Ed. 200 “Teaching As A Profession”
Instructor - Charlie Haney-Littrell       Office - EBA 212
Phone: (619) 224-8684 (H)  e-mail - haney@mail.sdsu.ed       Fall 2011

COURSE DESCRIPTION AND INTRODUCTION
The purpose of this course is to introduce the teaching profession to students considering teaching as a career. The course will focus on the activities and practices involved in a teacher’s professional life. Students will exit the course with a clearer sense of what it means to be a teacher and with skills by which to evaluate teaching as a viable, professional career choice.

Students enrolled in this course are responsible for completing the assigned readings prior to each class session and for taking notes during the class sessions. They are also responsible for participating in class discussions and activities, and completing course assignments. Students will be expected to have access to observation sites in order to observe both teachers and students during the semester to complete assignments for the course. Specific assignments will be discussed during class sessions or in separate handouts.

COURSE GOALS

Each student will:
1. explore and evaluate occupational fitness for the teaching profession, including working with students with disabilities
2. learn about the range of professionals involved in the school setting, including general and special education teachers
3. learn ways to plan a career path for meeting teaching credential competencies and requirements
4. learn to critically assess issues related to teaching in culturally and linguistically diverse school settings
5. reflect on conditions of effective teaching and learning in response to guided classroom observations
6. learn to select materials, strategies, and research that promote professional development; and
7. respond to current issues, challenges, and misconceptions in education.
REQUIRED TEXT

SUGGESTED RESOURCES
Hacker - Keys for Writers

GUIDELINES FOR ASSIGNMENTS
For each assignment handed in:
1. Put your name and class #, my name, day and time of class, title and page #’s of assignments in upper right hand corner of paper.
2. Use a staple to keep two or more papers together.
3. Type all assignments; Hard copy needed for grading; no assignments sent through email
4. Please proofread all your papers before handing them into me. College caliber writing is expected at all times.
   (It is suggested that you keep photocopies of all assignments.)
5. You are required to record all grades on the point sheet included in this packet. Please keep track of the total points as the semester progresses

COURSE ASSIGNMENTS
In-class and out-of class activities will be presented during each class session. The activities selected for this course are designed to enhance the course content, readings in the text, and class discussions. It is expected that the learner will benefit from each activity in direct relation to the seriousness and effort that is applied.

All activities will be introduced and debriefed in class. Students will be given independent time during class to work on group work. Other activities will be completed on the student’s own time. It is believed that shared experiences are beneficial to each individual and the class as a whole.
IN CLASS ACTIVITIES

What We Can Teach

In pairs, students will choose a topic, design a lesson, and present the lesson to the class as a whole. The lesson topic will be designed as if we were k-8th graders or adult learners. Topics will be discussed in class and a lesson will be modeled for you.

You will develop your plan and submit it to me on your assigned day.

Your classmates and I will be giving you written and verbal feedback.

After teaching the lesson, each of you will write one paragraph reflecting on the experience that must be turned in the following week.

The lesson plan is worth 10 points.

See Scoring Sheet

The in-class presentation is worth 30 points

The self-reflection is worth 10 points

California Teaching Performance Standards

California teachers and administrators use these requirements for evaluation and self-reflection. With individual and small group participation, the students will be introduced these standards. All students will be given at least 60 examples of these expectations.

10 total points (5 individual points and 5 group points - in class)

Individual Oral Presentations

Each student will select an article from our textbook - Kaleidoscope - Readings in Education.

On your assigned day, you will come to class prepared to orally present a summary of the main highlights of the reading. Before starting the talk, a handout prepared by the presenter will be given to each of your classmates. On the handout will be two discussion questions that can be used for class participation. One should be used at the beginning and the other at the end of your presentation. Example worksheets/handouts will be shared in class.

Your entire talk should be approximately 6 - 8 minutes in length. You may not READ your content. Visuals, docucam, or power point presentation (Save 1997-2003)** are encouraged. It is also suggested that all students read the articles ahead of time. Your peers and instructor will be giving you feedback.

(50 points)
**Hints/Suggestions**

When creating these visuals for the presentation, please consider the following elements:

- Everyone - even the back row of your peers, must read all visuals
- Color of background must highlight your printing or the computer's font
- Size and color of print/font
- Your printing or font should not run into borders
- Simple - terms/words/numbers - not full sentences - More is not better

**Length of presentation** - When preparing your preparation, please time yourself.
- Talks that last more than 8 minutes “can be” too long

Besides the activities presented in class, students are responsible for the following tasks:

**Reading Reflections**

The purpose of this activity is to provide a focus for the student and to provide a framework for reflection about what has been covered in each piece.

For each reading assigned, type a reflective paragraph expressing your response to the passage read. These will be shared during class. Your response to each assignment should be approximately half of a page in length.

These will be collected before, during, or at the end of each class session and graded for insight, writing ability, and effort. Heading must include pages read, reflection # and date. The reflections may not be turned in late, e-mailed, or handwritten. They may be put in the slot outside my door before 6:30 on the day of missed class (10 points per reflection = 100 points)

**Observations - Experience A**

Students will be required to make a minimum of three classroom observations. A total of at least 15 hours are required. Students will arrange their placements. Formal observation reports with suggested questions are provided in this packet. The chosen 7 descriptions/answers for each classroom must be typed.

When the 3 write-ups are completed with the 15 hours documented on the activity log, they may be turned into me. (100 points)
Early Field Guide - Experience B

Students will be required to complete 15 hours of observation and participation in one K-8 classroom using the formal guide that is included in this packet. This guide needs to be filled out completely. There is a student verification that needs to be filled out by your supervising teacher. The “EFE” may be used for admittance into the School of Teacher Education.  

(100 points)

The Student as an Individual

Students will have the opportunity to develop a description of whom they are and the factors in their lives that contributed to their current self. Students are encouraged to consider, but not be limited to the following topics:

family, friends, culture, life experiences, education, language, and so on. Before handing in your essay describing yourself, you will experience peer editing. The edited, rough draft with editor’s signature must be attached to the final essay.  

(100 points)

Creative Activities

These are activities designed to enhance course content and enhance learning opportunities. Students must complete three activities. Complete description of this assignment is included in packet.

(20 points each – 60 points total)

Resume

After classroom instruction and discussion, the beginning of a resume will be completed and handed into me for feedback.

(10 points)
Creative Activities for - “Teaching as a Profession”

The purpose of these activities is to provide you, the students with additional opportunities to explore aspects of the teaching profession. You are required to complete at least three different activities. If an assignment asks for a review, please type a summary including one paragraph of what you read or viewed, and a closing paragraph relating that summary to your own views of teaching as a profession.

You may choose 3 different activities from the following list:

1) Read and review a novel about education.

2) Read and review a nonfiction book about education.

3) View and review a movie about education (teaching should be a main theme in the movie). Please select only movies that you deem appropriate for viewing. You will be your own censor and critic.

4) Interview a teacher regarding his/her experiences, preparation, workload, reflections on the profession, and recommendations for a new teacher. Write a one-page summary of that interview include the questions you asked and the answers that were given.

5) Interview a principal regarding his/her advice to a new teacher starting out; perceptions of the roles of a teacher and of school administrators. Create and include your own questions in an one-page summary of that interview.

6) Interview a school-aged (K - 8) child about his/her experiences in school. Questions are suggested as follows: Ask what he/she likes about school?
   What he/she wishes was different?
   What makes an effective teacher?
Create your own questions. (friends, principal, learning, motivation, testing, room environment, learning difficulty, etc.)
Write a one-page summary of that interview.

7) Collect 2-3 articles (or summaries) from current media presentations about education. Write a one-half to one-page review of what you read or heard. Attach a copy of the article to the summary. If it was a TV news or radio broadcast, state the producer, date and time of the entry. The Internet may also be a resource.
8) Find and review at least three websites relating to teaching and education. Make a copy of the site and 3 summaries of what can be found, including a statement of usefulness to potential teachers.

9) Apply for a scholarship for future teachers (Online, EBA 259, etc). Make a copy of your application. Write a paragraph reflection about the process of applying for a scholarship.

10) Teach something to a child or another adult. Use the same "Things I Can Teach" form we used in class. Hand in the lesson plan and a reflection of how you felt the lesson went.

11) Get the "School Accountability Report Card" (SARC) from a local school. This is a brochure used to communicate features about the school to the parents and general public. Try to select one that has been update because many are from years past.

   (It is not the report card used for evaluating students.)

   Attach a one-page response to the information presented in the SARC.

12) Other: Design an activity of your own choosing. Submit a description of the activity you created and conducted.

    **What We Can Teach**

    The purpose of this activity is to introduce you and your partner to the process of teaching a skill or concept to a group of people. You will have between five and ten minutes to teach your classmates a skill, concept, project, etc. You are to identify something you are both familiar with and know you can teach. Determine what resources and materials you used. Write a step-by-step plan for what you will say to the class/demonstrate/explain, etc. Determine how you will know if the students have mastered the skill, concept, etc., and then reflect upon the entire process once completed.

    Use the following outline to prepare your presentation. You will be evaluated on your written plan (10pts), clarity of instruction (30pts), and reflective comments (10pts).

    **Objective** -- Our classmates will

    **Purpose (Why?)**

    **Materials and Resources**
Steps to teach (What we will say, will show (model), etc.?)

Check for Understanding

Evaluation: We know our classmates have mastered the skill when

_______________________________________________

Self Reflection: Planning, Teaching, and Evaluation – Done individually on separate sheet of paper and brought to class the week following the teaching. (No late reflections accepted)

THE STUDENT AS AN INDIVIDUAL

Directions Part 1–Gathering Information:

Questions: Think about the following questions. Talk with a family member or recall on your own as much information as you can about your own special background. Below, summarize your key ideas.

How do you identify yourself?
What makes you who you are?
What in your background contributes to your identity?

Organizing:
On a separate of sheet, create a concept map to organize your ideas. Connected to the central concept ("Your Identity"): draw three bubbles that indicate the three most important factors that have shaped your identity; connect additional bubbles that indicate supporting ideas and specific examples.

Directions Part 2–The Essay:
Use the information you have collected to write a five-paragraph essay where you introduce yourself to the reader and give a written impression of who you are as a person.
Suggested format and details may include the following information:

Paragraph #1: (Introduction)
• Your name
• What this essay will be about
• How you located the information you will be using for this essay (a family member, friend, yourself)

Paragraph #2:
• The first major factor that has contributed to your identity
• Supporting ideas and information
• At least one specific example (short story) from your background/life to make what you say concrete/dramatic

Paragraph #3:
• The second major factor that has contributed to your identity
• Supporting ideas and information
• At least one specific example (short story) from your background/life to make what you say concrete/dramatic

Paragraph #4:
• The third major factor that has contributed to your identity (the most important factor!)
• Supporting ideas and information
• At least one specific example (short story) from your background/life to make what you say concrete/dramatic

Paragraph #5: (Closing)
• How this assignment might make you a better teacher of diverse students?
• What, if any, new awareness you might have about yourself?
California Teaching Performance Standards

Engaging and Supporting All Students in Learning
1. 
2. 
3. 
4. 
5. 

Creating and Maintaining Effective Environments for Student Learning
1. 
2. 
3. 
4. 
5. 

Understanding and Organizing Subject Matter for Student Learning
1. 
2. 
3. 
4. 
5. 

Planning Instruction and Designing Learning Experiences for all Students
1. 
2. 
3. 
4. 
5. 

Assessing Student Learning
1. 
2. 
3. 
4. 
5. 

Developing as a Professional Educator
1. 
2. 
3. 
4. 
5.
"Teaching as a Profession" Classroom Observation A

Date
Your name
Time
School:
Teacher:
Grade

Please take some time to observe the teaching and management techniques used in this class. Write the question and answer at least 7 of the 14 questions. For each of the three classrooms, you may select the same or different questions. On the bottom of the last sheet of paper, please draw a simple map of the classroom that shows the basic room arrangement.

1. How does the teacher start each day? (What words are said? What activities do the students engage in? What is the noise level, etc.)?

2. What are the expectations, procedures and/or standards stated, model, or taught in this classroom? How is the student’s behavior managed?

3. How does the teacher handle transitions (movement, noise level, organization of materials)? Notice what words are said. How long does it take? How is feedback given, etc.?)

4. How are students encouraged to demonstrate cooperative behavior? What kind of feedback are they given?

5. Describe the management strategies/techniques used by this teacher. If possible take a ten-minute period and tally this ratio of positive to negative interactions.
6. How are students given corrections and/or positive feedback?

7. Describe the general feeling tone (pleasant, unpleasant, neutral) in the classroom.

8. What type of questioning strategies does the teacher use?

9. Perform a time on task sweep (approximately 3 minutes conduct a sweep to determine students’ on task behavior)

   _____ _____ _____ _____ _____ _____ _____ _____ _____

10. Pick 3 students. What were they doing and how were they acting.

11. Did anything surprise you in this classroom?

12. What did you gain from this observation?

13. Describe the teacher. Do they like their profession? Are they organized/well planned? How is their rapport with the students? Were they helpful to you?

14. What was the school like? ...the office staff, the environment, parents, etc.