



Spring 2024

DE Introduction to Teaching - EDUC. 10

Instructor Information: Kathleen Giannandrea **School Phone:** 559-528-4731

Email: kgiannandreaohs@cojusd.org

Cell Phone: 559-308-9699

Room: 501

HS credits - 10

College Units - 3 for those who are able to enroll in Reedley College for Dual Enrollment

Required Textbook: Don P. Kauchak and Paul D. Eggen *Introduction to Teaching:*

Becoming a Professional Pearson, 6th Ed.

Section Number: 59140

Class Meetings: M-F 8:00-9:55 (3 Lecture Hours) T/W/Th (4.5 Lab Hours)

Course Requirement: Junior, Senior in high school and over 2.0 GPA

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 the following:
 - 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 56 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 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:

- 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.

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 56 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

General Expectations:

- **Attendance:**
 - **Lecture:** Attendance is required and roll will be taken at each class meeting.
 - **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 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 k-16 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. We will use APA format in this course. For this reason, all written assignments in Packback and in Canvas are expected to be in APA format. APA format will be on all rubrics for written assignments.
- English 1 (college level) is a prerequisite of the course. Since most of you are not able to meet this requirement officially, it is expected that you use your best writing and revision skills on all written assignments. If you turn in work that is poorly written, you will be expected to revise and resubmit.
- **Notes:**
 - 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.
 - Processing notes is part of our classroom instruction.
- Lecture assignments (homework) will be accepted late up to the test/Project 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. In general, assignment points will range between 5-10 points. Tests, quizzes, and projects will be between 20-50 points.

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

Technology:

- **Cell Phones:**
 - There is a strict no cell phone policy during class time at OHS and the same applies in your host classroom.
 - Young students see you as a role model. You should act accordingly.
 - Please place your cell phones on silent while in class and place them in your backpacks.
 - If you choose to use your phone during instructional time, it will be confiscated, and your parent will have to get it from the front office.

- In room 501, you can use your cell phone for good, not evil. If I notice that you are abusing cell phone privileges, all phones will remain in your backpacks unless otherwise directed by your teacher.
- **iPads:**
 - Inform your host teacher that you have an iPad specifically for Intro to Teaching/EDU10 use.
 - You are not to use the iPad to record teachers or students on your own. The only reason to record in your host class with the express permission of the teacher and students and in response to a classroom assignment.

Lab Hours 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. Failure to follow dress code at your host school will result in disciplinary action.
- 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.
 - Late notice about field trips will not be entertained.
- 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.
- There is a sign in process at your host school and when you return to OHS.
- You will also carry a Time and Signature Log to your host teacher's room and have the teacher sign and date the form for official Reedley College Edu10 attendance verification purposes.
 - You must obtain your host teacher's signature. This is your responsibility.

Important Dates for Spring 2024

DATE	DAY	EVENT / DEADLINE
January 2	(T)	Campus re-opens after Winter Break
January 5	(F)	Last day to add a full-term or short-term Spring 2024 class in person 5:00 p.m.
January 7	(Su)	Last day to add a full-term or short-term Spring 2024 class through Self-Service 11:59 p.m.

January 8	(M)	Start of Spring 2024 semester
January 8 - March 8	(M-F)	Short-term Spring 2024 classes, first nine weeks
January 15	(M)	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 19	(F)	Last day to drop a Spring 2024 full-term class for full refund
January 26	(F)	Last day to register for a Spring 2024 full-term class in person with add authorization
January 26	(F)	Last day to drop a Spring 2024 full-term class to avoid a "W" in person
January 28	(Su)	Last day to drop a Spring 2024 full-term class to avoid a "W" on Self-Service
January 28	(Su)	Last day to add a Spring 2024 full-term class with add authorization on Self-Service
February 16	(F)	Lincoln Day observance (no classes held, campus closed)
February 19	(M)	Washington Day observance (no classes held, campus closed)
March 1	(F)	Deadline to apply for graduation for Spring 2024 completion
March 8	(F)	Last Day to drop a Spring 2024 full-term class (letter grades assigned after this date)
March 11 - May 17	(M-F)	Short-term Spring 2024 classes, second nine weeks
March 25 - March 29	(M-F)	Spring recess (no classes held, campus open Mar 25-28)
March 29	(F)	Good Friday observance (no classes held, campus closed) (classes reconvene Apr 1)

May 13-17	(M-F)	Spring 2024 final exams week
May 17	(F)	Last day to change a Spring 2024 class to/from Pass/No-Pass grading basis
May 17	(F)	End of Spring 2024 semester/commencement
May 27	(M)	Memorial Day holiday (campus closed)

** 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.

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.

Mrs. G's AI Usage Policy

Technology is always changing and advancing the way humans work. Now that the world has access to artificial intelligence that assists humans in generating ideas and writing texts, we need to make sure students understand when it is and is not appropriate to use AI programs. AI may only be used to assist in idea generating, or as a feedback and revision tool for student generated writing. AI tools may only be used at appropriate times during class and with academic integrity when not in classroom instructional situations. When students choose to use AI in unethical ways they risk these consequences: 1) Automatic zero on an essay or assignment with chance for revision if AI is used to replace students' own work or writing. The highest grade you can receive on the revision is a 3 out of 4.

Mrs. G's Plagiarism Statement:

Plagiarism and cheating are two different things. Cheating is an intentional act to improve a grade on a test or in the class as a whole. Plagiarism, on the other hand, is not always intentional. The issue of cheating/plagiarism in writing goes deeper than "copying" to an issue of academic dishonesty. In your English class, you will be encouraged to discuss your work at great length with others, you will consult models of reading and writing and other student work to help you. You may confer with a teacher or tutor, and you will do lots of different activities to guide your learning. With all this collaborating, students need to understand the difference between to collaborate and "to give or receive answers" or ideas or even words "in a way that bypasses the need to think on your own" about your reading or writing (Dr. Tim Hankins, New Mexico Institute of Mining and Technology). Help from ANY source must be acknowledged through in text, embedded as well as parenthetical citations. Depending on the severity of the act, cheating or plagiarism will impact your score on the assignment or assessment.

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 than 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.

Tentative Course Schedule (Spring 2024)

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.

Week	Topic
1 1/16 - 1/19	Requirements, Syllabus, Lab Explanation, Forms, and Reminders in Planners Host Class Set-up Lab Hours Reflections - Expectations
2 1/22 - 1/26	Review - Knowing Yourself - Learning Styles, Multiple Intelligences, Metacognitive strategies Reasons for Being a Teacher (intrinsic and extrinsic)

3 1/29 - 2/3	History of Education
4 2/5 - 2/9	Knowing your students - Educational Theories of Development
5 2/12 - 2/16	Teaching Credential and Teaching Standards
6 2/19 - 2/23	Classroom Management & Discipline

7 2/26 - 3/1	Common Core Standards Instructional Strategies Lesson Plans and Planning
8 3/4 - 3/8	Common Core Standards Instructional Strategies Lesson Plans and Planning
9 3/11 - 3/15	Review Second Language Learners and Special Needs and Alternative Education
10 3/18 - 3/22	Educational Philosophies
11 3/25 - 3/29	Spring Break
11 4/1 - 4/5	Educational Philosophies
12 4/8 - 4/12	Factors Affecting Teaching and Learning

13 4/15 – 4/19	Supreme Court Decisions Affecting Education
14 4/22 – 4/26	Supreme Court Decisions Affecting Education
15 4/29 – 5/3	Educational Philosophy – planning and organizing ideas
16 5/6 – 5/10	Revisit and Polish Educational Philosophy
17 5/13 – 5/17	Finals Exam - 5/15 - Reedley College
18 5/20 – 5/24	Study for OHS Finals Host Schools (for fun!)
19 5/27 - 5/31	Study for OHS Finals Host Schools (for fun!) OHS Final Exams 5/30 -5-31
20 6/3 - 6/4	OHS Final Exams 6/3 - 6/4