

CDE A102: TEACHING IN ELEMENTARY SETTINGS

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	080100 - Education, General
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

Course Description

Introduction to teaching and learning skills for potential teachers. This course will address the qualities of an effective teacher, components and purposes of an effective professional portfolio, and critical issues in diverse contemporary classrooms. Course includes ten hours of arranged fieldwork. Formerly known as EC A102. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Identify current issues affecting teaching and learning in diverse contemporary classroom.
2. Document personal talents in relation to effective teacher/student classroom interaction.

Course Objectives

- 1. Identify qualities of an effective teacher in diverse contemporary classrooms.
- 2. Compare and contrast strategies and resources needed to effectively teach the diverse students found in contemporary classrooms.
- 3. Analyze personal behavior and communication skills as relates to teacher/student classroom interaction.
- 4. Demonstrate components and purposes of an effective professional portfolio.
- 5. Prepare a portion of a professional portfolio showing strong connections to the California Standards for the Teaching Profession.
- 6. Discuss and reflect on learning styles and strategies as they pertain to the learning process.

Lecture Content

Introduction to the requirements of the Teaching profession Scope, sequence, and purpose of coursework Introduction to portfolio assessment and Reflective Practitioner Guide, including the California State Content Standards Fieldwork and Service Learning Preparing to teach in California Reflection on why become a teacher a. examine personal characteristics, assumptions, and beliefs subject matter knowledge c. experiences and goals which could affect development as a teacher personal reflections on teaching goals and career plans The teaching profession in California The states needs for

educators who are prepared to teach: ELLs, students with special needs, and underrepresented populations Challenges, opportunities, and responsibilities of teachers in California Pathways to becoming a credentialed teacher in California California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE) Historical background of need for and development of CSTPs and TPEs Purpose of and use of CSTPs and TPEs Overview, observation, and discussion of the CSTPs and TPEs in classroom settings Investigation into the qualities of an effective teacher Introduction to current state content area standards, English language learners, and common core standards Apply standards to classroom instruction California Standards for the Teaching Profession Engaging and supporting all students in learning Creating and maintaining effective environments for student learning Understanding and organizing subject matter for student learning Planning instruction and designing learning experiences for all students Assessing student learning Developing as a professional education National Standards NCATE National Board for Professional Teaching Standards Habermans functions of Star Teachers Persistence Protecting learners and learning Teaching not sorting Fallibility Critical issues in diverse contemporary classrooms Strategies and resources needed to teach effectively the diverse students found in contemporary classrooms Anti-bias curriculum considerations Responsiveness to gender issues, exceptional/gifted learners, underrepresented populations Disability issues Cultural and linguistic diversity issues Childhood trauma: abuse, homelessness, poverty, neglect Differentiated instruction and Howard Gardners Multiple Intelligences Parent communication and support Classroom strategies such as: teaching and supporting positive social skills, teaching and supporting effective communication, positive reinforcement, behavior contracts, positive behavior support (PBS), restorative circles, and fostering social-emotional skills. Working with support staff: paraeducators, school counselors, behavior intervention specialists, Special Education team Classroom environment: schedule, seating options, team building, collaborative learning Opportunities and challenges provided by standards based education Challenges and strategies for classroom and behavior management with diverse student populations Classroom management and Environment Rules, procedures and routines Effective proactive and positive classroom management techniques Appropriate strategies to maintain student motivation Social and cultural factors related to equity in educational settings Introduction to types and purposes for assessment and how to conduct authentic and fair assessments. Fieldwork

In preparation for their fieldwork, the students will be introduced to the following topics: Observation and practicum with students in diverse contemporary classrooms Focused observation on school culture and the qualities of an effective teacher Training in effective observational skills

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

1. Lecture and demonstration 2. Classroom discussion 3. Individual and group projects 4. Discussion of student portfolio 5. Analysis of classroom observation 6. Guest speakers and field trips 7. Reading assignments 8. Cooperative learning activities 9. Computer assisted demonstrations and assignments

Reading Assignments

Textbook and other assigned readings 2.75 hours per week = 44 hours

Writing Assignments

Student journal entries of classroom observations Written analysis of elementary student behavior and performance by development of a case study and/or classroom observations Collection and organization of material for professional portfolio 3.5 hours each week = 56 hours

Out-of-class Assignments

10 hours of Classroom observation in an approved K-8 general education classroom. 10 hours total

Demonstration of Critical Thinking

Homework assignments Participation in discussions Tests and quizzes Preparation of professional teaching portfolio Group and individual presentations Case studies Individual field journals Fieldwork observation

Required Writing, Problem Solving, Skills Demonstration

Student journal entries of classroom observations Written analysis of elementary student behavior and performance by development of a case study and/or classroom observation Collection and organization of material for portfolio

Eligible Disciplines

Child development/early childhood education: Masters degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelors degree in any of the above AND masters degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Costantino, P, Lorenzo, M., Tirrell-Corbin, C. . Developing a Professional Teaching Portfolio: A Guide for Success, 3 ed. New York: Pearson, 2009 Rationale: Latest edition available. 2. Required Ogier, S.. A Broad and Balanced Curriculum in Primary Schools: Educating the Whole Child, ed. Sage Publishing, 2022 3. Required Kara, B.. A Little Guide for Teachers: Diversity in Schools, ed. Sage Publishing, 2021

Other Resources

1. California Commission on Teacher Credentialing. California Standards for the Teaching Profession. Sacramento, CA, <https://www.ctc.ca.gov/>