

EDUC C200: THE TEACHING PROFESSION

Item	Value
Curriculum Committee Approval Date	04/19/2002
Top Code	080200 - Educational Aide (Teacher Assistant)
Units	3.5 Total Units
Hours	93 Total Hours (Lecture Hours 48; Lab 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

Designed for students considering teaching as a career or for those interested in a class that focuses on issues facing teachers and students in today's schools. Course examines opportunities, requirements, responsibilities, and rewards in teaching as well as skills needed and problems often encountered in the classroom. Additional focus on educational philosophies and sociology of education. In addition to class time, the course includes field work training and requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population and includes cooperation with at least one campus-approved certificated classroom teacher. Meets the California Commission on Teacher Credentialing requirement that students who are considering a teaching career have early and frequent opportunities to engage in field experiences that are linked with college/university coursework. ADVISORY: Eligibility for ENGL C1000. Transfer Credit: CSU; UC. C-ID: EDUC 200. C-ID: EDUC 200.

Course Level Student Learning Outcome(s)

1. Demonstrate understanding of California professional standards and performance expectations for teachers by analyzing and evaluating teaching events, learning environments, student behavior, and instructor responsiveness to individual student differences.
2. In the course of a fieldwork experience, apply teaching skills and knowledge and understanding of California curriculum content standards by tutoring students in an educational setting.
3. Make an informed decision about pursuing a career in education as a teacher or classroom aide, and if the decision is to continue, create a personal academic plan that includes an initial identification of a transfer pathway, course requirements, and a timeline for meeting the requirements.

Course Objectives

- 1. Examine and explain his/her professional motivation for wishing to enter the teaching profession. Recognize personal characteristics and beliefs as well as prior educational experiences that influence developing as a professional educator. (CSTP 6) Assess teaching as a career possibility from experience in a classroom environment. (CSTP 6, TPE 6)

- 2. Compare and contrast the historical and current role of teachers in schools. (CSTP 6) Analyze the role of the school in an inclusive democratic society and express multiple perspectives on the value of schooling from a historical and philosophical perspective.
- 3. Identify and express a starting point for the development of his/her own teaching philosophy and style. (MS/SS Program Standards, Jan. 09, Standard 3)
- 4. Identify professional and community resources available to facilitate development as a teacher and as a learner.
- 5. Define the training and credential granting process in California, the United States, and in other parts of the world.
- 6. Demonstrate an understanding of the teaching/learning process, along with the ability to communicate effectively with students and adults. (CSTP 1, 4, 6, TPE 1, 4, 6 (element 1))
- 7. Analyze schools as organizations and identify the unique features of the culture of schools (CSTP 4 6)
- 8. Discuss and reflect on the value of parent involvement in the educative process (CSTP 4, 4.2, CSTP 6, 6.2, 6.3) Demonstrate an understanding of successful means for involving parents from culturally diverse communities in the educative process (CSTP, TPE 4.2;) (MS/SS Program Standards, Jan. 09, Standard 10)
- 9. Appraise and discuss the influence of politics on education, specifically as related to policies, legislation, curriculum, and assessment. (CSTP 2, 5, 6)
- 10. Explore and critically appraise examples of teaching events that implement some elements of the California Standards for the Teaching Profession, Teacher Performance Expectations, and state-adopted academic content standards. (CSTP 1-6; MS/SS Program Standards, Jan. 09 Standard 4)
- 11. Express a multicultural and global perspective when interacting with course content. (CSTP 6, TPE 6/Element 2; ; MS/SS Program Standards, Jan. 09, Standard 9) Demonstrate an introductory understanding of educational issues related to teaching in diverse contemporary classrooms. Suggest strategies and resources needed to effectively address the diversity found in contemporary classrooms.
- 12. Apply 45 hours of fieldwork toward university requirements for pre-credential fieldwork experience. (Common Standards 3, 4 7, early fieldwork experience-MS/SS Program Standards, Jan. 09, Standard 14)

Lecture Content

Orientation to Teaching and Schools Roles and functions of teachers Education, schooling, purposes, and models of schools Equality of educational opportunity and the history of minority education Effective schools, effective teachers; California Standards for the Teaching Profession, Teaching Performance Expectations School as an agent of socialization Studies of life in elementary and middle schools Surviving the first year of teaching Working with colleagues, administrators, and parents Current trends, issues, and global perspectives in education Current credential requirements in California, alternative credential pathways, careers in education Comparison with requirements in other countries outside the US Learners, Teachers, and Teaching Methods of instruction/ models of teaching Diversity in the classroom: multicultural education, gender equity, second-language learners, gifted and talented education, special education, non-traditional programs Diverse needs and abilities: multiple intelligences, learning styles, compensatory education, remedial programs, Comer process, inclusion Desegregation, magnet

schools, gender issues, sex education, Subject matter knowledge, pedagogy, and pedagogical content knowledge Classroom management, behavior management, conflict management, and group dynamics skills Short and long-term planning skills School curriculum, past and present Global comparisons California curriculum standards, frameworks Students, teachers, and technology in the classroom Foundations of Education Philosophies of education History of education in the US Social issues affecting students—new family patterns, poverty, homelessness, abuse, neglect, alcohol and drug abuse, violence, and vandalism Ethical and legal issues facing teachers Issues in the reform of public education: governance, finance, and control of public education Characteristics of a profession: Does teaching measure up. Professional organizations/teachers unions Overview of contemporary and traditional learning theories. Fieldwork Training Guidelines for creating a successful fieldwork experience to include becoming part of the host schools learning community, school policies, classroom rules, appropriate dress, and behavior. Learning styles: application of learning theory Working through tutoring, coaching, assistance scenarios, and potential problems/solutions (analysis, problem-solving) Attention to literacy Forty-five (45) hours of focused fieldwork in a local school/classroom, supervised by a credentialed teacher Essential Questions Becoming a Teacher What are the advantages and disadvantages of being a teacher. What are the satisfactions—and complaints—of today's teachers. Can we consider teaching to be a profession. How has teacher preparation changed over the years. What traits and characteristics are needed for successful teaching. Is teaching a “good fit” for you. What steps can you take now on the road to becoming a teacher. Different Ways of Learning How do cognitive, affective, and physiological factors impact learning. How can teachers respond to different learning styles. Is gender a learning style. What are the classroom implications of Howard Gardner's theory of multiple intelligences. How does emotional intelligence influence teaching and learning. How are the needs of special learners met in today's classrooms. Culturally Responsive Teaching In what ways are American schools failing culturally diverse students. How do deficit, expectation, and cultural difference theories explain different academic performance among various racial, ethnic, and cultural groups. How do metaphors like “melting pot” and “tossed salad” both capture and mask American identity. What are the political and instructional issues surrounding bilingual education. What are the purposes and approaches of multicultural education. Why is culturally responsive teaching important. How can teachers create culturally responsive teaching strategies. Schools: Choices and Challenges What expectations do Americans hold for their schools. Should schools transmit the American culture or change it. What school purposes are emphasized by educational reform. How are magnet, charter and virtual schools, open enrollment, and vouchers reshaping our concept of the neighborhood public school. Do the laws of the marketplace belong in public education.

Why are so many families choosing homeschooling. What are the characteristics of effective schools. Student Life at School and at Home What rituals and routines shape classroom life. How is class time related to student achievement. How does the teachers gatekeeping function influence classroom roles. What is tracking, and what are its advantages and disadvantages. Why has “detracking” become a popular movement. How do peer groups impact elementary school life. In what ways does the adolescent culture shape teenage perceptions and behaviors. What impact do changing family patterns and economic issues have on children and schools. How can educators respond to social issues that place children at risk. What steps can educators take to create a more supportive school environment. Curriculum, Standards, and Testing What is the formal curriculum taught in schools. How does the invisible curriculum influence learning. What is the place of the extracurricular in school life. What forces shape the school curriculum. How has

technology impacted the curriculum. How do textbook publishers and state adoption committees “drive” the curriculum. What is standards-based education. What are the provisions and criticisms of No Child Left Behind. What problems are created by high stakes testing, and what are the testing alternatives. How are cultural and political conflicts reflected in the school curriculum. How can we rethink tomorrow's curriculum. The History of American Education What was the nature and purpose of colonial education. How did the Common School Movement influence the idea of universal education. What developments mark the educational history of Native Americans. How did teaching become a “gendered” career. How did secondary schools evolve. How have twentieth-century reform efforts influenced schools. What were the main tenets of the Progressive Education movement. What role has the federal government played in American education. How did history shape the educational experiences of African Americans, Hispanics, Asian Americans/ Pacific Islanders, and Arab Americans. What educational barriers and breakthroughs have girls and women experienced. Who are some of the key individuals who have helped fashion today's schools. Philosophy of Education What is a philosophy of education, and why should it be important to you. How do teacher-centered philosophies of education differ from student-centered philosophies of education. What are some major philosophies of education in the United States today. How are these philosophies reflected in school practices. What are some of the psychological and cultural factors influencing education. What were the contributions of Socrates, Plato, and Aristotle to Western philosophy, and how is their legacy reflected in education today. How do metaphysics, epistemology, ethics, political philosophy, aesthetics, and logic factor into a philosophy of education. Financing and Governing America's Schools Why do teachers need to know about finance and governance. How is the property tax connected to unequal educational funding. What is the distinction between educational equity and educational adequacy. What are the sources of state revenues. How does the federal government influence education. What current trends are shaping educational finance. How do school boards and superintendents manage schools. What is the “hidden” government of schools. How does the business community influence school culture. How are schools being made more responsive to teachers and the community. School Law and Ethics What are your legal rights and responsibilities as a teacher. What legal rights do students enjoy (and do they have legal responsibilities). What are today's main approaches to moral education. Teacher Effectiveness (Overview of relevant research on effective teaching and classroom management and a brief look at several innovative approaches to instruction. not intended to offer a “mini-methods” course, but rather a preliminary look at teaching skills that are associated with successful learning, a beginning primer to the researchers and the research that has shaped teaching effectiveness) Are teachers born or made. How is class time organized, and what is academic learning time. What classroom management skills foster academic achievement. What are the roles of teachers and students in the pedagogical cycle. How can teachers set a stage for learning. What questioning strategies increase student achievement. How can teachers best tap into the variety of student learning styles. What are several salient models of instruction. How can teachers use technology to support effective instruction. What are the future directions of effective teaching research. Your First Classroom What are the stages of teacher development. What resources do school districts provide for a teachers first year in the classroom. How do school districts, states, and the National Board for Professional Teaching Standards recognize and reward teachers. What are the differences between the National Education Association and the American Federation of Teachers. Are America's schools a secret success story, doing better than the press and the public believes. Q A for Entering the Teaching Profession What does the education job market look like. (Will I be able to find a satisfying

teaching position.) Can I make a decent salary as a teacher. How do I use a résumé and a portfolio in applying for a teaching position. What do I need in order to teach—a license or certification. (And how do I get one.) What teacher competency tests do I need to take. Why do teachers seek tenure. (And should I.) Are there jobs in education outside of the classroom. What are the California requirements and pathways toward a credential.

Lab Content

Fieldwork Training Guidelines for creating a successful fieldwork experience to include becoming part of the host schools learning community, school policies, classroom rules, appropriate dress, and behavior. **Learning styles:** application of learning theory Working through tutoring, coaching, assistance scenarios and potential problems/solutions (analysis, problem-solving) Attention to literacy Forty-five (45) hours of focused fieldwork in a public elementary school/classroom, supervised by a credentialed teacher **Case Study Self-Evaluation**

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)
- Lab (04)
- DE Online Lab (04X)
- Field Experience (90)

Instructional Techniques

Instructor-initiated learning strategies include activities (e.g. closure statement, pre-post practice tests, motivational media) that bridge learning from the previous week to new material to be the focus of the current week; a discussion to be used as a focal point for interactions, sharing, debating, and processing course content; and other instructional strategies to encompass different student learning styles and activity-based processing activities. These may include lecture, discussion, small group activities, fieldwork self-assessments, vignette analysis/ problem solving related to classroom teaching, behavior management, obstacles to student success, instructor guided Inquiry learning, simulations, case study analysis, role play, interviews, debate, self-assessment, brainstorming, action research.

Reading Assignments

Reading assignments include articles, textbook, and web resources, discussion board, along with the course webpage that involves extensive reading for comprehension.

Writing Assignments

Writing Assignments include discussion board postings, portfolio activity write-ups, and specific responses to the weekly "What do you Think" and "End Case" exercises.

Out-of-class Assignments

Students complete 45 hours of fieldwork in a classroom setting, under the supervision of a credentialed teacher. Product outcomes for the course focus on integrating theory, readings, practical experience, and individual problem-solving. Students select 14 active learning portfolio activities, choosing from a list of numerous options. Selections range from visiting the websites of several schools to compare, contrast information, culture, philosophy, offerings to what is experienced in their fieldwork setting, to creating a class schedule based on the students beliefs and values and what they see in their fieldwork setting, to

observing the lunch room and writing up an observation report, based on specific aspects of the out-of-classroom environment.

Demonstration of Critical Thinking

Achievement Opportunities: Multiple Measures Used to Assess Objectives and Outcomes: Participation: 20% of final grade Philosophy Statement: 15% of final grade Case Study: 15% of final grade Experiential Activities: 20% of final grade Midterm 15% of final grade Final 15% of final grade Fieldwork (Forty-five hours counted in the categories of participation and experiential; Student cannot receive a passing grade in the class without successfully completing the prescribed Fieldwork hours. Multiple measures of assessment: Completion of fieldwork training and fieldwork/fieldwork reflections/ responding to fieldwork evaluations from tutoring site Participation in discussion debates, group simulations, and experiential learning activities, and individual and group problem solving and learning tasks To be assessed through observation and evaluation of student participation and preparedness for class Evidence of completion of assigned readings and acquisition of a knowledge base from readings, lecture, activities, and fieldwork; completion of written homework assignments Criteria for assessment: reference to context, content of readings and lecture in discussion, group simulations, experiential learning activities, individual and group problem solving and learning tasks, and in product outcomes required for course. Reflective journal/portfolio (where student will respond to questions, do exercises, analyze experiences, and state personal beliefs) "End-Case for Reflection" "What do you Think" due each week Philosophy statement: due at midterm, feedback incorporated into revision due at the end of the term, with the final exam. Case study based on TPA Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning Students will select a standards-based, developmentally appropriate material for tutoring instruction, learn about students, make adaptations to the lesson to meet student needs, and reflect on instructional planning. Must be typed and combined with some visual display e.g. multimedia, video clips, photography exhibit Primary focus of case study: early experience with following TPEs: Making subject matter comprehensible to students (TPE 1, TPE 3) Engaging and supporting students in learning (TPE 1) Planning instruction and designing learning experiences for students (TPE 3, 4) Developing as a professional educator (TPE 6) Other product outcomes may include Internet research project, book review with panel discussion, position paper, shared investigation of a topic via paper, video clips, multimedia, photo display, video term-paper, reflective teaching lesson as a group/peer project presented via the web for review /critique/revision.

Required Writing, Problem Solving, Skills Demonstration

Portfolio activities, development of training vignettes, discussion board activities, Case study, 45 hours of fieldwork, presentation at midterm event

Eligible Disciplines

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

Textbooks Resources

1. Required Sadker, Sadker, Zittleman. Teachers, Schools, Society, 10th ed. McGraw Hill, 2013 Rationale: - Legacy Textbook Transfer Data: Legacy text

Other Resources

1. Coastline Library 2. California Standards for the Teaching Profession 3. Tutor Training Resources and Materials as assigned, such as

<http://www.nwrel.org/learns/tutor/spr2004/spr2004.html> <http://www.nwrel.org/learns/> http://www.trcc.commnet.edu/ed_resources/tasc/Training/Tutor_Techniques.htm <http://www.tutornation.com/tips/index1.htm> <http://www.eyeonthesky.org/activities/index.html> <http://www.ced.csulb.edu/serve/resources/documents/index.cfm> http://www.nationalservicerresources.org/resources/online_pubs/literacy/index.php <http://www.ed.gov/inits/Math/roadmap/5/tips.html>
4. California Content Standards and Frameworks Tutoring Tips Math
Special Education Resources Bag of Tricks for Tutors 5. Optional: Tips
for the Reading Team. (1998) Barbara Walker and Lesley Mandel Morrow.
International Reading Association: Newark, Delaware