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|  | **Education 10**  **Introduction to Teaching** |

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# Textbook

*Those Who Can, TEACH*, 14th ed. by Ryan, Cooper, and Bolick

# Course Description

This course introduces students to the concepts and issues related to teaching diverse learners in contemporary schools, kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California’s 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 K-12 classrooms that represent California’s diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. Students need to do their observation in a classroom that is in line with their degree plans. Single subject majors (History, Math, English, etc.) need to observe in subject area at high school or junior high.

# Student Learning Outcomes

*Upon completion of this course, students will be able to:*

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

# Course 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. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students

4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits

5. Demonstrate an understanding of educational issues in a global context

6. Demonstrate knowledge of the impact of cultural contexts on learning

7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges

8. Demonstrate skill 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 a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer’s ability to

* Recognize and describe examples of teaching events that implement some elements of the CSTP and 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

# Grading

Class Observations

and Write-Ups : 30%

Exams/Quizzes 50%

Ed. Philosophy: 10%

Reflections/

Participation: 10%

**Total: 100%**

## Class Observations and Write-Ups

You are required to observe 45 hours of classroom instruction that meet the following criteria:

* Observations must be done in a public school.
* The class must be grades K-12. No preschool or college observations are applicable.
* Hours can come from volunteer, class aid, or substitute teacher experience.
* Only 10 hours of special education class observation are allowed.

It is your responsibility to arrange for your observation hours. You may know a teacher or someone who works for a school who can help. If not, you may make an appointment with a school’s principal or vice principal and ask if you may observe a class. During the first week of class, I will provide all students with a letter explaining that you are registered for this class and class observations are required. Use this letter to arrange your observations. Note that some school districts may require proof of certain vaccinations, fingerprinting, a background check, etc. In these cases, it is the student’s responsibility to pay for any associated fees. If you are observing in the Madera Unified School District, the fee for fingerprinting and the background check is $62.

During your observations, you are expected to dress and behave in a professional manner. Be consistent in your observation days and times. You are expected to assist the teacher and participate in the class as he/she sees fit. Have a discussion with your observation teacher before your first observation to see what role you may play in the class.

As you are doing your observations, fill out your observation form for every classroom visit. You may need to use more than one form depending on how many teachers, classes, and hours /day that you observe. I will post this form under the Week 1 module. When you have completed your 45 hours, sign your forms, and have your observation teacher verify your hours and sign. You will submit these forms to me near the end of the semester electronically.

You will be expected to submit five written class lesson observations over the course of the semester. These should be 150 – 300 words and include the subject of the lesson, the techniques the teacher used, the activities the students performed, and your reflection on this lesson. I will let you know the due dates of these written observations. Your observations and these observation write-ups constitute 30% of your grade. Half of this amount will be awarded for completion of your 45 hours, and the other half will be awarded based on your observations, which will be graded. **Please note: If you do not complete the entire 45 hours of observation, you will not pass the class.**

## Exams/Quizzes

You will be notified in advance of the dates of the tests and the material that they will cover. Tests will be posted on the course site and you will be able to take them anytime at your convenience before the due date and time. **Please note that if your test is not submitted by the due date and time, it will not be graded.**

The tests will usually include true/false questions, multiple choice questions, and short answer questions.  **Make sure that you answer the short answer questions thoughtfully, completely, and in your own words.  I expect complete sentences and a thorough discussion of the question using relevant examples and analysis. You will be evaluated on the quality of your answers as well as the content.**

## Educational Philosophy

You will be required to write a short essay (1-2) pages describing your educational philosophy. More information on this will be provided later in the course.

## Reflections/Participation

This class will require you to participate in class discussions on various topics in online discussion boards.

For each discussion board assignment, you will be responding to/reflecting on a question or issue from the material covered in the unit and replying to two posts from your classmates. You will need to put some time and thought into your posts. A simple post of "I liked this chapter" or a simple response of "I agree" is not sufficient for full participation credit. You need to analyze and reflect on topics presented in the material and/or assigned discussion questions.

It is in your best interest to participate as much as possible in the discussion boards. You will find that your active participation will make the class more interesting and help you in learning the material.

Each discussion board/reflection assignment forum is worth 10 points and will be graded as follows:

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| **Excellent**  **9 – 10 pts.** | **Satisfactory**  **7 – 8 pts.** | **Unsatisfactory**  **0 – 6 pts** |

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| Student initiates at least one thread that comments on topic/topics discussed in the material. Comments clearly show reflection on and analysis of the topic or topics.  Student engages in active discussion with class and makes substantive comments or evaluations on 2 classmates’ posts. | Student initiates at least one thread that comments on topic/topics discussed in the material.  Comments somewhat show reflection on and analysis of the topic or topics.  Student engages in discussion with class and provides general comments on 1-2 classmates’ posts. | Student does not initiate a thread or thread is superficial and does not show reflection or analysis of the topic or topics.  Student engages in minimal or no discussion. |

Your initial thread should be 100 – 200 words (1/2 – 1 page). Your responses to your classmates’ posts do not need to be as long, but they should be relevant and substantive to receive maximum points.

**Again, note that if your assignment is not submitted by the due date and time, it will not be graded.**

# Class Accessibility

If you need any accommodations as addressed by the Americans with Disabilities Act including alternate media requests, please notify your course instructor immediately. Reasonable efforts will be made to accommodate you.

# Online Class Conduct and Plagiarism

You will be expected to be respectful in all your interactions with fellow students and the instructor.

It is your responsibility to ensure that your computer and network connection are working properly. I will not reset tests or accept work that is late due to computer/network malfunctions, so make sure you check your system. Also, don’t wait until the last minute to turn in work, so you have time to address any problems.

Plagiarism will be dealt with severely. Plagiarism is using someone else’s words as your own without giving credit to that person. This includes copying parts of articles or websites for use in your discussion board assignments, quizzes/exams, and educational philosophies. While I encourage you to do online research on topics covered in class, make sure to paraphrase and cite if you use someone else’s work. If you plagiarize, you risk getting an F in the class.

# Technical Assistance

District Help Desk: 559-499-6070

Use this number for help with login problems, Webadvisor, or email.

Canvas Support: 844-629-6837

Use this number for Canvas questions and problems.