

# EDUC G200: THE TEACHING PROFESSION

Item	Value
Curriculum Committee Approval Date	04/07/2020
Top Code	080200 - Educational Aide (Teacher Assistant)
Units	3 Total Units
Hours	90 Total Hours (Lecture Hours 36; Lab 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

This course introduces students to the concepts and issues related to teaching diverse learners in today's 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. This course requires a minimum of 54 hours of structured fieldwork in public school elementary classroom. ADVISORY: ENGL C1000 or ENGL C1000E. Transfer Credit: CSU; UC. C-ID: EDUC 200. C-ID: EDUC 200.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Analyze the role of elementary teachers in terms of philosophy, theories, content standards, and professional and ethical issues in the contemporary Californian classroom.
3. Examine the California Standards of the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPEs) and assess personal growth in these standards.
4. Evaluate the implications of family, cultural background, gender, diversity, and the needs of English learners and special populations in the diverse elementary classroom of today.
5. Create lesson plans that demonstrate appropriate learning experiences, followed by the implementation and evaluation of these plans.
6. Prepare a portion of Professional Portfolio showcasing strong connections to California Standards for the Teaching Profession.

## Course Objectives

- 1. Reflect on their motivation for pursuing a teaching career and identify their personal assumptions and beliefs that could affect their development as a teacher.
- 2. Identify the basic purposes of schooling and trace the historical development of educational systems on a local, regional, and global scale and identify educational issues affecting those systems.
- 3. Analyze how system interactions can impact student learning outcomes and identify resources to address these challenges.

- 4. Understand the diversity of today's student population; cultures, languages, genders, abilities, special needs and learning styles.
- 5. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
- 6. Identify how cultural contexts can impact learning and describe how educators can structure positive learning situations for diverse learners.
- 7. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
- 8. Relate course content to real classrooms through completion of a minimum of 54 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the students ability to: a. Identify elements of the CSTP and TPEs in practice; b. Observe the use of state adopted academic content and performance standards; c. Analyze classroom environments including the use of instructional and behavioral strategies used in multiple settings; and d. Implement established protocols for observing and visiting schools and classrooms.
- 9. Produce elements of a portfolio that meet the CSTP and TPEs.

## Lecture Content

A. The Teaching Profession and Personal Meaning 1. Professional standards, ethics, and professionalism 2. Job options in education 3. Becoming a credentialed teacher in California 4. Alternative credential pathways and other careers in education 5. Obtaining a teaching position B. Scope of the Educational System in the U.S. 1. History of the U.S. system 2. Governance and funding 3. Philosophical perspectives influencing education 4. Role of school in society 5. Historical and current roles and functions of teachers and other school personnel C. Current Issues in Schools 1. Standards 2. Inclusion 3. High stakes testing 4. Bilingual education 5. Standardized curriculum 6. State standards, framework, and school reform D. Basic Strategies for Accommodating Diverse Learning Needs 1. Ethnic 2. Linguistic 3. Ability E. Elements of Effective Classroom Environments 1. Overview of the CSTP and the TPEs 2. Knowledge of subject matter 3. Attitudes that foster learning 4. Theoretical knowledge about human behavior 5. Teaching skills to promote learning F. Introduction to California Academic Content and Performance Standards 1. Common Core standards 2. Additional California State Standards G. Fieldwork 1. Protocols for visiting public schools and entering classrooms 2. Methods and ethics of conducting and reporting classroom observations 3. Develop and implement an effective lesson plan 4. Employ practical, creative activities that promote literacy 5. Keep an ongoing observation and reflection log that shows a minimum of 54 hours 6. Self-evaluation of logged experiences H. Teacher Portfolio

## Lab Content

A. A series of workshops to introduce, support, and train students for the field work experience required for this course. 1. How to be an effective tutor 2. Interpersonal communication skills related to teaching and tutoring students 3. Strategies for effective tutors and teachers 4. Introduction to teaching reading strategies 5. Background information on developmental reading strategies used by teachers 6. Tutor planning 7. Lesson plan design B. Fifty-four (54) hours of focused fieldwork in a public elementary school/classroom, supervised by a credentialed teacher.

## Method(s) of Instruction

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

## Reading Assignments

Textbook Supplemental readings Handouts Teacher Effectiveness  
Training study guide Reading tutoring workshops

## Writing Assignments

Fieldwork reports and reflections Classroom teaching reports Essay  
examinations Face-to-face and/or online tutor training workshops for  
fieldwork

## Out-of-class Assignments

Fieldwork observations Lesson plan design Reading tutoring practice

## Demonstration of Critical Thinking

Develop lesson plans that demonstrate an understanding of  
developmentally appropriate learning experiences Relate learning styles  
and knowledge of diversity to lesson plan development Demonstrate  
ongoing development of skills and knowledge about teaching through  
portfolio development

## Required Writing, Problem Solving, Skills Demonstration

Lesson plan design, implementation, and self-evaluation Portfolio  
development to include reflections, observations, lesson plans,  
observation hours, and participation activities Fieldwork reports and  
reflections Essay examinations

## Eligible Disciplines

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

## Textbooks Resources

1. Required Powell, S.D. . Your Introduction to Education: Explorations  
in Teaching, 4th ed. Pearson, 2019 Rationale: This book is an excellent  
overview of best teaching practices. It identifies teaching methods that  
help students learn, explains how to implement them in the classroom,  
and gives examples of good teaching. 2. Required Kauchak, D. Eggen, P.  
Introduction to Teaching: Becoming a Professional, 6th ed. Pearson, 2017  
3. Required Ryan, K., Cooper, J.M., Bolick C.M.. Those Who Can, Teach,  
14th ed. Cengage, 2016