

Introduction to Education TCSU EDU 110

A. Description

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, preschool through grade 12 (P-12). Topics include teaching as a profession and career, contemporary educational issues, California's content and performance standards and frameworks, and requirements for earning a teaching credential. In addition to class time, the course requires 30 hours of structured fieldwork in classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher.

B. Recommended Preparation

None Specified

C. Prerequisites

None Specified

D. Minimum Unit Requirement

3 semester units

E. Course Topics

Must include but are not limited to:

1. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
2. Examination of one's beliefs and assumptions about and experiences with teachers and teaching (Pre-K-18)
3. The teaching profession, including an emphasis on professional standards, ethics, and professionalism
4. Teaching careers—current and projected shortages, career paths and advancement opportunities, increasing status of teaching, incentives and financial support (including financial aid options)
5. Purposes and roles of schooling and their community contexts
6. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, standardized curriculum; standards and frameworks
7. Roles and functions of teachers and other school personnel both in general and special education
8. Protocols for visiting schools and entering classrooms
9. Methods and ethics of conducting and reporting classroom observations
10. California credentials and different pathways for earning credentials

11. California credential requirements (admission, completion, and continuing education requirements)
12. Overview of the CSTPs and the TPEs
13. Introduction to California Academic Content and Performance Standards
14. Basic strategies for accommodating diverse learning needs

F. Student Learning Outcomes

Upon successful completion of the course, 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 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. Begin to identify the impact of cultural contexts on learning;
6. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges;
7. Demonstrate skill in implementing established protocols for visiting schools and classrooms;
8. Demonstrate skill in implementing observation protocols;
9. Relate course content to real classrooms through satisfactory completion 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;
10. Create a personal plan for attaining a California credential including initial identification of a pathway, a timeline for meeting requirements, and plans for securing financial support if needed;
11. Assess strengths and weaknesses related to knowledge of the academic content and performance standards and develop an individualized study plan to address priority needs; and
12. Develop a plan and time schedule for passing CBEST (if not already completed) and meeting other professional preparation program admission requirements.

G. References

California Commission on Teacher Credentialing adopted *Elementary Subject Matter Standards*: Standard 7