

INTRODUCTION TO TEACHING – EDUC. 10 – Spring 2018

Instructor Information:

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Course Description:

Tuesdays & Thursdays 2:00 – 2:50 p.m. EDUC-10 51857 CCI 205

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

If you are accepted into class from the “wait list”, it is your responsibility to officially add the class.

January 8, 2018 (M).....Start of Fall semester
January 15, 2018 (M).....Martin Luther King, Jr. Day (Campus Closed)
February 16, 2018 (F).....Lincoln’s Day Holiday (Campus Closed)
February 19, 2018 (M).....Washington’s Day Holiday (Campus Closed)
March 9, 2018 (F).....Last day to register for full-length class or drop to avoid a “W”
March 26-30, 2018 (M-F).....Spring Break
May 14-18, 2018 (M-F).....Final Exam Week
May 18, 2018 (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 twelve (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. 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.

Student Learning Objectives (SLOs):

1. Identify and list three intrinsic reasons for becoming a teacher.
2. Demonstrate a competent proficiency in analyzing global educational issues and implementing established educational protocols and standards.
3. Identify implication of various teaching philosophies on classroom teachers’ curriculum design, delivery, and assessment; classroom management; and instructional approaches.

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 45 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.

Lecture Content:

1. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs);
2. Examination of one's beliefs and assumptions about and experiences with teachers and teaching;
3. The teaching profession with an emphasis on professional standards, ethics and professionalism;
4. The history, governance and finance of public schooling;
5. The role of community in schooling;
6. Overview of contemporary issues in schools, such as: standards, inclusion, high-stakes testing, bilingual education, social issues, standardized curriculum, standards, and frameworks;
7. Roles and functions of teachers and other school personnel in both general and special education;
8. Methods and ethics of conducting and reporting classroom observations;
9. Basic strategies for accommodating diverse learning needs.

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 exploring the field of education and/or 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 three (3) 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.
- As an adjunct instructor, I do not have an office nor do I have regular office hours. I will make myself available 30 minutes before and after each class and can arrange to meet you at other times if needed. While email is an option, **I prefer that you call or text me on my cell phone with concerns or questions**, especially if you need an immediate answer to a question.
- Some materials needed for class will be handed out during class time. I will send out additional assignments, worksheets, and reading materials, as well as announcements, via Canvas. Since no textbook is required for class, it is required that you keep a binder to organize your collected materials and lecture notes. This will enable you to easily access them for quizzes, exams and future discussions.
- 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...in other words, don't tell me about the problem after the fact and expect to be excused for missing time or assignments. Working 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 two days 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 or leaving early 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 9th, which is NINE weeks into the semester. **You will be dropped on the day of your sixth absence during this first nine-week period,** unless you have met with me to explain possible extenuating circumstances.
- If you must miss a class, you are responsible for getting notes and materials from another class member, AND please send any assignment due with a friend or email the assignment to me by our regular class time on the day it is due.
- 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.
- Lab Observation Time Sheets and Journals WILL NOT BE ACCEPTED LATE.....EVER.....FOR ANY REASON!
- There will be four quizzes this semester based on the most important topics covered in lectures and handouts. Quizzes should not be taken lightly and may NOT be made up. HINT: Study
- 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, always proofread your own work and ask someone else to proofread/edit your work before turning it in.
- Be sure both your first and last names are on all assignments. Save or make a copy of every assignment. Save every paper returned to you after I've graded it just in case I make a mistake in recording scores in Canvas.

Classroom Observation Procedures and Protocol:

1. **You are required to perform 45 lab hours in a K-12 classroom at a school of your choosing. This does not include pre-schools, Sunday Schools, or after school programs. If you DO NOT complete ALL 45 hours, you will not pass this class regardless of how well you do in class or on class assignments and quizzes. Specific requirements for lab hours and journals will be provided on a separate handout.**
2. 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. Specific suggestions will be discussed during our first week of classes.
3. At the beginning of your observation time check with your host teacher about special dress days, early dismissals and other special schedule days such as testing, game days, etc.

4. 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 students and/or their parents.
5. Gum and hats are not allowed on most campuses.
6. Do not eat in the classroom unless invited by the teacher.
7. Cell phone calls and texting should be done outside the classroom and only when absolutely necessary.
8. All schools require you to sign in and out on a visitor's log & most require that you wear a name badge.
9. 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.
10. 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. Just "disappearing" reflects poorly on you and me and Reedley College, and also hurts the children in the class.
11. 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.
12. It would be considerate to leave the teacher and the class a thank you note/card on your last visit.

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

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)

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

A = 1296 - 1440 points

B = 1152 – 1295 points

C = 1008 -1151 points

D = 864 – 1007 points

F = 863 and below

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.

*****45 hours of Lab (classroom observation) are required to pass this class*****

ED 10 Assignments/Due Dates/Points – Spring 2018

1. Active Class Participation: 35 class days – three (3) points per class session	105 points
2. ME Box – Written list (10 pts.) and presentation in groups (20 pts.) (Jan. 16)	30 points
3. LAB Observation contracts signed (admin. & teachers) & returned 30 points on early deadline (Jan. 25); 15 points on later deadline (Feb. 1)	30 points
4. Classroom Observation: 45 hours (3-4 hours per week) (5 points per hour)	225 points
Observation Teacher’s Evaluation of your performance & Teacher Interview	15 points
Administrative Activities (15 points) & Movie (15 points)	30 points
Journals, 15 required (10 points each)	150 points
<ul style="list-style-type: none">• Arrange to observe in a classroom at the grade level/subject(s) of your choice;• K-12 schools only (NO preschools);• A timesheet must be maintained & signed by the teacher or substitute on each visit;• 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;• <u>PLEASE NOTE: Some districts require you to be fingerprinted (fee required) and possibly receive school board approval, which could take up to three weeks; Proof of immunizations may also be required: measles, pertussis, flu, TB.</u>	
5. ESSAY: Educational Narrative (Guidelines provided) (Feb. 13)	100 points
6. ESSAY: Philosophy of Education Statement (Guidelines provided) (Mar.22)	200 points
7. Lesson Plan (Guidelines provided) (May 1, May 3, May 8, May 10) <ul style="list-style-type: none">• Written plan (50 points)• Group presentation of lesson to class (50 points)	100 points
8. Written Assignments: (Separate handouts/instructions provided.) <ul style="list-style-type: none">• ASCD Article: “Stay Calm, Teach On” (Feb. 27) (20 points)• Four Student Interviews (Mar. 15) (40 points)• ED 10 Class Evaluation (May 3) (30 points)	90 points
9. Printing Assignments: <ul style="list-style-type: none">• Print copy of your choice of CA state credential(s), which include: multiple subject, single subject, special education (Jan. 23) (20 points)• Print copy of Common Core &/or CA State standards for lesson plan (Mar. 22) (20 points)	40 points
10. Quizzes <ul style="list-style-type: none">• Quiz #1: Know Yourself topics (Feb. 6) (25 points)• Quiz #2: Educational Philosophies (Feb. 20) (30 points)• Quiz #3: Classroom Management (Mar. 6) (40 points)• Quiz #4: Second Language Learners; Special Needs (Apr. 10) (30 points)	125 points
10. FINAL: Questions from our Four Quizzes (May 15) Critical Thinking: Choice of Five Questions	200 points
TOTAL:	1440 POINTS

Tentative Course Schedule (Spring 2018) Tuesday/Thursday

Week	Topic	Assignment Due
1	Tu 1/9	Syllabus, Lab Hour Requirements: Letter, Contract, Time Sheet
	Th 1/11	My educational background My “ME Box” presentation Lab journal format and requirements
2	Tu 1/16	Review Syllabus & Lab Requirements Q/A Teaching credential timeline Show how to access credential website: www.ctc.ca.gov
	Th 1/18	State & National Teaching Standards, TPEs ***Explain Personal and Educational Narrative Essay***
3	Tu 1/23	Partner Activity: ID Credential Requirements (Multiple Subject, Single Subject, Special Education) (Pupil Personnel/Administrative)
	Th 1/25	Group Activity: extrinsic/intrinsic reasons for and rewards of being a teacher Choose inspirational educational movie & partner
4	Tu 1/30	“Know Yourself” Activity: Learning Styles Multiple Intelligences
	Th 2/1	“Know Yourself” Activity: Personality Styles Left/Right Brain Functions
5	Tu 2/6	Educational Philosophies
	Th 2/8	Educational Philosophies

Week	Topic	Assignment Due
6	Tu 2/13 Educational Philosophies ###Sharing time (classroom observations)###	Personal and Educational Narrative Essay
	Th 2/15 Educational Philosophies ***Present Personal Philosophy of Education Statement: guidelines; instructions***	
7	Tu 2/20 Classroom Management ***Explain Four Student Interviews***	Quiz #2: Educational Philosophies
	Th 2/22 Classroom Management Assign ASCD Article: "Stay Calm, Teach On"	
8	Tu 2/27 Classroom Management	Article: Main Points and Critique
	Th 3/1 Classroom Management Discuss Article ***Introduce Lesson Plan Group Activity: format, grade/subject, standards found at www.cde.ca.gov	
9	Tu 3/6 Ethics and Professionalism	Quiz #3: Classroom Management
	Th 3/8 Ethics and Professionalism ***Solidify Lesson Plan Groups, subject/grade Level; trade contact info with group	LAB DEADLINE #2
10	Tu 3/13 Group Activity: Factors Affecting Teaching and Learning	
	Th 3/15 Group Activity: Student Interview Analysis	Four Student Interviews

Week	Topic	Assignment Due
11 Tu 3/20	School Hierarchy; Governance; Finance; History Supreme Court Decisions That Have Shaped U.S. Education/Historical Influences	
Th 3/22	Lesson Plan Groups: Planning	Personal Philosophy of Education Statement Printed Standards for Lesson Plan
Tu 3/27 Th 3/29	<i>SPRING BREAK</i> <i>SPRING BREAK</i>	
12 Tu 4/3	Second Language Learners: ELL, ELD, CELDT SDAIE	
Th 4/5	Special Needs Programs: Special Education (IEPs, 504s), gifted programs, alternative education options, after school programs	
13 Tu 4/10	Effective Teachers; Areas of Teacher Competence ###Sharing Time (Classroom Observations)###	Quiz #4: 2 nd Lang. Learners Special Needs
Th 4/12	Lesson Plan Groups: Planning Time	LAB DEADLINE #3
14 Tu 4/17	Tips for Surviving the First Year of Teaching Important things you should know! Q/A Comparative Salaries	
Th 4/19	Interview questions and tips; Q/A	Movie Summary/Critique & Sharing with class
15 Tu 4/24	Guest Speakers (1 st /2 nd Year Teachers)	Have questions prepared
Th 4/26	Guest Speakers (Administration/School Board)	Have questions prepared

Week	Topic	Assignment Due
16 Tu 5/1	Lesson Plan Presentations	
Th 5/3	Lesson Plan Presentations	My Class Evaluation
17 Tu 5/8	Lesson Plan Presentations	
Th 5/10	Lesson Plan Presentations	LAB DEADLINE #4
18 Tu 5/15	Final Exam: 2:00 – 3:50 p.m. FINAL: Questions from the four quizzes Critical Thinking: Choice of Five Questions	