



Spring 2019

INTRODUCTION TO TEACHING – EDUC. 10

Instructor Information:

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College Units - 3

Section Number: 59701

Class Meetings: M-F 8:00-8:55 (2 lecture hours, 3 lab hours)

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. This course requires verification of measles vaccination and pertussis, freedom of tuberculosis, and verification of flu vaccination within the past 12 months. **ADVISORIES:** English 1A. (A, CSU, UC) (C-ID EDUC 200)

Student Learning Objectives

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.

Course Objectives

At the completion of this course, the students should be able to:

- Observe the use of state adopted academic content and performance standards

- Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students
- Compare and contrast classroom environments
- Demonstrate skill in implementing established protocols for visiting schools and classrooms
- 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
- Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits
- Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences
- Articulate basic purposes of schooling and trace the history of their development
- Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges
- Demonstrate an understanding of educational issues in a global context
- Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs
- Demonstrate knowledge of the impact of cultural contexts on learning
- Demonstrate skill in implementing observation protocols
- 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

Course Outline

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, including an emphasis on professional standards, ethics, and professionalism
4. The history, governance and finance of public schooling
5. Purposes and roles of schooling and their community contexts
6. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
7. Roles and functions of teachers and other school personnel both in general and special education
8. Protocols for visiting schools and entering classrooms
9. Methods and ethics of conducting and reporting classroom observations
10. Overview of the CSTPs and the TPEs
11. Introduction to California Academic Content and Performance Standards
12. Basic strategies for accommodating diverse learning needs

Lab Outline

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

1. Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs
2. Observe the use of state adopted academic content and performance standards

3. Compare and contrast classroom environments;
4. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences

Student Responsibility:

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 processes
- 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 under the direction of approved certificated classroom teachers. This class is required for admission to most teaching credential programs. Classroom fieldwork/observation in K-12 public school classrooms: @ 3-4 hours per week = 54 hours total. Because all of our official fieldwork must occur in the second semester for dual enrollment, this course requires an additional 15 hours of work in our district's After School Program.

Tentative Schedule:

Week	Topic
1	Requirements, Syllabus, Lab Explanation, Forms, and Reminders Host Class Set-up
2	Knowing Yourself - Learning Styles, Multiple Intelligences, Metacognitive strategies Reasons for Being a Teacher (intrinsic and extrinsic)
3	Knowing your students - Theories of Development Review Educational Philosophies (build on first semester work Dual Enrollment)
4	Teaching Credential and Teaching Standards
5	Classroom Management
6	Common Core Standards Lesson Plans and Planning
7	Common Core Standards Lesson Plans and Planning
8	Instructional Strategies
9	Second Language Learners

10	Special Needs and Alternative Education
11	Factors affecting Teaching and Learning
12	Supreme Court Decisions Affecting Education
13	Revisit and Polish Educational Philosophy
14	Spring Break
15	Revisit and Polish Educational Philosophy
16	Lesson Plan Presentations
17	Lesson Plan Presentations
18	Final Exam

Grading:

The final semester grade will depend on the accumulation of points during the semester. The points will be a result of credit received on assignments, tests, quizzes, essays, and the final examination. The instructor reserves the right to adjust scores as it may be required throughout the semester.

Percentage

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Test material is constructed from class discussions, assigned readings, lectures, presentations, and special assignments. Again, there is a no late work policy.

Active Classroom Participation:

- 5 points per class session including Host School work.
- 20 points a week for active participation

Assignment Criteria:

- ❑ Assignments are due on the due date. There is no late work.
- ❑ Observation Journals are due each Friday at the beginning of period 1. This means you do not have time in class to complete or finish Observation Journals.
- ❑ All essays and constructed response assignments must be typed in 12pt Times New Roman, left justified, and 1.5 spaced.
- ❑ We have both Grammarly and Turnitin.com at our disposal on campus. I expect that you will use both of these resources to help you edit and polish your writing so your meaning isn't obstructed by errors.
- ❑ Your binder must have a section for Introduction to Teaching. This section of your binder must be organized in the following manner:
 - ❑ **Subject divider** - Introduction to Teaching.
 - ❑ Behind your subject divider will be the syllabus and Assignment Log.
 - ❑ **Classwork Divider** -
 - ❑ This section is for the work we are currently working on. You will take notes, read texts, develop vocabulary, etc. If it's not graded, it goes in the classwork section.
 - ❑ **Handout Divider** -
 - ❑ This section will house the important handouts you will need to reference throughout the school year.
 - ❑ **Passed Back Work** -
 - ❑ I'm human and will make mistakes!
 - ❑ It is your responsibility to keep assignments to prove you completed the work and it was graded if a mistake is made.
- ❑ We will take notes in this class. Notes are expected to be reviewed and revised to move information from short-term to long-term memory.

Classroom Observations and Procedures:

- ❑ COJUSD expects professional behavior when you are at OHS and definitely when you attend your host schools. Reedley College expects the same from all Ed10 students. You must be appropriately dressed, which isn't a problem in the winter, but as the weather warms up in the spring, we must adhere to all dress codes.
- ❑ Your language and behavior must be appropriate as well.
- ❑ Check with your host teacher about the daily, weekly, and monthly class schedule. Ask about field trip dates in advance. You may be able to attend their field trips if you give advance warning and file the right paperwork.
- ❑ Phone policy is mentioned above, but it is simple, so I'll repeat it again: cell phones are not allowed at your host school or in your host classroom.
- ❑ You will sign in at the Introduction to Teaching sign-in binder when you enter the front office and leave to go back to OHS. You must sign your name and write your entry and leave times.
- ❑ You will also carry a Time and Signature Log to your host teacher's room and have her sign and date the form for official Reedley College Ed 10 attendance verification purposes.

- You must obtain your host teacher's signature. This is your responsibility.
- We will set up our Observation Journal together in class. You will be expected to follow the format for all observation journals.
- You can't make up observation journal points, so make sure you complete them.

Course Requirement

Junior, Senior in high school and over 2.0 GPA

Required or Recommended Textbooks and Materials:

- **Required Textbook:** Don P. Kauchak and Paul D. Eggen *Introduction to Teaching: Becoming a Professional* Pearson, 2014
- (Provided for students) Ryan and Cooper (2004), *THOSE WHO CAN, TEACH*, 10th Edition, Houghton Mifflin Company.
 - pen or pencil
 - writing paper

Cancellation Class Notification

Check high school website for any notification, Foggy Day Schedule, etc.

Subject to Change:

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

General Expectations:

- Attendance/General Expectations:**
 - Attendance policies as documented in the Orosi High School Handbook are followed. Make up work is accepted when a student has a cleared absence. Extra credit may be assigned as determined by the instructor.
 - Because this course has required lab hours, attendance is mandatory on Tuesdays and Thursdays. You must have a total of 54 lab hours at the end of the semester.
 - Most of these hours are acquired through regular Tuesday and Thursday classroom observations at your Host School.
 - Make-up and additional hours are available on the occasional Friday and through the After School Program and will be conducted after school.
 - Your attendance sheet must be signed by your host teacher(s) and will be collected at the end of the semester. ***It is your responsibility to hold on to this paper and get the weekly signatures to prove you have achieved your 50 lab hours.***
 - You will sign in at the front office with the time you enter and leave your host school.
 - Do not be tempted falsify attendance at your Host School. I may not find out right away, but I always find out.

- ❑ If you falsify attendance at your Host School, I will give you an F, and your parents will be called in for a meeting so you can tell them why you will receive an F in Introduction to Teaching.
- ❑ If you are going to be absent, YOU must inform your Host Teacher in advance. You will have access to your Host Teacher's email address. Students and teachers count on your attendance. Do not let them down with poor attendance on your part.
- ❑ Orosi High School attendance rules apply. Make sure you follow them as well.
- ❑ It is assumed that you have chosen to take this class. There is a lot of group work and activities that require your participation; therefore, your attendance is mandatory.
- ❑ If you must miss class, turn your assignments in electronically, through email, Google Classroom, or with a classmate. It is your responsibility to ask a classmate for notes and materials for the days you are absent.
- ❑ **Cell Phones:**
 - ❑ There is a strict no cell phone policy while in your Host Classroom. Young students see you as a role model. You should act accordingly. If I am informed that you spend a lot of time on your phone, you will earn an Unsatisfactory on your report card.
 - ❑ Please place your cell phones on silent while in class and place them in your backpacks. I will occasionally ask you to use your phone in class assignments, but for the most part, they are not needed for general instruction. If you choose to use your phone when it isn't required, you run the risk of confiscation, and your parent will have to get it from the front office.
 - ❑ Unless otherwise stated, your cell phone does not belong in your hand while in room 404. We sometimes will use our phones for class assignments, but unless you are directly told to use them, they should remain in your backpacks.

College Policies:

Cheating & Plagiarism

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in disqualification for the course.

Cheating is:

- A. Copying someone else's class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
- B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
- C. Using a cheat sheet or unauthorized notes.
- D. Turning in someone else's work as your own.
- E. Text messaging and multi-media messaging.

Consequences, Per School Year:

1st Offense - The teacher shall send a referral to office. Student shall receive an “F” or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

2nd Offense - The teacher shall send a referral to the office. The student shall receive an “F” or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/or alternative class with a “W/F” for the semester.

3rd Offense - Recommendation for transfer.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/or alternative class and then required disciplinary removal from the study hall/or alternative class shall be transferred to an alternative school site/program.

Each student is expected to assist in the overall environment of the classroom making it conducive to learning.

Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

Reedley College is committed to creating accessible learning environments consistent with federal and state law. To obtain academic adjustments or auxiliary aids, students must be registered with the DSP&S office on campus. DSP&S can be reached at (559) 638-3332. If you are already registered with the DSP&S office, please provide your Notice of Accommodation form as soon as possible.

Work Ethic - Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- **Punctual:** It is customary to arrive at least 5 minutes before work begins. Individuals will be terminated if they are not punctual.
- **Responsible:** It is expected that an employee works every scheduled work day. Individuals will be terminated if they are not responsible.
- **Prepared:** It is expected that an employee be prepared with he/she arrives for work. Students must have work shirts, safety glasses, and appropriate footwear to participate in the laboratory. If a student is not prepared, he/she cannot participate and will receive a zero (see “responsible”).

Language - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
- All lab activities are conducted in groups and must have effective communication between all group members.
- Activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

Behavioral Standards

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
- It is considered polite to turn off cell phones when in the classroom or shop. Please do so.
- There is no smoking, chewing tobacco, alcohol, or drugs allowed in classrooms, shops, or school vehicles.
- This class is set for the semester. All doctor's appointments, interviews, meetings with counselor, and other types of appointments should be scheduled during your time outside of class.

Important Dates Spring 2019

- January 14 Start of Spring 2019 semester
- January 14 Short-term classes, first nine weeks
- January 21 Martin Luther King, Jr. Day observed (college campus closed)
- February 1 Last day to register for a Spring 2019 full-term class in person
- February 2 Last day to drop a Spring 2019 full-term class to avoid a "W"
- February 15 Lincoln Day observance (college campus closed)
- February 18 Washington Day observance (college campus closed)
- March 13 Last Day to drop a full-term class (letter grades assigned after this date)
- March 16 Short-term classes, second nine weeks
- April 14 - 19 Spring recess (college campus open)
- May 20-24 Spring 2019 final exams week
- May 24 End of Spring 2019 semester/commencement

** Withdrawal (W): A student will be assigned a grade of "W" for classes dropped on or after 20 percent of the duration of the class, up to and including 50 percent of the duration of the class. After the 50 percent point, the student must receive a letter grade other than a "W" (i.e., A, B, C, D, F, I, P, NP). Check with your instructor for the deadline applicable to your class.