

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

EDUC 2 - Introduction to Education

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: ENGL 2 or English Level IV

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Transitional Kindergarten (TK) and 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 Standards for the Teaching Profession (CSTP), and Teacher Performance Standards (TPS). In addition to class time, the course requires 51 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. (C-ID EDUC 200).

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Identify personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher;
- B. Articulate basic purposes of schooling and trace the history of their development;
- C. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students;
- D. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits;
- E. Demonstrate an understanding of educational issues in a global context;
- F. Demonstrate knowledge of the impact of cultural contexts on learning;
- G. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges;
- H. Demonstrate skill in implementing established protocols for visiting schools and classrooms;
- I. Demonstrate skill in implementing observation protocols;
- J. Relate course content to real classrooms through satisfactory completion of 51 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to: recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs, observe the use of state adopted academic content and performance standards, compare and contrast classroom environments, recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Elements of effective classroom environments consistent with the CSTPs and TPEs.	2.00

2. Examination of one's beliefs and assumptions about and experiences with teachers and teaching.	2.00
3. The teaching profession, including an emphasis on professional standards, ethics, and professionalism.	3.00
4. The history, governance and finance of public schooling.	3.00
5. Purposes and roles of schooling and their community contexts.	3.00
6. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks.	3.00
7. Roles and functions of teachers and other school personnel both in general and special education.	3.00
8. Protocols for visiting schools and entering classrooms.	3.00
9. Methods and ethics of conducting and reporting classroom observations.	3.00
10. Overview of the CSTPs and the TPEs.	3.00
11. Introduction to California Academic Content and Performance Standards.	3.00
12. Basic strategies for accomodating diverse learning needs.	3.00
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs).	4.25
2. Examination of one's beliefs and assumptions about and experiences with teachers and teaching.	4.25
3. The teaching profession, including an emphasis on professional standards, ethics, and professionalism.	4.25
4. The history, governance and finance of public schooling.	4.25
5. Purposes and roles of schooling and their community contexts.	4.25
6. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks.	4.25
7. Roles and functions of teachers and other school personnel both in general and special education.	4.25
8. Protocols for visiting schools and entering classrooms.	4.25
9. Methods and ethics of conducting and reporting classroom observations.	4.25
10. Overview of the CSTPs and the TPEs.	4.25
11. Introduction to California Academic Content and Performance Standards.	4.25
12. Basic strategies for accommodating diverse learning needs.	4.25
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Guest Speakers
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Multimedia Presentations
- E. Directed discussions
- F. Lab/ field experience

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Written Assignments
- D. Field Experience
- E. Portfolio Development
- F. Group Presentations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read the introductory chapter. Be prepared to participate in a small group discussion focusing on at least one aspect of teaching that you find intimidating.
 2. Read the chapter in your text on professional standards, ethics, and professionalism in the classroom and write a 3 page essay summarizing the topic.
- B. Writing Assignments
 1. Write a minimum of five anecdotal records of observations at your lab placement site to assess student's skills and abilities.
 2. Based on knowledge learned about California Standards for the Teaching Profession and Teaching Performance Expectations as well as California's Academic Content and Performance Standards, write a two page position statement which includes strategies for accommodating diverse learning needs.
- C. Out-of-Class Assignments
 1. Using information from your anecdotal records of observations, prepare a developmentally appropriate Curriculum Plan to implement at your lab placement site.
 2. Generate 10 relevant questions to conduct an interview with a K-12 lab placement teacher to acquire information about their experience in the profession.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Koch, J. Teach. 2nd Edition. Cengage Learning, 2014.
- B. Kauchak, D. Introduction to Teaching: Becoming a Professional. 5th Edition. Pearson, 2013.

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