



Spring 2019

INTRODUCTION TO TEACHING – EDUC. 10

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Office Hours: By appointment only
Class Room: 405
Location: Selma High School
Section Number: 59206
Class Meetings: Monday -Friday 9:05am to 9:55 am

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: @4 hours per week 56hours total. This class is required for admission to a basic teaching credential program.

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:

- 1. Assemble information to choose career options in the teaching field.**
 - a. Identify the common and/or personal motivations for teaching, as well as the extrinsic and intrinsic rewards of the teaching profession.

- b. Describe the current and projected job market in education, as well as other job opportunities for those individuals completing the teacher education program

2. Organize leadership tasks and skills to continue their preparation for teaching.

- a. Distinguish between schooling and education and discuss the function of schools in our society
- b. Discuss the history of American education, to include the development of educational ideas and the evolution of education for minorities
- c. Discuss what teachers should know about technology and its impact on schools
- d. Identify and discuss the ethical and legal issues facing teachers
- e. Discuss the issues and concerns the first-year teacher might experience, as well as tips for surviving the first year.

3. Examine the changing diversity of today's students.

- a. Investigate what life is like in the schools
- b. Discuss the diversity of today's students and examine the differences in student cultures, learning styles, demographics, and language
- c. Identify and describe the social problems and tension points that affect today's schools.

4. Explore issues facing students and teachers.

- a. Determine what is taught in today's schools by defining and differentiating between the formal and informal curriculum
- b. Describe how schools are governed, influenced, and financed
- c. Identify the national efforts for educational reform and recognize the complexity of educational reform.

5. Demonstrate a professional attitude and approach toward the teaching profession.

- a. Identify and describe the characteristics of an effective teacher
- b. Discuss the philosophical foundations of education, and review the four philosophies of education--perennialism, progressivism, essentialism, and existentialism
- c. Discuss what it means to be a professional in the teaching field.

Course Outline

I. Part One- Schools and Students-

1. What is a School and What is it for?

- a. Education and Schooling
- b. Four basic Purposes of School
- c. Models of Schools
- d. Schools as a Cultures

- e. Schools as Transmitters or Re-creators of Culture
- f. What Do Studies Reveal about the Nature of Schools
- g. What is a Good School?
- h. The unfinished Work of Schools

II. 2. Who Are Today's Students in a Diverse Society?

- a. Sources of Student Diversity
- b. Racial, Ethnic, and Cultural Diversity
- c. Diverse needs
- d. Diverse Abilities
- e. The school's response to Diversity
- f. The teacher's response to Diversity

III. 3. What social problem and tension points affect today's students?

- a. Social problems affecting students
- b. Tension points in America education

IV. 4. What is taught?

- a. What is curriculum?
- b. What is the present curriculum?
- c. Assessing student academic performance
- d. Additional influences on curriculum
- e. Is the existing curriculum relevant to today's society? 2000

V. Part 2- Teachers

5. What makes a teacher effective?

- a. Framework for professional practice
- b. The teacher as a reflective decision maker
- c. Aspect of reflective decision making
- d. What attitudes does the effective teacher possess?
- e. What subject-matter knowledge does the effective teacher need?
- f. What theoretical knowledge does the effective teacher need?
- g. Personal practical knowledge
- h. What teaching skills are required of an effective teacher?

VI. 6. What should teachers know about technology and its impact on schools?

- a. A brief look at education's technological past
- b. How are schools being pressured to change?

- c. How are technologies affecting student learning?
- d. How are technologies affecting teaching?
- e. How are computer technologies organized for student use?
- f. What are key issues in educational technology?

7. What are the ethical and legal issues facing teachers?

- a. The ethics of teaching
- b. The teacher and the law
- c. Lifestyle and the teacher
- d. Law, religion, and the school
- e. Student and the law

Part 3: Foundations and the Future

8. What are the philosophical foundations of American Education?

- a. What is philosophy?
- b. The terrain of philosophy
- c. Schools of educational philosophy
- d. The influence of psychological theories
- e. Your philosophy of education

9. What is the history of American education?

- a. Themes in American education
- b. Elementary education
- c. Secondary education
- d. Private education
- e. Education of minorities

10. How are schools governed, influenced, and financed?

- a. Who legally governs public education?
- b. Who influences American public education?

11. How should education be reformed?

- a. What ought to be the elements of educational reform?
- b. Current reform initiative
- c. The current state of schools

Part 4: the teaching profession

12. What are your job options in education?

- a. Will there be job openings in education?
- b. How do you obtain a teaching position?
- c. How do you become licensed?

- d. If you don't teach, what then?
 - 13. What can the new teacher expect?
 - a. The school milieu: the shock of the familiar
 - b. Administrators: mixed bag and many hats
 - c. Peers: a mixed blessing
 - d. Instructions: so much to learn
 - e. Students: friends or fiends
 - f. Parents: natural allies with different agendas
 - g. Surviving the first year of teaching

14. What does it mean to be a professional?

- a. The status of teaching: a profession or not?
- b. Professional associations
- c. Your own professional development

15. Why teach?

- a. Motivations for teaching
- b. The rewards of teaching
- c. Sources of useful experiences
- d. Case studies in the motivation to teach

Grading

The final semester grade will depend upon the accumulation of points during the semester. The points will be a result of credit received on assignments, tests and 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. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

Assignments and Corresponding labs:

Chapter 1-Pause Reflect Questions (10)

Chapter 2- Pause Reflect Questions (10)

Chapter 3- Pause Reflect Questions (10)

Chapter 4- Pause Reflect Questions (10)

Chapter 5- Pause Reflect Questions (10)

Chapter 7- Pause Reflect Questions (10)

Chapter 8- Pause Reflect Questions (10)

Chapter 9- Pause Reflect Questions (10)
Chapter 10- Pause Reflect Questions (10)
Chapter 11- Pause Reflect Questions (10)
Chapter 12- Pause Reflect Questions (10)
Chapter 13- Pause Reflect Questions (10)
Chapter 14- Pause Reflect Questions (10)
Chapter 15- Pause Reflect Questions (10)
Resume (10)
Group Project (30)
Attendance sheets must be maintained, signed by the teacher (50)
Weekly Reflections (10per)
Classroom Observations (5per)
Philosophy of Education (20)
Lesson plans (20per)
Portfolio (100)
Finals S/F (100)

Course Requirement

Junior, Senior in high school and over 2.0 GPA

Required or Recommended Textbooks and Materials:

-(Provided for students)Ryan and Cooper (2004), THOSE WHO CAN, TEACH, 10th Edition, Houghton Mifflin Company.
-pen or pencil
-writing paper

Important Dates + Holidays and Breaks

Important Dates Spring 2019

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|-----------------------------------|-------------|
| • Martin Luther King, Jr. Holiday | January 21 |
| • Drop w/o "W" on WebAdvisor | January 29 |
| • Presidents' Day Holidays | February 11 |
| • Presidents' Day Holidays | February 18 |
| • Spring Break | April 15-22 |
| • Finals Week | June 5-9 |

Cancellation Class Notification

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

Attendance/General Expectations:

Attendance policies as documented in the Selma High School Handbook will be followed. Make up work is accepted with a reduced score as determined by the instructor. Extra credit may be assigned as determined by the instructor.

- 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. *Being on time is a professional responsibility for teachers!* 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.. 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!
- **Students have to complete the 56 hours of observation at an accredited k6 institutions to pass the course.**

Class Rules and Behavior

Please refer to your school handbook for complete details however some of these policies include:

Cheating and plagiarism

drug/alcohol free campus

sexual harassment

student conduct

bullying

Cheating is:

- copying someone else's class work or letting someone copy you when your teacher that the work is to be done on your own (includes asking/telling orally)
- copying answers on a test or letting someone copy from your test
- using cheat sheet or unauthorized notes
- turning someone else's work as your own

- text messaging, multimedia messaging

Accommodations for students with disabilities:

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 me as soon as possible.”