

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Education 200 – Teaching as a Profession

3 hours lecture, 3 units

Catalog 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). Career exploration, historical and philosophical foundations of education, critical issues, California's content standards and frameworks, teaching performance standards, and conditions for effective learning are discussed. A minimum of 45 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 is required. *Limitation on enrollment: must meet health and safety requirements for public school field experience placement.*

Prerequisite

None

Course Content

- 1) Explore teaching as a profession, including an emphasis on professional standards, ethics, and professionalism
- 2) Overview and elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
- 3) Introduction to California Academic Content and Performance Standards
- 4) Examination of one's beliefs and assumptions about and experiences with teachers and teachers
- 5) The history, governance, and finance of public schooling
- 6) Overview of contemporary issues in schools, such as standards, inclusion, bilingual education, social issues, standardized curriculum, standards and frameworks, and Common Core
- 7) Purposes and roles of schooling and their community contexts
- 8) Protocols for visiting schools, entering classrooms
- 9) Methods and ethics of conducting and reporting classroom observations
- 10) Roles and functions of teachers and other school personnel, both in general and special education
- 11) Basic strategies for accommodating diverse learning needs

Course Objectives

Students will be able to:

- 1) 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.
- 2) Articulate basic purposes of schooling and trace the history of their development.
- 3) Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
- 4) Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
- 5) Demonstrate an understanding of educational issues in a global context.
- 6) Demonstrate knowledge of the impact of cultural contexts on learning.
- 7) Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges.

- 8) Demonstrate skill in implementing established protocols for visiting schools and classrooms.
- 9) Demonstrate skill in implementing observation protocols.
- 10) Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to:
 - a. Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs.
 - b. Observe the use of state adopted academic content and performance standards.
 - c. Compare and contrast classroom environments.
 - d. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

Methods of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills, demonstration, or, where appropriate, the symbol system.

- 1) Written quizzes and exams that measure students' ability to identify and demonstrate an understanding of the California State Standards for the teaching profession.
- 2) Written assignments and presentations that measure students' ability to evaluate professional development and demonstrate an understanding of current issues in education.
- 3) Reflective journaling and written assignments that respond to guided classroom observations and students' personal growth in the field.
- 4) Development of a professional portfolio.

Special Materials Required of Student

Access to Internet

Minimal Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture and discussion
- 2) Guest lecturers/teachers from local public school systems
- 3) Modeling and role playing with literacy teaching strategies
- 4) Collaborative projects and presentations
- 5) Field observations

Out-of-Class Assignments

- 1) Written assignments, including reflective journals and specific observations
- 2) Specific reading and research assignments
- 3) Development of a professional portfolio
- 4) 45 hours of structured fieldwork

Texts and References

- 1) Required (representative examples):
 - a. Sadker, David and Mary Zittleman. *Teachers, Schools and Society*. 6th ed., Mc-Graw-Hill, 2022.
 - b. Kauchak, Don and Paul Eggen. *Introduction to Teaching: Becoming a Professional*. 7th ed. Prentice Hall, 2021.
- 2 Supplemental: None

Student Learning Outcomes

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

- 1) Describe, discuss, and apply specific California standards for the teaching profession and for teaching performance, to observed classroom teachers and to oneself.
- 2) Evaluate elementary classroom environments and groups of children with regard to student learning, including effective planning for individual and cultural diversity.