

EDUC G220: SECONDARY SCHOOL TEACHING

Item	Value
Curriculum Committee Approval Date	11/02/2021
Top Code	080200 - Educational Aide (Teacher Assistant)
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
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Local General Education (GE)	• Area 4 Social and Behavioral Sciences (GD)

Course Description

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary secondary schools (grades 6-12). Topics include: History, philosophy, and sociology that pertain to secondary education; introduction to California Teaching Performance Expectations and Teaching Performance Assessment; needs of special populations, English learners, struggling readers; content standards and major curriculum reform documents. The course includes 45 hours of arranged fieldwork/observations in public schools on specific course requirements. ADVISORY: ENGL C1000 or ENGL C1000E. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Examine the California Standards of the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPEs) and document levels of proficiency in the specific TPEs of focus outlined in the course.
3. Evaluate the needs of special student populations based on demographic characteristics.
4. Develop a lesson plan that targets secondary school level academic and performance standards.
5. Prepare a portion of a professional electronic-portfolio showcasing strong connections to the California Standards for the Teaching Profession.
6. Analyze the role of secondary teachers in terms of philosophy, theories, content standards, and professional and ethical issues in the contemporary Californian classroom.

Course Objectives

- 1. 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.
- 2. Analyze how system interactions can impact student learning outcomes and identify resources to address these challenges.

- 3. Recognize the diversity of today's student population; cultures, languages, genders, abilities, special needs, and learning styles.
- 4. Evaluate the implications of family, cultural background, gender, diversity, and the needs of English learners and special populations in diverse secondary classrooms of today.
- 5. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
- 6. Explore contemporary educational issues and trends and how they impact teaching and learning, and how educators can structure positive learning situations for diverse learners. (cultural contexts, socio-economic status, educational technology integration, equity/access, etc.)
- 7. Develop, implement, and evaluate a lesson plan on a chosen subject content area focus that includes techniques to support literacy development at the secondary level. (i.e., how to paraphrase content material)
- 8. Demonstrate professional standards, ethics, and professionalism in classroom and school visits.
- 9. Relate course content to authentic setting classrooms through completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the student's ability to: Identify elements of the CA Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) in practice, Observe the use of state-adopted academic content and performance standards, Analyze classroom environments including the use of instructional and behavioral strategies used in multiple settings, and Implement established protocols for observing and visiting schools and classrooms.
- 10. Produce elements of an electronic-portfolio that meet the CSTP and TPEs.

Lecture Content

Recognizing and understanding secondary school teaching today Teaching teams, community of learners, recognizing student differences and linking with concept of differentiated instruction, standards-based education and common core standards Teacher professional responsibilities Legal issues - affecting students, affecting teachers Reflective teaching/decision-making, pedagogy development, maintaining a professional development portfolio Reasons for teaching (visit personal motivation and assumptions/beliefs about the teaching profession) Purpose of education The secondary school student - understanding diversity Serving all students (cultures, socio-economic status, ed tech, equity) Guidelines for promoting academic success Adolescent development learning and behavior theories Jean Piaget, Lev Vygotsky Bloom's learning domains: Cognitive, Affective, Psychomotor Meaningful learning: questioning to foster thinking and metacognition (the art of questioning) Classroom management and behavior development theories Learning styles/preferences Trends and issues in secondary schools Factors that influence curriculum content/defining curriculum Collaborative/cooperative learning groups, project-based learning Inclusion High stakes testing Bilingual education Alternative assessments Scaffolding Independence (Weinstein) Literacy instruction at the secondary levels/Reading across content classrooms Paraphrasing and summarizing skills Lesson Planning Backwards Planning Model (Wiggins McTighe) Universal Design for Learning guidelines (accommodating diverse learning needs and styles) Differentiated instruction Academic content and performance

standards, educational technology standards (CCSS - Common Core State Standards, NGSS - Next Generation Science Standards, ISTE - International Society for Technology in Education) Proficiencies vs. grade level Assessment and evaluation Making data-driven decisions, rubrics, portfolios, grading criteria Instructional design Models of direct instruction, implementation, and reflection Constructivist learning theory approach, teaching for higher-level outcomes Collaborative and cooperative learning Elements of effective classroom environments Overview of California Standards of the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPEs) Knowledge of subject matter Attitudes that foster learning Theoretical knowledge about human behavior Teaching skills to promote learning Continuing professional development Fieldwork Protocols for visiting public schools and entering classrooms Methods and ethics of conducting and reporting classroom observations Develop and implement an effective lesson plan Employ practical and creative activities that promote literacy Keep an ongoing observation and reflection log that shows a minimum of 45 hours Self-evaluation of logged experiences CA Commission on Teacher Credentialing California Teaching Performance Expectations (TPE) alignment: TPE 1 - Engaging and supporting all students in learning, Standards 1-6 TPE 2 - Creating and maintaining effective environments for student learning, Standards 1-6 TPE 4 - Planning instruction and designing learning experiences for all students, Standards 1-2, 4-7 TPE 6 - Developing as a professional educator, Standards 1-7 Teacher electronic-portfolio

Lab Content

A series of workshops to introduce, support, and train students for the fieldwork experience required for this course: How to be an effective tutor Interpersonal communication skills related to teaching and tutoring students Strategies for effective tutors and teachers Introduction to teaching/supporting literacy at the secondary level Scaffolding Independence by J. B. Weinstein Tutor planning Lesson plan design Forty-five (45) hours of focused fieldwork in a public middle school/high school classroom, supervised by a credentialed teacher.

Method(s) of Instruction

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

Instructional Techniques

Lecture or flipped classroom design Small group collaboration and cooperation, situational scenarios/role play UDL (Universal Design for Learning) guidelines/strategies and student choice to support individualized learning Reflective journal writing/video with application of theories and research in authentic settings

Reading Assignments

Textbook Supplemental readings, handouts provided Literacy tutoring workshops

Writing Assignments

Fieldwork reports and reflections Classroom teaching reports Essay examination

Out-of-class Assignments

Fieldwork observations Lesson plan design Tutoring practice

Demonstration of Critical Thinking

Develop lesson plan that demonstrates developmentally appropriate learning experiences. Relate learning styles, knowledge of diversity, and UDL principles to lesson plan development. Demonstrate ongoing development and evolution of skills and knowledge about teaching through portfolio development.

Required Writing, Problem Solving, Skills Demonstration

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

Eligible Disciplines

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

Textbooks Resources

1. Required Savage, T., Savage, M., Armstrong, D.. Teaching in the secondary school, 7th ed. (most current): Pearson, 2012 Rationale: This is the latest edition published of a textbook resource of related content. Content is still relevant to contemporary educational concepts and practices. Currently unable to locate an adequate OER text to support this subject content.

Other Resources

1. Instructor-created resources and other resources and articles provided on the course learning management system.