



*Spring 2024*

## **INTRODUCTION TO TEACHING – EDUC-10–59052**

**Teacher:** Lissa Ledieff  
**Department:** Education  
**Email:** lissa.ledieff@parlierunified.org  
**School Phone:** (559) 646-3573  
**Office Hours:** By appointment only  
**Classroom:** #47  
**Location:** Parlier High School  
**Section Number:** EDUC-10–59052  
**Class Meetings:** Monday–Friday; 8:52–9:45

### **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 Outcomes**

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**

- 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

**Tentative Schedule:**

<b>Week</b>	<b>Topic</b>
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 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 (2016), THOSE WHO CAN, TEACH, 14th 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.

### **Attendance:**

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. A “tardy” is considered an absence unless the student contacts the instructor at the end of class to change the status from absent to tardy. Two tardies will count as an absence. Any student who misses more than two weeks of class meetings within the first 9 weeks of class may be dropped from the class by the instructor (i.e., class meets two times per week, 4 absences; class meets 1 time per week, 2 absences).

Lab: Attendance in all labs is mandatory. Students must make prior arrangements with the instructor to be excused from lab. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: There will be no make-ups for quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to the required testing period or those students who have been excused by High School Attendance Office. Test material is constructed from class discussions, assigned readings, guest lectures, video presentations, and special assignments. Tests will consist of true/false and multiple choice questions. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

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.**

### **Grading Policy/Scales/Evaluation Criteria**

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be accepted late up to the test for that unit of the course or 2 weeks past the deadline, whichever is sooner; however, late assignments will be penalized 1/5 of the possible points. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 1/5 of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.

#### **Evaluation:**

Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale. The instructor reserves the right to adjust scores as it may be required throughout the semester.

Unit Assignments		10%
Tests & Quizzes	20%	
Projects		40%
Final Exam		20%

Your grade in this course will be based on the following scale:

A – 90 – 100%

- B – 80 – 89%
- C – 70 – 79%
- D – 60 – 69%
- F – 59% and below

## **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 DSP&S 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 2020**

- January 13 Start of Spring 2020 semester
- January 20 Martin Luther King, Jr. Day observed (college campus closed)
- January 31 Last day to drop a Spring 2020 full-term class to avoid a “W”
- February 14 Lincoln Day observance (college campus closed)
- February 17 Washington Day observance (college campus closed)
- March 13 Last Day to drop a full-term class (letter grades assigned after this date)
- April 14 - 19 Spring recess (college campus open)
- May 18-22 Spring 2020 final exams week
- May 22 End of Spring 2020 semester

\*\* 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.