GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 04/26/2022

 GCCCD Governing Board Approval: 06/14/2022

EDUCATION 200 - TEACHING AS A PROFESSION

1. Course Number Course Title Semester Units

ED 200 Teaching as a Profession 3

 Semester Hours

 3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

1. Course Prerequisites

None. Limitation on Enrollment: Health and Safety for a public school field experience placement.

Corerequisites

None

Recommended Preparation

 None

1. Catalog Description

This course is designed for students considering teaching as a profession, for paraprofessionals and for volunteer tutors working in the public school system. Career exploration, foundations of education, critical issues, and an introduction to literacy acquisition are addressed. Standards for the teaching profession and conditions for effective learning are discussed. Guided observation of public-school classrooms in a variety of subject areas is a requirement of the course.

1. Course Objectives

The student will:

* 1. Explore and evaluate their occupational fitness for the teaching profession.
	2. Plan a career path for meeting teaching credential competencies and requirements.
	3. Reflect on conditions of effective teaching/learning in response to guided classroom observations.
	4. Identify the important characteristics of skilled readers.
	5. Critically assess issues related to teaching in culturally and linguistically diverse school settings.
	6. Evaluate the effective use of educational technology in the classroom.
	7. Select materials, strategies, and research that promote professional development as an educator.
	8. Critically respond to current issues, challenges, and misconceptions in education.
1. Instructional Facilities

Standard classroom

1. Special Materials Required of Student

None

1. Course Content
	1. Exploring Teaching as a Profession
		1. Motives for teaching
		2. Purpose of Education
		3. Issues of Identity and Education
		4. Role of the family and community in student learning
		5. Critical issues in Education
		6. Restructuring and recent legislation
		7. California Literacy Standards
		8. Professional Associations
		9. Employment outlook
	2. Teaching Credential Requirements
		1. Multiple Subject Credential
		2. Single Subject Credential
		3. Special Education Credentials
		4. Required Competencies and Subject Matter Exams
			1. Approved Majors
			2. California Basic Education Skills Test
			3. Multiple Subject Assessment Test
			4. Single Subject Assessment Test
			5. Reading Instruction Competency Assessment (R.I.C.A.)
	3. Principles of Learning for Effort-Based Educational Systems and Learning Environments
		1. Introduction to the California Standards for the Teaching Profession
			1. Engaging and Supporting All Students in Learning
			2. Understanding and Organizing Subject matter for Student Learning
			3. Assessing Student Learning
			4. Creating and Maintaining Effective Environments for Student Learning
			5. Planning Instruction and Designing Learning Experiences for All Students
			6. Developing as a Professional Educator
		2. Introduction to Conditions for Effective Learning in the Classroom

Learners are immersed in a variety of texts and genres

* + - 1. Learners receive many demonstrations of how texts are constructed
			2. Engagement in the literacy learning process is promoted
				1. Interest and/or motivation related to usefulness of the task occurs
				2. A secure environment is established for taking academic risk
			3. High expectations are held for each student
			4. Students are helped to make decisions related to knowledge construction
			5. Response or feedback is given that is relevant and appropriate
			6. Required practice time and opportunity for meeting diverse needs and appropriate
			7. skill development is provided
			8. Approximation, or freedom to learn from mistakes, is a desired learning process
			9. Timely feedback is given that is relevant and appropriate
	1. Important Characteristics of Skilled Readers
		1. Fluent Alphabet and letter form recognition
		2. Phonemic Awareness
		3. Concepts about print
			1. Phoneme-Grapheme Correspondence
			2. Word and sentence representation
	2. Accounting for Diversity in Learning
		1. Impact on engagement in learning]
		2. Impact on reading comprehension
		3. Cultural Literacy in the classroom
			1. Cultural literacy levels and stages of development
			2. The influence of implicit cultural assumptions upon knowledge construction
		4. Second language acquisition
			1. Basic interpersonal communication skills
			2. Cognitive/Academic language proficiency
		5. Learning disabilities, language disorders, and developmental disability
	3. Applied Educational Technology
		1. Introduction to Computer Assisted Instruction for Literacy
		2. Introduction to Web based, online educational resources
			1. Teaching and Education Web Sites
				1. Critical Issues and Current Topics
				2. Teaching Resources
	4. Developing as a Professional Educator
		1. Maintaining a collection of relevant educational materials and research
		2. Reflection on teaching practices and current educational issues
		3. Establishing Professional Goals
		4. Identifying Opportunities to grow professionally
1. Method of Instruction
2. Lecture/Discussion.

### Guest lecturers/teachers from local public school systems.

### Audio and video materials viewed and discussed in class.

### Modeling and role playing with literacy teaching strategies.

### Collaborative projects and presentations.

### Field trips.

### Supervised field experience as a classroom aide or literacy tutor.

### Technology Mediated Instruction.

* 1. Via an online classroom instructional support module.
	2. Audio and video materials held on reserve in the learning center.
1. Methods of Evaluating Student Performance

Methods of evaluation may include but are not limited to:

### Rubrics for teacher and peer evaluation of oral or multimedia presentations.

### Rubrics for teacher and peer evaluation or oral or multimedia presentations.

### Quizzes, mid-terms and/or final examination test over assigned readings.

### Attendance critical to classroom discussions, threaded on-line discussions, reflective logs, and tutoring sessions.

### Portfolio of educationally related projects, evaluations, and relevant resources for a career in teaching.

1. Outside Class Assignments
2. Assigned readings from text listed in “Appropriate Readings”.
3. Review and evaluation of audio-visual teaching resource materials placed on reserve.
4. Supervised field experience (i.e., teacher aide of literacy tutor) in a public school setting.
5. Cooperative group planning for an oral or multimedia presentation.
6. Attendance at teaching and education convention, or local literacy training event.
7. Participation in an online classroom instructional support module.
8. Field trips to the San Diego County Office of Education.
9. Representative Texts

### Representative Text(s):

1. Kosh, Janice, *Teach. Sage*; Los Angeles CA.2020
2. Sadker, David and Mary Zittleman. *Teachers, Schools and Society*. 4th ed., Mc-Graw-Hill, 2016.
3. *California Department of Education, English Language Arts and Literacy in History/Social Studies Science, and Technical Subjects*. Publication Version; 2013
4. *California Department of Education, Mathematics*. Publication Version; 2014

b. Supplementary texts and workbooks:

None

 Addendum: Student Learning Outcomes

 Upon completion of this course, our students will be able to do the following:

* 1. Explore and evaluate their occupational fitness for the teaching profession.
	2. Plan a career path for meeting teaching credential competencies and requirements.
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	4. Identify the important characteristics of skilled readers.
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