class to get refund

 February 13, 2015 (F)……………Lincoln’s Birthday Observed (Campus Closed)

 February 16, 2015 (M)…………..Washington’s Birthday Observed (Campus Closed)

 March 13, 2015 (F)....…................Last day to drop full-term class; letter grades assigned after this date;

 Students are responsible for dropping class to avoid a letter grade.

 March 30-April 3, 2015 (M-F)…..Spring Break (Campus Closed)

 May 18-22, 2015 (M-F)…….…....Final Exam Week

 May 22, 2015 (F)………………...Commencement

**Course Goals:**

To gain knowledge and skills related to the teaching profession including, but not limited to the following: teacher responsibilities and student learning; educational philosophy; current trends and practices in education; educational reform; historical, political, and financial influences in education; research on effective schools and teaching practices; curriculum and instruction; cultural and linguistic diversity of students; No Child Left Behind and Race to the Top legislation; State and National teaching standards; Common Core standards; lesson planning; classroom organization and management; teacher selection process; California credential requirements.

Students will: actively participate in class activities and discussions; observe in classrooms for 54 hours and keep an observation log and journals; read/discuss articles on education-related topics and issues; keep a binder of materials provided during class; write a personal philosophy statement at the mid-term; end-of-term assessment to demonstrate clear understanding of course topics and SLOs (Student Learning Objectives); interview students at four different grade-levels; interview educators; copy CA State/Common Core standards from California state website and use them to create lesson plans.

Course Outcomes (Student Learning Objectives) (NEW):

Upon completion of this class students will be able to:

* Identify and list three intrinsic reasons for becoming a teacher.
* Demonstrate a competent proficiency in analyzing global educational issues and implementing established educational protocols and standards.
* Identify implication of various teaching philosophies on classroom teachers’ curriculum design, delivery, and assessment, classroom management, and instructional approaches.
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***Course Outcomes (Student Learning Objectives) (FORMER):***

*Upon completion of this class students will be able to:*

* *Define the demands and expectations of classroom teaching, curriculum and standards, general school operations, current issues and best practices affecting teachers and basic concepts of public education.*
* *Practice personal sensitivity to the cultural and linguistic diversity of students and apply teaching methods that best suit the needs of students.*
* *Apply theories to present trends in education.*
* *Explain California credential requirements (admission, completion, and continuing education requirements.)*
* *Identify one’s beliefs and assumptions about experiences with teachers and teaching.*

**Attendance/General Expectations:**

* It is assumed that you have **chosen** to take this class. You are required 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.
* Attendance will be taken at the start of class until enrollment settles down and I am familiar with names. A sign-in sheet will be passed during each class as a back-up for my attendance records. Be sure you sign it and be honest about putting a “T” next to your name if you are tardy. *Being on time is a professional responsibility for teachers!* Two participation points will be deducted for each tardy (not counting the first day of class). Please respect the instructor’s and your classmates’ time.
* If you must miss a class, please send the assignment to class with a friend or email to me any assignment that was due by midnight of that day. It is your responsibility to ask a classmate for notes and any materials handed out. HINT: Find a buddy!!!
* If you find it necessary to leave early for 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 if this occurs more than once.
* Please turn off cell phones and pagers 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 that might require you to receive a call, please put your phone on vibrate and leave the room quietly to deal with the problem.
* If everyone is in agreement, we will skip the 10-minute break and work straight from 3:30-5:10 p.m.
* Only registered students may attend class.

**General Information Regarding Assignments and Assessments:**

* All assignments must be typed in an easy-to-read size 12 font and 1.5-spaced. **Handwritten assignments will be docked 30%**.
* LATE ASSIGNMENTS/OBSERVATION HOURS/JOURNALS WILL NOT BE ACCEPTED. 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.
* There are five quizzes this semester. These MAY NOT be made up.
* You MUST be present for the Mid-Term Philosophy Statement oral presentation (turning in only the written part will result in a 30% reduction in grade before grading) and the Final assessment where you will be demonstrating your knowledge of the Student Learning Objectives (SLOs).
* Be sure both your first and last names are on all assignments to receive credit. If I can’t figure out to whom it belongs, it goes in the “round file”. Save on computer or make a copy of everything you turn in.

**Assignments:**

 **1. Active Class Participation** Five (5) points per class session (18)  **90 points**

**2. ME Box and brief typed explanation of contents (Jan. 22)**  **20 points**

**3. Observation contracts signed (admin. & teachers) & returned (Feb. 5) 20 points**

 Points will be earned ONLY if these are turned in by the due date!!!

 If these contracts are NOT signed and returned to me by the drop date, you will be dropped.

**4. Classroom Observation: 54 hours (3-4 hours per week)** **108 points**

 **Observation Journal: One per week/15 weeks (5 points each) 75 points**

* Arrange to observe in a classroom at the grade level/subject(s) of your choice;
* K-12 schools only; see me if your circumstances dictate alternative options;
* A timesheet must be maintained and signed by the teacher;
* 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: Personal Philosophy of Education Statement (Mar. 12) 75 points**

* Write a 3-5 page Philosophy Statement; guidelines will be provided;
* Be prepared to share your paper with the class or in groups;
* Students are encouraged to take notes during these presentations

 and ask relevant questions for clarification and discussion;

* You MUST be present on Thursday, March, 12th to be eligible for full credit.

 **6. Quizzes 50 points**

* Learning Styles, Multiple Intelligences, Personality Styles **(Feb. 19)**
* Cognitive, Psycho-Social, Moral Development **(Feb. 26)**
* Credentials, BTSA, Evaluations **(Mar. 5)**
* Factors Affecting Learning, Student Interviews **(Mar. 26)**
* ELL/ELD/CELDT/SDAIE **(Apr. 16)**
1. **Other Assignments:** (Separate handouts will be provided.) **110 points**
* Why Teach? (20 points) **(Jan. 29)**
* Four Student Interviews (20 points) **(Mar. 19)**
* Copies of appropriate CA State content/grade level standards:

new Common Core Standards &/or CA State Standards (20 points) **(Apr. 30)**

* Group Lesson Plan (30 points) **(In class) (4/30, 5/7, 5/14)**
* Evaluation of class (20 points) **(May 21)**

 **8. FINAL: SLO (Student Learning Objectives) & Course Topics (May 21) 75 points**

* Jeopardy/Discussion of observation experiences.
* You MUST be present on Thursday, May 21st to be eligible for full credit.

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)

**Grading Scale:** Total available points equal 623.

110 points in the area of participation (18%).

110 points in the area of written work/standards (18%)

203 points in the area of observation/journals/contracts (32%).

 200 points in the area of mid-term & final (32%)

 **Percentage Points**

A = 90 - 100 561 - 623 Extra credit MAY be provided IF an opportunity B = 80 - 89 499 - 560 presents itself, such as a timely TV special or C = 70 - 79 437 - 498 news/magazine article. D = 60 - 69 374 - 436

 F = 59 and below 373 and below

**Miscellaneous:**

* Be advised that Reedley College and I will be communicating with you via Reedley College email.
* I will send out announcements, assignments, worksheets, and reading material to you via Blackboard, no later than the Monday evening before each class on Thursday. Be sure you know how to access this.
* If you need an answer to a question or concern in a hurry, **please feel free to call me on my cell phone**. I much prefer actually talking to you! Be sure to clearly leave your name & number if I am unavailable.
* 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!!!! Ask someone to proofread your work.
* Teaching requires the ability to communicate orally 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!
* 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!
* The final day to drop this class is March 12th, which is NINE weeks into the semester. **You will be dropped if you miss two classes during this first nine-week period.**

#  Tentative Course Schedule (Spring 2015)

## Week Thur. Topic Assignment Due

 1 1/15 Intro Activities/Syllabus/Expectations/

 ME Box Demo/Lab Hours/Journals

 2 1/22 ME Boxes/Name Game if time **Sharing of** “ME”

 Review Lab/Journal Info in detail **Boxes**

 3 1/29 Tchg. Standards (CSTP/TPE) **Why Teach**

 Teacher Resources/School Hierarchy/Roles **Essay**

4 2/5 Educational Philosophies **Signed Contract(s)**

 (NO points after this date)

**$ 5** 2/12 Learning Styles, Multiple Intelligences **$**

 Personality Styles

 6 2/19 Cognitive, Psycho-Social, Moral Development **Quiz**

 Special Needs Continuum

7 2/26 Credentials: Timeline; BTSA; Evaluations **Quiz**

College Program Options

 $ 8 3/5 Historical, Political, & Financial Influences Quiz **$**

9 3/12 **Mid-Term:** Personal Philosophy of Education **Oral Presentation**

 Statement *(Must be present)* **Written Essay**

 10\* 3/19 Factors Affecting Learning **Four Student Interviews**

 **$ 11** 3/26 Classroom Management **Quiz** **$** **$**

###  *X 4/2 Spring Break Enjoy!*

 12 4/9 ELL/ELD/CELDT/SDAIE **ELD Standards**

 Review on-line before class

 13 4/16 Guest Speaker(s) **Quiz**

 Questions for Guest

 **$ 14** b4/23 Standards: Content, Common Core, ELD **$** **$**

 Set up Lesson Plan Groups

 154/30Lesson Plan: Groups **Bring Selected Standards**

 **PRINTED**

16 5/7

 **$ 17**  5/14 Group Presentations **Lesson Plan $**

  Written & Group

 18 5/21 Final: Jeopardy/SLO’s *(must be present)*  **Final**

 Discussion: Observation Experiences **Class Evaluation**

 \*\*\*\*\*Guest Speaker dates are scheduled based upon their availability.\*\*\*\*\*

$$$ $ = Periodic Deadlines for Lab Hour Time Sheet and Journals $$$