

# CDE A175: THE TEACHING PROFESSION

Item	Value
Curriculum Committee Approval Date	10/18/2024
Top Code	080100 - Education, General
Units	3 Total Units
Hours	90 Total Hours (Lecture Hours 45; Other Hours 45)
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

Examination of opportunities, requirements, responsibilities, and rewards in teaching. Skills needed and problems encountered in the classroom will be covered. Course includes 45 hours arranged fieldwork. Formerly known as EDUC A200. ADVISORY: ENGL C1000 and CDE A180. Transfer Credit: CSU; UC. C-ID: EDUC 200. **C-ID: EDUC 200.**

## Course Level Student Learning Outcome(s)

1. Identify those skills needed to create effective teacher-student relationships and evaluate effective classroom management skills including conflict resolution.
2. Identify a starting point for the development of his/her own teaching philosophy and assess the teaching profession as a possible career path.

## Course Objectives

- 1. Examine and explain his/her professional motivation for wishing to enter the teaching profession.
- 2. Define the training and credential granting process involved in public education.
- 3. Compare and contrast the historical and current role of teachers.
- 4. Define the function of a public education teacher.
- 5. Explain trends in public policy and current research.
- 6. Analyze the nature of the teaching-learning system.
- 7. Identify those skills needed to create an effective teacher-student relationship.
- 8. Evaluate effective classroom management skills including conflict resolution.
- 9. Identify a starting point for the development of his/her own teaching philosophy and style.
- 10. Assess teaching as a career possibility from experience in a classroom environment.

## Lecture Content

Scope of the Educational System in the U.S. How the system works  
Comparison of U.S. system to that of other countries History of U.S. system  
Historical appropriateness Educational philosophy Influence

of education and educators on society Flow of educational control  
Becoming a teacher Teaching ones self to be a teacher. Training and credentialing Educational specialties Rewards and penalties of teaching  
Salaries, conditions, tenure, seniority, ethics, conduct, causes for dismissal The real reasons for wanting to teach Learning Definitions, elements, phases, domains Eight types of learning Facilitating learning Teaching The First report on reading philosophy and the process.

Teaching by experience and example. Teachers as mediators. The Big Four Tasks of Teaching Practical suggestions for teachers Using media California Standards for the teaching profession State adopted Teacher Performance Expectations Academic curriculum standards in California public schools Methods of Instruction Background of lecture, recitation, discussion, tutorial, other methods Case studies and research Modern trends Students Being a teacher 24 hours a day Renewal and growth Fieldwork Responsibilities Reports Reflection Seminar and Guest lecturers Working with children with Special needs and diverse populations Effective relationships with parents and colleagues

## Lab Content

45 hours in a public elementary classroom in cooperation with a certified teacher Responsibilities, Reports, and Reflections

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Work Experience (20)
- Field Experience (90)

## Instructional Techniques

Seminar lecture Fieldwork

## Reading Assignments

Assigned reading in text 2 hours per week = 32 hours

## Writing Assignments

Maintain journals reflecting their classroom experience. 1 hour per week = 16 hours

## Out-of-class Assignments

The student will complete lecture section assignments in the form of essay examinations and written assignments. The student will also complete the seminar assignments, including professional portfolio, several short written reports and journal entries that document fieldwork experiences. 1 hour per week = 16 hours Fieldwork will comprise 2 hrs per week beginning week 3 = 26 hours

## Demonstration of Critical Thinking

Completion of fieldwork reports and reflections. TET Study Guide Educational Issue Panel Presentation Educational Issue Essays Summary Classroom Teaching Key Idea Report Field and Teaching Career Assessment Fieldwork evaluation by supervising field teacher Essay examination.

## Required Writing, Problem Solving, Skills Demonstration

Journal entries, problem solving, exams, and portfolio development.

## 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. 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. Education: Masters degree in education OR the equivalent. Masters degree required.

### **Textbooks Resources**

1. Required Kauchak, D., Eggen, P. Introduction to Teaching: Becoming a Professional, 7 ed. San Francisco : Pearson, 2021