

EDUC C104: INTRODUCTION TO TEACHING AND LEARNING IN DIVERSE CONTEMPORARY CLASSROOMS

Item	Value
Curriculum Committee Approval Date	03/16/2001
Top Code	080200 - Educational Aide (Teacher Assistant)
Units	1 Total Units
Hours	18 Total Hours (Lecture Hours 18)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

Course Description

The course will address the qualities of an effective teacher, components and purposes of an effective professional portfolio, and critical issues in diverse contemporary classrooms. Students will initiate the development of a reflective practitioner workbook, begin their electronic professional portfolio, and learn about their own learning needs and styles. Learning outcomes are aligned to the California Standards for the Teaching Profession and associated teacher performance expectations. In addition to class time, this course requires ten hours of arranged fieldwork in public school classrooms that represent California's diverse student population and includes cooperation with at least one campus-approved certificated classroom teacher. ADVISORY: Eligibility for ENGL C1000. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Analyze and evaluate teaching events and classroom environments based on application of the California Standards for the Teaching Profession and Teacher Performance Expectations related to learning environments, subject matter presentation, instructional planning, assessment of learning, and professional behavior.
2. Demonstrate a thoughtful pre-service exploration and analysis of the teaching profession and application of professional standards through preparation of a media-rich portfolio.

Course Objectives

- 1. Identify qualities of an effective teacher in diverse contemporary classrooms
- 2. Demonstrate an introductory understanding of educational issues related to teaching in diverse contemporary classrooms.
- 3. Compare/contrast strategies and resources needed to effectively address the diversity found in contemporary classrooms.
- 4. Analyze personal behavior and communication skills as related to teacher/student classroom interaction

- 5. Develop components appropriate for an effective professional portfolio
- 6. Prepare a portion of a professional portfolio showing strong connections to the California Standards for the Teaching profession
- 7. Discuss and reflect on learning styles and strategies as they pertain to teaching and learning
- 8. Appraise personal possibilities and pathways to a university teaching credential program.

Lecture Content

Introduction to the requirements of TEACH3/ITEP Scope, sequence and purpose of coursework Introduction to portfolio assessment, reflective practitioner guide, including the California State Content Standards Fieldwork and service learning Other pathways to a teaching credential CSU/ traditional preparation programs CAL-TEACH Investigation into the qualities of an effective teacher California Standards for the Teaching Profession Engaging and supporting all students in learning Understanding and organizing subject matter for student learning Creating and maintaining effective environments for student learning Planning instruction and designing experiences for all students Assessing student learning Developing as a professional educator INTASC/NBPPTS and National Standards National Association for the Education of Young Children NAEYC Compare, contrast Educational issues related to teaching in diverse contemporary classrooms/ Strategies and resources for effective teaching in light of these issues Gender Disability Cultural, socio-economic and linguistic diversity Learning styles Multiple intelligences Behavior management Fieldwork Orientation Types of Field Experience Concerns and personal goals Reflecting on field experiences: fieldwork logs What does the student in EDUC 104 bring to the experience? Personal influences Six basic issues of teaching Lesson planning, instructional activities Analyzing the field work setting The community and the school The classroom and the curriculum The students The cooperating teacher

Method(s) of Instruction

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

Instructional Techniques

Instructional methods will emphasize facilitating learning activities that encourage reflective thinking, writing, and observing. Instructional methods will include lectures, use of various interaction strategies (discussion forums, chat, private e-mail), oversight of various individual and group activities, and use of a course website as a focal point for assignments and interactions. The instructor will guide the students in the development of their case study and portfolios and will work with students in processing the various activities, exercises, and analyses that are basic components of the reflective journal/fieldwork log.

Reading Assignments

Complete reading assignments assigned from the textbook, supplemental readings, handouts, Internet resources, and any assignments from the Coastline Library.

Writing Assignments

Weekly projects, plans, revisions, discussion topic responses that will demonstrate skills application through authentic teaching strategies.

Out-of-class Assignments

Read/View the required materials, conduct appropriate research, prepare documents/plans, complete and revise projects, and prepare for quizzes/exams.

Demonstration of Critical Thinking

Weekly projects, plans, revisions, written reviews/critiques, and discussion topic responses that will demonstrate skills application through authentic teaching strategies.

Required Writing, Problem Solving, Skills Demonstration

Analyze the observation experience in debates/discussion
Completing Chapter activities/developing teacher portfolio

Eligible Disciplines

Education: Master's degree in education OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Campbell, D. et al. How to Develop a Professional Portfolio, 6th ed. Pearson 978-0133101171, 2014
Rationale: - Legacy Textbook Transfer Data: Legacy text
2. Required Posner, G. Field Experience: A Guide to Reflective Teaching, 7 ed. Pearson 9780137016877, 2010
Rationale: - Legacy Textbook Transfer Data: Legacy text

Other Resources

1. Coastline Library