San Diego State University
Teaching as a Profession
ED 200 Course Syllabus
Spring 2016
Schedule Number: 21167

Class Days: Wednesdays, January 20-May 4, 2016
Class Times: 4:00-6:40pm

Professor: Gloria Davies and Lisa Carney Farwell
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Office Hours: By appointment only

Class Location: EBA 260
Mailing Address: SDSU
School of Teacher Education
5400 Campanile Drive
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Course Overview

Introduction: When you take the Education 200 course, you will complete 30 hours of field experience, which, for the purposes of this course, is defined as observation and participation in a K-8 classroom because these are the levels at which you are most likely to teach after you earn your Multiple Subject Credential. This Multiple Subject Early Field Experience (EFE) will help you understand the dynamics of teaching in a public school setting and provide you with enough information to make a decision about whether a career in teaching is suitable for you.

Goal: The purpose of this course is to introduce the teaching profession to you. The course will focus on the activities and practices involved in a teacher’s life as a whole. You 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.

Enrollment Information
• ED 200 may NOT be taken concurrently with Liberal Studies 300.

Course Materials
• AMONG SCHOOLCHILDREN Tracy Kidder Copyright 1989
• Computer to access Blackboard and to write 4-6 page research paper.

Course Structure and Conduct

Objectives to Meet the Goal:
Students will:
1. Examine your beliefs and assumptions about and experiences with teachers and teaching
2. Examine the teaching profession, including an emphasis on professional standards, ethics, and professionalism
3. Learn basic strategies for accommodating diverse learning needs
4. Examine the California Standards for the Teaching Profession (CTSPs) and state adopted Teaching Performance Expectations (TPEs) for teachers.
5. Utilize protocols for visiting schools and entering classrooms
6. Learn methods and ethics of conducting and reporting classroom observations
7. Identify personal meanings related to teaching, reflect upon why they want to become a teacher, examine personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher.
8. Begin to identify the impact of cultural context on learning
9. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits
10. Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs
Assignments:

I. **Personal Statement:** Identify personal meanings related to teaching, reflect upon why you want to become a teacher, examine personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect your development as a teacher.

   - Paragraph 1 Introduce yourself, your interests, maybe something unique about you.
   - Paragraph 2 Tell about your family’s background and how it has contributed to your identity, support this idea and give a specific example.
   - Paragraph 3 Why do you want to be a teacher? What is your inspiration? Tell about an experience that might make you a better teacher.

II. **Topic Lesson:** In pairs, you will choose a topic, design a lesson, and present the lesson to the class. Your learners could be adults or K-8 students. Topics will be discussed in class and a lesson will be modeled for you. With your partner, you will develop your lesson plan and submit 2 extra copies to us on your assigned day. Your classmates and instructors will give you feedback.

   **In your lesson plan:**
   - State the objective. (What will we learn?)
   - List the materials and resources.
   - Plan the steps to teach.
   - How will you “Check for Understanding”? – Active Participation
   - Closure/Formative Assessment - You know the students have mastered the skill when _____.
   - **Self Reflection:** Individually, type one paragraph and it must be brought to class the following week. What went well? What would you do differently next time? What did you learn about teaching?
III. Early Field Experience (EFE): PLACEMENT AND EFE CONTRACT DUE WEDNESDAY, FEBRUARY 3, 2016
You will complete 30 hours of field experience, which, for the purposes of this course, is defined as observation and participation in a K-8 classroom because these are the levels at which you are most likely to teach after you earn your Multiple Subjects Credential. This Early Field Experience (EFE) will help you understand the dynamics of teaching in a public school setting and provide you with enough information to make a decision about whether a career in teaching is suitable for you. Instructors of ED 200 classes will establish contracts with each student regarding the observation/participation schedule, location of the experience, and due dates for your EFE. Instructors will also monitor fulfillment of this contract. If you need help finding a placement, let us know TODAY!

Professionalism
1. Dress appropriately. You are a role model for the students and want to leave a positive, professional impression with the staff.
2. Act professionally on the school site.
   - Check in and out at the front office every time you are at your school site.
3. Demonstrate commitment to scheduling agreement.
   - Communicate changes in schedule to teacher.
   - Be punctual. (Arrive at least 10 minutes early!)
4. Establish and maintain effective rapport with teacher
   - Respect and conform to the established classroom environment.
   - Have constant communication with the teacher and ask for feedback on your experience
5. Consistently relate to students in a professional manner. YOU SHOULD NEVER BE LEFT ALONE in the classroom or with students.

IV. Research Paper: DUE WEDNESDAY, APRIL 20, 2016. Write a 4-6 page classroom observation research paper (double spaced, New Times Roman, size 12 font). We will provide the topics and discuss them in class. You will need to have at least one outside source that aligns with your research topic. This Classroom Research Paper must have reflections and observation documentation from your EFE.

SDSU Policies and Guidelines:
• Statement on 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 Schedule of Courses (‘Legal Notices on Cheating and Plagiarism’) or the University Catalog (‘Policies and Regulations’).”

• Students with Disabilities: “Americans with Disabilities Act (DA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect
accommodation through the Act, contact the Student Disability Services Office at (619) 594-6473 http://www.sa.sdsu.edu/dss/dss_home.html. If you need accommodations for a disability, please contact me immediately (no later than Friday, January 29, 2016) and privately to discuss specific accommodations for which you have received authorization.

- **University Policy on Absence for Religious Observances** includes the following statements: “By the end of the second week of classes, (For spring 2016, it is January 29, 2016) students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall **reasonably accommodate** students who notify them in advance of planned absences for religious observances.”

- **Safety**: Please be sure to observe all laws and make safe choices when driving or walking around any elementary school. Model safety for the children.
ED 200 Early Field Experience (EFE) Contract 30 Hours

Instructions to student: Complete this form during your initial interview with your cooperating teacher. This completed and signed form is **DUE WEDNESDAY, FEBRUARY 3, 2016**.

School: ________________________________________________________________

District: __________________________________________________________________

Address: __________________________________________________________________

__________________________________________________________________________

Zip Code: __________________________________________________________________

Phone: ___________________________________________________________________

Principal/Site liaison: __________________________________________________________________

Cooperating Teacher: _______________________ Grade Level: ____________

E-mail address: ____________________________________________________________

Type of Classroom/Special Features of Placement:

__________________________________________________________________________

Schedule for 30 hours of observation and participation:

Beginning date: ___________________________ Ending date: ___________________________

Student name: _______________________________ Date: ______________

Printed Signature

Teacher name: _______________________________ Date: ______________

Printed Signature
ED 200 Evaluation and Verification of Hours (30 hour Experience)

**Students:** When you have finished your 30 hours, have your cooperating teacher complete this evaluation and verification form.

**Cooperating Teacher:** For each of the following categories, please provide a comment. Student’s reliability and professionalism (arrived as scheduled, was punctual, dressed appropriately)

- Student’s sensitivity to others (children, staff), including sensitivity to cultural diversity

- Student's willingness to learn (open to feedback, shows initiative)

- Student’s communication skills (listening, speaking, and writing)

______________________ has completed _____ hours of experience with students in grades K-8

*Student’s name*
under my supervision in the period ________________ to ________________.

*beginning date*  *ending date*

Teacher’s Name ____________________________ Teacher’s e-mail address ____________________________

(please print)

Signature of teacher ____________________________ Date _______________

Signature of student ____________________________ Date _______________

School: ______________________________________

District: ______________________________________

Address: ______________________________________

____________________________________________

Zip Code: ______________________________________

Phone: ______________________________________