

Introduction to Education
Glendale Community College
EDU 221 Fall 2009
Section 0006 Class no# 15670
Mon. & Wed. 5:45p.m.-7:00 p.m. CL-10

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Appointments: By phone or as arranged (No campus office)

Official Course Description

Overview of the historical, political, economic, social, and philosophical factors that influence education and make it so complex. Opportunity for students to assess their interest and suitability for teaching. Prerequisites: None.

Course Note: Requires minimum of 30 hours of field experience in elementary or secondary classroom environment.

MCCCD Official Course Competencies:

1. Evaluate current statistics and trends in the field, and personal motives when considering education as a career.
2. Analyze the political and economic influences on education at the federal and state levels.
3. Identify and explain the current issues confronting public education, including legal and ethical concerns.
4. Analyze historic events in education and their importance and impact on education today.
5. Evaluate the major philosophies of education and describe your personal philosophy of education.
6. Explain how national and state standards influence curriculum development, assessment, accountability, and classroom practices.
7. Synthesize the factors that influence education and make it so complex.
8. Participate in a K-12 classroom field experience for a minimum of 30 hours.
9. Analyze instruction, relationships, and classroom management strategies observed in your 30-hour field experience.

10. Develop a portfolio to demonstrate your abilities, teaching philosophy, experience, growth and potential as an educator.

Required Textbook: Teaching in America, by George S. Morrison, Fifth Edition

Requirements	Points
• Assignments	
1. Characteristics of effective teachers	50
2. Chapter Review (presentation to class)	25
3. Group project (Research)	50
4. Philosophy of Education	50
• Attendance & Participation	50
• Quizzes/Vocabulary	40
• Final Exam	100
• Portfolio	275
TOTAL	640

IMPORTANT

You must turn in your signed time card, final evaluation and portfolio to receive credit for the 30-hour field experience. Anyone who does not complete the field experience will fail the course.

Grading Scale (640 points possible)

A (90%-100%)

B (80%-89%)

C (70%-79%)

D (60%-69%)

F (below 60%)

Exams: All tests or examinations will be announced in advance. Therefore, there is no need to plan for make-up tests. If there is an emergency, please notify the instructor. Only in extreme situations will make-up tests be allowed. Questions will be drawn from reading assignments, lecture notes, class discussions.

Assignments: Specific details about assignments and grading rubrics will be given in class. Ample time will be given to complete the work. Due dates are listed in the syllabus and will be strictly enforced. There will be a 25% deduction **for each class period** that the assignment is late. If you are absent on the day the assignment is due, it is your responsibility to find a way to get the assignment to me on time. Being absent is not an excuse for late work.

Attendance Policy: Attendance is required for successful completion of the course. There is a maximum of three (3) absences (except official absences) allowed. Anyone exceeding this amount may be withdrawn from the course by the instructor. The final

grade will be calculated on absences as well. **After three allowed absences, the grade will be lowered one grade.**

Withdrawal Policy: The last day to withdraw from a course without the instructor's signature is October 3rd. After this date, you must obtain the instructor's signature. See the current GCC student handbook for more information.

Testing Policy: Students are expected to take all tests in class, on the day indicated on the syllabus. In an extreme emergency, you may contact me **before the class time** to arrange for a make-up test. At the discretion of the instructor, the make-up test may be different from the original test. If it is not an emergency and you do not contact me before class, you will be given a "0" for the test.

Disability Accommodations: Please see me if you have a documented disability that may require accommodations. I will be happy to work with the Disability Services and Resource (DSR) office to coordinate the necessary accommodations. The phone number for DSR is 623-845-3080. They are located in the TDS building.

Academic dishonesty: Cheating and plagiarism or will not be tolerated. This includes any misrepresentation of the 30-hour field experience requirement. If I have any questions or concerns about your portfolio or time card, I will contact your mentor teacher. Penalties for academic misconduct will be determined by the instructor and may include grade adjustment or course failure. See the current GCC handbook for more information.

Professionalism is expected at all times during your field experience. If there are any problems, you will be removed from your field experience and you will fail the class. This includes professional dress, professional attitude, and confidentiality. Remember, you are viewed as a professional intern now. You cannot make friends with the students, contact them outside of class, exchange phone numbers, or talk about inappropriate topics. Remember your reputation and GCC's reputation is on the line!

As a courtesy to your fellow classmates, please turn off your cell phone. Cell phones and other electronic devices must remain out of sight during class.

Taping of the class is not allowed without permission of the instructor.

Students are responsible for the information contained in this syllabus. Students are also responsible for the policies included in the college catalog and student handbook.

Keys to success

- Start your field experience as soon as possible.
- Do not put off working on your portfolio until the last minute. It is a lot of work! It is manageable if you do it a little at a time.

- Refer to the syllabus for due dates. There's something due every week!
- Keep up with the reading assignments and weekly quizzes.
- Proof read all of your assignments for spelling and grammatical errors. If writing is difficult for you, seek the assistance of the Writing Center.
- Don't miss class.
- Don't be late—professionalism starts now!
- Contact me if you have any questions or concerns. Don't wait until the problem is too big to solve!

The instructor reserves the right to make changes to the Course Syllabus as deemed necessary.

RMO 8/24/09

Field Experience Requirements

- Complete the “Request for Field Experience” for the following districts:
 1. Cartwright Elementary (K-8)
 2. Dysart Unified (K-12)
 3. Deer Valley Unified (K-12)
 4. Fowler Elementary (K-8)
 5. Glendale Elementary (K-8)
 6. Liberty Elementary (K-8)
 7. Litchfield Elementary (K-8)
 8. Peoria Unified (K-12)
 9. Phoenix Union High School (9-12)
 10. Pendergast Elementary School District
 11. Other school districts may be available—Contact the school principal for placement.
- GCC Release form must be signed
- A minimum of thirty (30) hours in an elementary or secondary education classroom. **NO EXCEPTIONS!**
- Check in at school office
- Meet principal, if possible
- Get involved!
- Dress and act professionally
- Be on time—Call ahead if you cannot be there. It is best if you can arrange a consistent time period for your observations.

Portfolio Requirements

What is a portfolio?

A portfolio is NOT a scrapbook of teaching memorabilia. It is an organized-goal driven documentation of your professional growth and achieved competence in the complex act of teaching. A portfolio is a collection of tangible evidence indicating the wide range of knowledge, disposition and skills that you possess as a growing professional. There are two types of portfolios, a working portfolio and a presentation portfolio.

What will the portfolio look like?

You will need a **3-ring binder with tabs** to separate the sections. The portfolio cover should be **decorated**. It should include a title page, as well. The **title page** should be the first page in your portfolio and will include your name, the course name, section number, and semester. It should also include the school and grade level where you did your field experience.

When will the portfolio be due? Time cards, evaluations, and portfolio are due on Wednesday, Dec.9th.

Portfolio Organization

Both working portfolios and presentation portfolios need to have a well established organizational system. It is highly suggested that you organize your presentation portfolio around the standards set for excellence in the teaching profession—Arizona's Professional Teacher Standards. We will begin to work with these standards in this course, so please organize the sections of your portfolio as follows:

Decorated Cover—Be creative—draw something, take pictures, use clip art.

Title page—This should be the first page I see when I open up the portfolio. Include the following:

- **Your name**
- **EDU 221, Section # _____**
- **Semester**
- **Name of the school where you did your field experience**
- **Grade level that you observed (If it is middle school or high school, also list the subject that you observed)**

TAB #1

Documentation of Field Experience:

- **TIME CARD—30 hours required!**
 - Time card must be completed and initialed EVERY TIME you are in the classroom.
 - Time card must have total hours, signature, and phone number
- **MIDTERM EVALUATION**
- **FINAL EVALUATION** from mentor teacher
- **THANK YOU NOTE**
 - Write a thank you letter to your cooperating teacher. Make a copy for me.
 - Please make sure there are NO spelling or grammatical errors!!!!

TAB #2

Assignments to be included:

1. Characteristics of effective teachers
2. Philosophy of Education
3. Plan for Certification
4. Copy of Arizona Professional Teacher Standards
5. Optional—Assignments from other EDU classes that you would like to keep as part of your portfolio

The rest of the portfolio must be in Q and A format. Copy EVERY question and answer EVERY question. Thorough, thoughtful responses will be necessary for full credit.

TAB #3

School Report Card—Use the school that you are observing, if possible.

- Obtain a copy of the school's report card from the Arizona Department of Education web site. www.ade.state.az.us
- Print the report card and put it in your portfolio. Answer the following questions.
 1. What grade levels attend the school?
 2. How many students attend the school?
 3. What is the achievement profile? (excelling, performing, etc.)
 4. Has the school met Adequate Yearly Progress (AYP)?
 5. How is AYP determined?
 6. What types of instructional programs does the school offer?
 7. What honors/awards has the school received?
 8. How many teachers, administrators work at the school?
 9. How many teachers are highly qualified?
 10. What types of resources are available at the school?
 11. What are the indicators of success for the school?
 12. What is the attendance rate, the graduation/promotion rate, the drop out rate for the school and for Arizona?

TAB #4

Learning environment, classroom rules, procedures, and diagram

1. List the classroom rules. What type of rewards or consequences does the teacher use?
2. How does the teacher turn a room full of children into a community of learners that show respect for one another?
3. How are students encouraged to demonstrate responsibility?
4. What are the classroom procedures? (ex. Collecting work, sharpening pencils, leaving the room, distributing materials, returning homework, etc.) Include at least five examples.
5. How does the teacher organize materials, equipment and other resources for student use?
6. Include a diagram of the classroom. 5 points bonus if you use technology to draw your diagram.

TAB #5

Planning, instruction, and assessment

1. What is a typical schedule for the day?
2. Attach a copy of a lesson plan that you observed and answer the following questions:
 - a. What Arizona state standard is being addressed?
 - b. What materials are needed?
 - c. How is the lesson introduced?
 - d. How do the students practice the concept being taught?
 - e. How will the lesson be assessed?

Teachers do many things to maximize learning. Answer the following questions.

- How does the teacher provide learning experiences that address a variety of ability levels or learning styles?
- How does the teacher model the skills, concepts, and thinking processes to be learned?
- How does the teacher maximize time on task?
- How does the teacher solicit feedback from the students and adjust instruction accordingly?
- What does the teacher do to encourage critical thinking?
- How does the teacher relate lessons to real life situations?
- How does the teacher monitor progress of individual students?
- What types of standardized assessments are given? Names of tests? When are they given?

TAB #6

Cultural diversity

1. Analyze the demographics of your class. (Discuss gender, ethnicity, socioeconomics, language learners, special needs, etc.)
2. Look at the posters on the wall, the textbooks, and the literature used in the classroom. Do they represent ALL students? Give examples of ways the teacher or school promotes diversity.
3. Include a list of ideas (at least 10) that would promote cultural sensitivity in the classroom. Use your textbook or the Internet for specific suggestions.

TAB #7

Children with special needs

English Language Learners

1. What languages are represented in the classroom?
2. How are ELL students tested to see if they qualify for ELL services?
3. Provide a list strategies (at least 10) to help children who are learning English
4. What resources are available at your school for English Language learners?

Special Education

1. Are there any students in the classroom with an IEP or 504 plan? What disabilities are represented? Are there any paraprofessionals in the class? If so, how are they used?
2. How does a student qualify for special education services? Include a flowchart or outline of the process for getting into special education. (Ask the school for their process or refer to your textbook.)
3. What services and resources are available for students in special education? How does the teacher collaborate with these specialists?
4. Provide a list of accommodations (at least 10) that might be made for a student with a disability.

Gifted

1. What types of programs or services are available for gifted students?
2. How are gifted students tested to see if they qualify for special services?
3. How are needs of gifted students addressed in the regular classroom?
4. Include a list of suggestions (at least 10) to meet the needs of gifted learners.

TAB #8

Parent Involvement

1. How does the teacher communicate with parents? (web page, newsletter, phone calls?)
2. How does the teacher maintain student records? (Academic progress, behavior) How is student progress communicated with parents?
3. How are parent and community volunteers used in the classroom?
4. Develop a list of suggestions (at least 10) for working with parents to enhance communication and student learning.

TAB #9

Technology

1. What type of technology does the teacher use for instruction?
2. What type of technology is available for student use? How many computers are in the classroom? Is there a computer lab? If so, how is it used?
3. What software programs are available for classroom use? Teacher use?
4. Are IEPs, report cards, attendance computerized?
5. Locate at least three teaching websites that will be useful to you in the future. Include the following for each website:
 - a. Name of site
 - b. URL
 - c. Brief description of what is included in the website

TAB #10

Teacher expectations

1. Besides instructional duties, what other expectations are there for teachers? (lunch, recess, bus, etc)
2. What types of meetings must they attend?
3. What kinds of committees does the school have for teachers?
4. What type of professional development is required of the teachers to keep their certification? Does the school provide any classes, seminars, funding for teachers to go to conferences?
5. What opportunities are available for teachers to make extra money?

TAB #11

Reflection on your experience

- Write an essay (no less than 250 words) that is a reflection of your 30-hour experience. What did you gain? Do you still want to become a teacher? Has your idea of teaching changed? Is it more complex than you imagined?

TAB #12**Extra credit—up to 25 points possible**

- Use of technology (diagram)
- Include ideas that will be useful to you in the future
- Possible ideas: Classroom management techniques, Bulletin Board ideas, Songs, Poetry, Attention-Getters, Tricks of the Trade, Photographs (if allowed by the school), and other useful artifacts. Do NOT just attach a bunch of worksheets!

How will your portfolio be scored?

1. Response demonstrates close, careful observation of classroom activity.
2. The response reflects on significant issues, themes, and concerns raised in class and suggested readings.
3. The response demonstrates a thoughtful, insightful analysis of the profession.
4. The response makes a personal connection with the subject matter.
5. The response is full and complete.

Name _____ Class section _____

Time card _____ Midterm evaluation _____ Final evaluation _____ Thank you note _____

Philosophy _____ Standards _____ Plan for certification _____ Effective teachers _____

Tabs _____ Decorated cover _____ Title page _____

1. School Report card _____/25

2. Learning environment, rules, procedures, and diagram _____/25

3. Planning, instruction, and assessment _____/25

4. Cultural diversity _____/25

5. Children with special needs _____/25

6. Parental involvement _____/25

7. Technology _____/25

8. Teacher expectations _____/25

9. Reflection _____/25

10. Followed directions and overall quality of portfolio _____/50

Total score: _____/275

Optional Tab #12 Extra Credit _____ (25)

TOTAL SCORE _____