

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Michelle Harper	Date:	12/17/2019
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Department	Subject	Course Number	Title
Education / Teacher Preparation	Education / Teacher Preparation ED	138	Introduction to Elementary Classroom Teaching and Fieldwork (formerly Practicum in Elementary and Secondary Settings)

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units

2.00

Lab Units

1.00

Total Units

3.00

Lecture Contact Hours

32.00 - 36.00

Lab Contact Hours

48.00 - 54.00

Total Contact Hours

80.00 - 90.00

Lecture Homework Hours

64.00 - 72.00

Lab Homework Hours

0

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:

24

Maximum Enrollment Justification:

Course requires significant response to written materials
- check all that apply:
* Course requires more than seven 3+ page papers to grade per student per semester.
Course requires significant individualized instruction or assessment “ check all that apply:
* Course relies on small group dynamics as a means of

instruction or assessment.

- * Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Course has safety or compliance factors which influence the enrollment cap – check all that apply:

- * Course has safety or health reasons that the class should have a non-standard enrollment cap.
- * Course has specific standards outside of the college calling for a specific or capped class size.
- * Course has an advisory panel or an external accreditor which recommends or requires a specific teacher to student ratio.

Justification: Course requires student participation in off-site teaching environments for elementary age children. Students will be assessed by college faculty at off-site placement locations 2 times per semester. The course requires adherence to Title 5 requirements for supervised fieldwork. Additionally, the course requires adherence to MSJC policy for fieldwork placements.

Grading Method:

Letter Grade or P/NP

TOP code:

0801.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is designed to introduce students to concepts related to teaching in contemporary schools, Kindergarten through 12th grade. Topics include teaching as a profession and career and philosophical foundations, California content standards and framework, and teacher performance standards. In addition to class time, the course requires 48-54 hours of structured fieldwork in public elementary classrooms and include cooperation with at least one carefully selected campus approved certificated teacher.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

The course introduces teaching concepts and provides supervised fieldwork in a K-12. It requires negative TB, immunizations and site approved fingerprint clearances.

Need for the course:

This course is required for the Elementary Education ADT being created by the department. This course may transfer to CSU

and UCR programs for students preparing to work in elementary and secondary educational settings. It partially satisfies requirements for the Child Development Permit and Child Development with School Age Emphasis Permit. The course may be used for satisfying professional growth requirements for Permit renewal. It prepares students to use critical and analytical thinking skills, which will be needed as they progress at MSJC and continue on to other educational and/or employment environments.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- CDE 110 with a Grade of C or better.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- ENGL 101

Other Enrollment Criteria:

- Students must submit evidence of a negative TB clearance (within the last 12 months), required immunizations, and meet Health requirements as required by Title 22. Students must pay for Live Scan fingerprinting as required by the placement site. Student must meet California and site specific professional and physical fitness requirements per state law.

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Examine theories of child development and apply to actual elementary and secondary teaching practices.
2. Build and construction personal philosophy 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
3. Demonstrate skill in implementing observation protocols
4. Develop, implement and evaluate curriculum plans that support child development in the areas of physical, cognitive, and social/emotional, communicative and creative growth and which promote equal opportunities of learning for children at-risk or with differing abilities.
5. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges and identify obstacles to effective interpersonal communication, such as culture, language, high-risk status and diverse needs.
6. Analyze guidance programs for responsive and appropriate practices through observations of children.
7. Demonstrate an understanding of educational issues in a global context
8. Articulate basic purposes of schooling and trace the history of their development
9. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students
10. Apply course content to real classrooms through satisfactory completion of a minimum of 48 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

Course Content:

(please number the outline of main topics and subtopics)

1. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks.
2. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
 1. Culturally Appropriate Practice
 2. Linguistically Appropriate
 3. Supporting Diverse Learners
3. Environment as a Teaching and Learning Too
 1. Routines/Schedules
 2. Materials
 3. Physical Environment
4. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
 1. Professional Portfolio Development
 2. Self-assessment
 3. Personal Teaching Philosophy
 4. Educational and Career Goals
 5. Resume Development
5. Professional Portfolio Development
 1. Personal Teaching Philosophy
 2. Educational and Career Goals
 3. Resume Development
 4. Self-assessment
6. The teaching profession, including an emphasis on professional standards, ethics, and professionalism
 1. Teacher Responsibilities
 2. Mandated Reporting Laws
 3. California education Code ethical Standards.
 4. Student Teacher Handbook- Roles of Teachers
7. Methods and ethics of conducting and reporting classroom observations
 1. Review, Implement and Evaluate Curriculum Development
 2. Curriculum
 3. Project-based Curriculum
 4. Intentional Teaching
 5. Lesson Plans and Evaluation
 6. Classroom Management
8. Positive Interactions with Children and Adults
9. Introduction to California Academic Content and Performance Standards
 1. Language Arts
 2. Math
 3. Science
 4. Social Studies
 5. Visual and Performing Arts
 6. Physical Development
 7. Health Science
 8. Team Collaboration
10. Overview of the CSTPs and the TPEs
 1. The history, governance and finance of public schooling
 2. Federal Legislations
 3. California Laws
 4. Special Populations

Lab Content:

(please number the outline of main topics and subtopics)

1. Appropriate Interactions with children and adult staff members

2. Ethical and professional behaviors towards parents, staff, and children.

3. Developmental Screening and Assessment Tools

A. Purpose, Value, and Use of Various Assessment Tools

B. Role of Observation and Assessment

4. Developmentally appropriate curriculum activities and classroom environments for K-12 systems.

A. Curriculum Equipment and Materials

B. Routines and Schedules

C. Guidance and Interactions

D. Classroom Managament

5. California State for the Teaching ProfessionandTeaching Performancr Expectations

6. Knowldge about the Cultural impact on learning

7. Parent -teacher partnerships

A. Communication

B. Diverse and Cultural Perspectives

C. IEP Teams

D. IEPs implementation

8. Basic California Academic Content Standards

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture

Integration: Lecture and audio-visual presentations integrating the theories of school age child development with its application to actual elementary and secondary teaching practices, and the meeting of California Standards for the Teaching Profession, California Commission on Teacher Credentialing.

● **Method:** Discussion

Integration: Large and small group discussions, cooperative learning tasks, personal reflections, role playing, interviews, demonstrations, and observations used to evaluate curriculum plans that support school age child development in the physical, cognitive, and social/emotional, communicative and creative growth areas, and which promote equal opportunities of learning for children at-risk or with differing abilities.

● **Method:** Review of exams

Integration: Review of quizzes and exams to monitor student learning and provide ongoing feedback that can be used by to identify instructional gaps.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Participation

Integration: Participation in large and small group in-class activities evaluate case scenarios of adult-child interactions for children with challenging behaviors.

● **Method:** Homework

Integration: Homework assignments, which provide students the opportunity to demonstrate the critical analysis of theories of child development and their application in actual elementary and secondary teaching settings.

● **Method:** Projects

Integration: Projects in which students may demonstrate their ability to compare and contrast learning environment components, demonstrate the use of child responsive/developmentally appropriate guidance skills, and evaluate classroom assessment tools.

● **Method:** Exams/Tests

Integration: Exams and quizzes that demonstrate the student's ability to understand growth and development

and CSTP standards.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Using techniques discussed in class develop, implement and evaluate weekly activity plans based on California Common Core curriculum Standards. Plans will cover scheduling, staffing and transition together with thematic and emergent curriculum.

2. Develop a professional portfolio that includes: contact information, letter of introduction, personal philosophy and goals, professional philosophy and goals, career experiences, volunteer experiences, educational and career aspirations, sample curriculum implemented, awards and certificates, and a skills-based/chronological resume.

3. Weekly reflect on teaching practice in 400-word journal entry. Identify and reflect upon the personal characteristics of their classroom teacher and use this knowledge to identify their own strengths and weaknesses.

Textbooks:

- Wong, Harry K., Wong, Rosemary Tripi (2018). *The First Days of SchoolHow to Be an Effective Teacher* Direct. ISBN: 978-0-9764233-8-6

• Kauchak,D., Eggen, P., (2017). *Introduction to Teaching: Becoming a Professiona* Pearson. ISBN: 9780135269350

• Orilich, D., Harder,R. ,Trevisan, M. (2018). *Teaching Strategies: A Guide to Effective Instruction* Cengage. ISBN: 10: 1337096156

Other Resources:

Minimum Qualification

- Child Development/Early Childhood Education (Masters Required) **or**

• Education (Masters Required)