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EDU-200 Introduction to the Teaching Profession-C-ID EDU 200

### **Becoming a Teacher, Teaching for Change**

#### **Course description**

This course will introduce students to the concepts and issues related to teaching diverse learners in culturally rich K-12 school environments. Topics will be explored with explicit attention to racial, ethnic and language diversity and the important role educators play in shaping society. 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. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school (K-12) classrooms that represent California's diverse student population and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher.

#### Writing Assignment -

1. Reflective journal on personal experiences with education in and outside of this class, including observations about the ways that identity (cultural, racial, language, gender, ability) shapes our experiences with education.
2. Summaries, responses and essays on assigned readings
3. Research paper on educational issue
4. Classroom observations and analysis with attention to the student experience and how students' identities are affirmed and/or negated in the classroom.

#### Reading Assignment -

1. Readings from assigned textbook
2. Handouts and internet-based readings on current issues in education, including movements to promote equity and social justice through education.
3. Curriculum standards, documents describing education policy and professional standards.

#### Outside Assignments -

1. Conduct 45 hours of classroom observations in a public (K-12) school.

#### Methods of Evaluation

## Textbooks

Teachers, School and Society: A brief introduction to education Sadker, D. and Zittleman, K.

Selected Readings from Rethinking Schools Publications: *Rethinking Multi-Cultural Education, Reading, Writing And Rising Up, Rethinking Gender and Sexuality,*

### Course Objectives

Identify students' personal meanings related to teaching, reflecting upon why they want to become teachers, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as teachers.

Demonstrate skill in implementing observation protocols.

Demonstrate skill in implementing established protocols for visiting schools and classrooms.

Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges while affirming the cultural wealth students bring to the classroom.

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Demonstrate knowledge of the impact of cultural contexts on teaching and learning.

Demonstrate an understanding of educational issues in a global context (environmental education, Segregation/integration, language identity and politics, assimilation vs. cultural relevance).

Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits

Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students

Articulate basic purposes of schooling and trace the history of their development, including the historical and institutional structures that have contributed to reproducing disparity in academic and economic opportunity (Indian Boarding Schools, segregation/integration,

Based on 45 hours of approved course fieldwork experience the observer will demonstrate the ability to recognize and describe examples of teaching events that implement some elements of California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPE).

Based on 45 hours of approved course fieldwork experience, the use of state adopted academic content and performance standards will be observed.

Demonstrate the ability to compare and contrast the classroom environment, define differences among

students, identify strategies and accommodations to address differences based on approved 45 hours of course fieldwork.

### CSLOs

Describe the historical development, social role and purposes of education.

Identify personal meanings related to teaching.

Explain the professional roles and expected decorum of educators and other school personnel.

Identify and relate course content to real classrooms through classroom fieldwork.

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### Course Outline

1. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
  1. Engaging and supporting all students in learning
  2. Creating and maintaining effective learning environments
    1. classroom management
    2. learning structures
  3. Organizing subject matter for student learning
  4. Planning instruction
  5. Assessing student learning
  6. Developing as a professional educator
2. Examination of one's beliefs and assumptions about and experiences with teachers and teaching.
3. The teaching profession
  1. Professional standards
  2. Ethics
  3. Professionalism
  4. Teacher as Learner/Learner as Teacher—what is the obligation of the teacher to embrace student experience in the classroom?
4. California public schooling
  1. History
  2. Governance
  3. Finance
  4. How has this history and these structures worked to privilege and/or disenfranchise populations? What movements, strategies and structures have worked to correct inequities?
5. Purposes and roles of schooling and their community contexts
6. Contemporary issues in schools overview
  1. Social issues
  2. Common Core State Standards
  3. Inclusion
  4. High stakes testing and impacts on student success
  5. Bilingual education and language identity
7. School personnel
  1. Roles and functions
  2. General education

3. Special education
8. Reporting classroom observations
  1. Methods
  2. Ethics
9. Introduction to California Academic Content and Performance Standards
10. Basic strategies for accommodating diverse learning needs