

Leadership for Diverse Communities

Introduction to Teaching

EHD 50, Spring 2013

Course Description:

This course introduces students to concepts and issues related to teaching diverse learners in contemporary public schools. The California Commission on Teacher Credentialing (CCTC) Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential and the Standards of Quality and Effectiveness for (Single) Subject Matter Programs articulate the requirements of early field experiences and introductory classroom experiences. **EHD 50 satisfies the pre-teaching field experience required for admission to a basic teaching credential program at CSUF** by providing each prospective teacher with planned, structured observations and experiences in classrooms. The university instructor meets with school site personnel to select appropriate classroom placements for the students. The instructor monitors the students' progress at the school sites and reviews the students' performance with the host teachers and with the students. The prospective teacher's introductory classroom experiences are linked to subject matter coursework and are characterized by diversity and dialogue.

EHD 50 provides an orientation to:

1. The duties and responsibilities of K-12 public school teachers during the instructional day in a comprehensive public school setting,
2. California's Standards for Teaching and Learning
3. Concepts and Issues Related to Diverse Learners,
4. Teaching as a Profession and Career, and
5. The operation of schools during the academic year.

Field Experiences

EHD 50 offers weekly structured, diverse classroom placements consisting of tutorial sessions and observation visits to host schools under the supervision of the university instructor. During site visits, students will tutor, view instructional approaches and classroom management, become familiar with the curriculum and standards, and observe other aspects of elementary or secondary schooling. Students will complete weekly field-based assignments or projects. During seminars, students will become familiar with basic concepts and practices, standards, credentialing, advanced programs in education, and issues related to entering the teacher work force.

Course Information: Seminar and Field Placement/Assignments	Instructor Name: Dr. Susan Schlievert
Units: 3	Office Number: 449
Time: 2 hours per week seminar, & minimum 4 hours per week arranged at a schoolsite	Email: susansc@csufresno.edu
Location: ED 170	Telephone: (559) 278-0348
Website: (Blackboard)	Office Hours: T 1:30, or arranged

Prerequisites: N/A

Required Texts and Instructional Materials:

Required Materials:

1. Students are presumed to have access to a computer workstation and the necessary communication links to the University's information resources. The University provides free email accounts to all students. Go to <https://zimmer.csufresno.edu/csuf/index.html>. Internet accounts are available for fee at <http://www.fresno.com/cvonline/cvip.html>.)
2. Students will be assigned readings on an individual and group basis. Some materials will be distributed in class; others will be available on the Web, on Blackboard, at the Kennel copy center, or in the Madden Library.
3. Course is Blackboard enhanced. Information on a Course Packet (Kennel Bookstore) may be provided during the first class meeting. Do not purchase in advance.
4. A binder or folder to organize your collected materials.
5. A journal to record your observations and reflections.

Required Technology:

e-mail, Internet

Microsoft Office (most recent version) available at CVIP (program requirement)

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE).

The student will:

1. Work with students and gather data from field visits at elementary, middle, or high school sites under the supervision of a host teacher and the university instructor.
2. Increase one's knowledge of: (a) the demands and expectations of classroom teaching, (b) curriculum and standards, (c) general school operations, (d) current issues and best practices affecting teachers and, (e) basic concepts of public education.
3. Examine general program procedures for the teaching credential.
4. Identify challenges in education.
5. Examine professional development and career opportunities currently found in schools, advanced credentials/certificates, and graduate programs in professional education.
6. Demonstrate knowledge of computer terminology, operation, and troubleshooting.

EHD 50 Activities provide:

- an introductory, school-based field experience;
- an orientation to teaching and school operation;
- an overview of teaching practices and standards;
- information about credentials and professional development;
- an introduction to historical, psychological, and cultural perspectives.

Examinations and Major Assignments/Activities:

ACTIVITIES

A.	READING: complete readings, as assigned.
B.	SCHOOL VISITS: Complete tutorial/observation field experience at the arranged school site (minimum 4 hours per week for a total of 45 hours). Tutorial sessions are scheduled during the public school day, not including after school activities. Procedures and protocol will be discussed during the first seminar.
C.	JOURNAL: complete a minimum of one entry per week. Include reflections and observations of teaching methods, curriculum, and classroom management.
D.	COLLECTED MATERIALS/PORTFOLIO: Submit a Course Portfolio to include items and topics provided during the seminars (log, host teacher evaluation, assignments in numerical order, quickwrite/quizzes, exam results, journal (one entry per visit to the host school), collected materials (handouts from seminars and host teacher). Do not use page protectors.
E.	LOG: Submit the completed (signed) log with the Course Binder
F.	SEMINAR INTERACTION: Contribute to weekly discussions.
G.	WRITTEN ASSIGNMENTS: Complete all Field Study (Lab) Components Assignments (See Schedule).
H.	QUICK WRITE/QUIZ (2): Complete in class only; no make-ups
I.	EXAMINATIONS: Complete required examination.

Single subject candidates: observations and subsequent assignments must occur in your specific single subject area.

GRADES

Grading is multimodal and based on points. Attendance is an essential part of this course. Students are expected to arrive to class on time. Your participation in discussions and

presentations is important to the learning process. Attendance is required from the beginning to the end of each class. Three late arrivals and/or early departures are equivalent to one absence. A late arrival and/or early departure in excess of 15 minutes may be recorded as an absence. Your classmates depend on your presence in group work and discussions. Regular absences and/or tardiness may affect your grade in the course. If for some reason you are late to class or must miss class, the experiences missed cannot be duplicated. If you must miss a class, you are responsible for getting notes and materials from a class member.

All course requirements and activities (100%) must be completed, and all work/documentation must be submitted on the due date before the end of the term. Should any course requirement not be completed by the end of the semester, two-thirds of all requirements having been completed, a student may request an incomplete grade from his/her instructor.

Grades will be based on the following assignments:

Assignment/project	Primary Learning Outcome	Points Possible
Written Assignments 1-10 (10 points each)• 10=Accomplished, 8=Competent 6=Developing, 4=Beginning.	1, 2, 3, 5, 6	100
Site visits+reflections (each visit)+log•••	1, 2, 5	110
Quick-write/quiz (2) In class	4	10 (2x5)
Exam	4	50
Seminar oral participation	1, 2, 3, 5, 6	20
Final/Course Binder••	1, 2, 3, 4, 5, 6	10
TOTAL		300

- Criteria for grading assignments will be distributed during the first seminar.
Late assignments will result in a lowered grade.
- Final/Course Binder required to pass the course.
- 45 hours required to pass the course.

300 Points TOTAL:

276-300=A,

245-275=B,

215-244=C,

185-214=D,

below 185=F

SCHEDULE & TOPICS

(Order of topics may vary. Schedule subject to change.)

(Each Assignment is due at the beginning of the next class meeting.)

Absence: it is your responsibility to check on announcements made while you were absent.

DATE	TOPICS	FIELD STUDY (LAB) COMPONENT ASSIGNMENTS (due following week)
Week 1 1/22	<u>Introduction, Placements</u> <ul style="list-style-type: none"> • Teaching as a profession • Case Study explained • Guidelines, expectations, & protocol • Placements, requirements 	<i>1. Most Memorable Teacher. Write about a memorable teacher that may have influenced you to consider teaching. What are the qualities and attributes that you admire? (1 page)</i>
Week 2 1/29	<u>Career Paths in Education</u> <ul style="list-style-type: none"> • Jobs, Salaries, unions • Career Options • Credentials • Personal and professional growth • CSET and others • APLE, other programs 	<i>2. People enter the teaching profession for many reasons: honorable work, enjoy working with children, salary and benefits, work schedule, job stability, good working conditions, doing something that makes a difference, etc. Why do you want to teach? (1 page)</i>
Week 3 2/5	<u>Instruction</u> <ul style="list-style-type: none"> • Lesson design and planning • Instruction: kinds of lessons • Motivation and teaching strategies • Monitoring and evaluating students • Bloom's 	<i>3. Using the sample lesson plan format from the seminar as a guide, observe your host teacher's lesson(s). Can you identify the objective of the lesson? Is there modeling? Reinforcement? What is the content of the lesson? Describe. (1 page)</i> <u>Single subject candidates: observations and subsequent assignments must occur in your specific single subject area.</u>
Week 4 2/12	<u>Classroom Management</u> <ul style="list-style-type: none"> • Dimensions of classroom management • Child development research • School Safety • Rules, & procedures • Techniques & Strategies Ethics (NEA), cheating • Corporal punishment 	<i>4. Describe the management system in place in your host classroom. Is it effective? Do the students know the expectations? (1 page)</i>
Week 5 2/19	<u>Diversity</u> <ul style="list-style-type: none"> • The multicultural classroom • Modalities & Learning Styles • Strategies for Diverse Learners Video Demographics <u>Community</u> <ul style="list-style-type: none"> • Hmong Voices, Latino Legacies Video clips • Subject/grade groups meet 	<i>5. Student populations in California are diverse in many ways. Describe the students in the observed classroom, including culturally and linguistically diverse students, students with disabilities, GATE students, and other students with special needs. How does the observed teacher meet the needs of all the students? (1 page)</i>
Week 6 2/26	<u>Assessment</u> <ul style="list-style-type: none"> • Types and purpose of assessment 	<i>6. What kinds of assessments are used in your host classroom? Would you use the same</i>

	<ul style="list-style-type: none"> • No Child Left Behind Act (NCLB) • CST samples 	<i>assessments in your own classroom?</i>
Week 7 3/5	Special Education <ul style="list-style-type: none"> • Laws governing Special Education • Identifying special needs students • Basic Law and Disabilities • IEP & 504 • Inclusion 	<i>7. Write about one student you have observed throughout the semester. What do you know about him/her? Describe behavior, learning style, interactions, other.</i>
Week 8 3/12	Curriculum and Standards <ul style="list-style-type: none"> • California Content Standards • (http://www.cde.ca.gov) • Common Core State Standards • Teacher Performance Expectations (TPEs) • Teacher Performance Assessments (TPAs) • California Standards for the Teaching Profession (CSTP) • 	<i>8. After reflecting on lessons you observed, describe how the California content standards are addressed at your site placement. What standards were being addressed? How? (1 page)</i> <u>Single subject candidates: observations and subsequent assignments must occur in your specific single subject area.</u>
Week 9 3/19	<u>School Law</u> <ul style="list-style-type: none"> • Finance • Safety • Abuse • Copyright • Students' Rights 	<i>9. Interview a teacher: What is the best part of teaching? What has been your greatest achievement as a teacher? What has been your greatest disappointment as a teacher? What are the greatest challenges for teachers? What are your non-teaching duties and time requirements? In what ways are schools successful? What advice do you have for someone considering a career in teaching? (1 page)</i>
3/25-29	(Holiday)	
Week 10 4/2	Review	<u>Discussion</u>
Week 11 4/9	<u>Technology (Independent)</u> <ul style="list-style-type: none"> • Internet search • Word processing, tables • Troubleshooting Education links	<i>10a. What instructional resources (including technology) does the observed teacher use in the classroom? Explain (1/2 page). and 10b. Identify three websites that address issues in education, including one in your observed grade/subject. Create a three-column table to list the websites, briefly describe the contents, and evaluate the site</i>
Week 12 4/16	<u>Summative Examination</u> Including a plan and time schedule for credential requirements	(Course Portfolio due 4/23)

Week 13 4/23	Review Exam Course Portfolio due	
Week 14 4/30	(TBA)	
5/7	<u>Review Binders</u> Course Binder Presentation, Panel Discussion <ul style="list-style-type: none"> • Student Sharing • Commonalities <u>Unique Experiences</u>	

References

- California Department of Education. (2001). *Aiming high. High schools for the 21st century*. Sacramento, CA.
- California Department of Education. (2003). *Curriculum frameworks*. Sacramento, CA. Available online at <http://www.cde.ca.gov/be/st/fr/>
- California Department of Education. (2001). *Elementary makes the grade*. Sacramento, CA.
- California Department of Education. (2001). *Taking center stage: a commitment to standards-based education for California's middle grades students*. Sacramento, CA.
- California Department of Education. (2003). *Kindergarten to grade twelve public school curriculum standards*. Available online at <http://www.cde.ca.gov/standards>
- California Commission on Teacher Credentialing. (1997). *California Standards for the teaching profession*. Sacramento, CA. Available online at <http://www.ctc.ca.gov/reports/cstpreport.pdf>.
- Goodman, G. & Carey, K. (2004). *Critical multicultural conversations*. New Jersey: Hampton Press.
- Ryan, K. & Cooper, J. (2004). *Those who can, teach*. Boston: Houghton Mifflin.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies)

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and

software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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Procedures and Protocol

- Tutorial sessions are arranged for students at schools selected by the university instructor.
- Tutorial sessions are scheduled during the public school day, not including after school activities. You must make up a missed tutorial session.
- Schools expect professional behavior of persons functioning in a professional role with pupils. EHD 50 students are guests of host schools and representatives of the Kremen School of Education & Human Development at California State University, Fresno. EHD 50 students are considered future student teachers and their appearance when visiting schools is expected to be appropriate to a professional setting. Your instructor will give specific suggestions before the first visit. Check with your host teacher about special dress days, games days, etc.
- Schools are Drug Free Zones. Do not smoke, drink, or use drugs before or during your visit to a school site.
- Gum is seldom allowed on campus.
- Wear a name badge at all times.
- Don't eat in the classroom unless invited to do so by the teacher. Cell phones/texting should be done outside of the classroom.
- Sign the general visitor's log at the school site, if applicable.
- Park in designated areas or along frontage roads/side streets.
- Notify the host school if you will miss a scheduled visit; leave a message for the host teacher. It is the EHD 50 student's responsibility to make up missed visits.
- Host teachers serve on a completely volunteer basis. Please consider leaving a thank you note on your final visit.

CALIFORNIA STATE UNIVERSITY, FRESNO
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (KSOEHD)
DEPARTMENT OF CURRICULUM AND INSTRUCTION (C&I)

EHD 50: INTRODUCTION TO TEACHING
PORTFOLIO

Name _____ Class day/time _____

Organize the portfolio in the following order:
 (Include this sheet before the log)

Cover: Name, Course Title, School Placement, Host Teacher, Date	
Log	
Host Teacher Evaluation	
Assignments (in numerical order)	
Quickwrite/quizzes, exam results	
Journal (one entry per visit to the host school)	
Collected Materials (Handouts from host teacher and seminars)	

Assignment/project	Points Possible	Points Earned
Written Assignments 1-10	100	
10=Accomplished,		
8=Competent		
6=Developing,		
4=Beginning.		
Site visits, reflections, log•••	110	
Quick-write/quiz (2)	10 (2x5)	
Exam	50	
Seminar oral participation	20	
Final/Course Binder••	10	
TOTAL	300	

- Final/Course Binder required to pass the course.
- 45 hours required to pass the course.

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EHD 50: INTRODUCTION TO TEACHING

Dr. Susan Schlievert, Ed 449, 278 - 0348

Dear Host Teacher,

Thank you for hosting a CSUF EHD 50 student. Your participation has provided the student with insight and understanding so that s/he may make an informed career decision. You are a valued partner in the student's educational development.

Because you have seen the student "in action" on a weekly basis, we ask that you please complete the following appraisal of the student's performance in your classroom. Thanks, again, for guiding a future teacher into the profession!

EHD 50 Student's Name _____

Grade or Subject _____ School _____

Please evaluate the student in the following areas:

(O=Outstanding, S=Satisfactory, N=Needs Improvement)	O	S	N
Regular Attendance, Punctual (including made up missed time, called if absent)			
Communication with Students			
Appropriate (Professional) Appearance			
Effort and Initiative			
Positive Attitude			
Interaction with staff, parents (N/A if there was no opportunity for this)			
OVERALL EVALUATION			

Do you have any concerns about the suitability of this student to enter the teaching profession?

Do you have any suggestions to help develop and improve this student's skills?

Does this student have any special talents or abilities that you observed?

Host Teacher's Signature _____

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EHD 50: INTRODUCTION TO TEACHING

DATE: Spring 2013
TO: All Teachers
FROM: Dr. Susan Schlievert
CSUF EHD 50 (Ed 449, 278 - 0348)
RE: Placement of Student Tutors

EHD 50 is a class for CSUF students who are interested in the teaching profession and want to learn more about school operations and programs. Students are required to observe/participate in a classroom 4 hours per week for a total of 45 hours during the semester.

If you choose to participate, you will NOT be required to meet with them outside of class nor write lengthy evaluations. You simply initial an attendance form, complete a concise appraisal, and “point them in the right direction.” EHD 50 students may:

- observe
- tutor
- work in small groups
- assist with activities
- help with materials
- review curriculum
- other?

Of course, they must always be under your supervision.

If you are interested in having a tutor this semester, please complete the attached form below and return it with the student. Our students are eager to help and welcome the opportunity to learn with the best.

If you have any questions, please call me at 278-0348, or e-mail me at susansc@csufresno.edu Thanks!

.....
Yes, I would like to participate in the EHD 50 program.

Teacher’s Name

School.....

Phone.....Grade/subject.....

Day..... Time.....e-mail.....

Student’s Name
