

# Lassen Community College Course Outline

## ED-2 Introduction to Elementary Classroom Instruction

3.0 Units

### I. Catalog Description

This interactive course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. This course has been approved for online delivery.

**Recommended Preparation:** Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only

*C-ID EDUC 200*

51 Hours Lecture, 102 Outside of Class Hours, 153 Total Hours of Instruction

Scheduled: Fall

### II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 080100

### III. Course Objectives

#### A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Produce instructional materials appropriate for teaching students at the elementary school level.
2. Demonstrate appropriate classroom management strategies.
3. Employ multiple and varied teaching strategies.
4. Employ multiple and authentic learning assessments in classroom instruction.

#### B. Course Objectives

Upon completion of this course the student will be able to:

1. Identify personal meanings related to teaching, reflecting upon why they want to be 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 the history of 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. Demonstrate an understanding of educational issues in a global context
6. Demonstrate knowledge of the impact of cultural contexts on learning
7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges
8. Demonstrate skill in implementing established protocols for visiting schools and classrooms
9. Demonstrate skill in implementing observation protocols
10. Relate course content to real classrooms through satisfactory completion of a minimum 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.

#### **IV. Course Content**

- A. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
  - a. "Seven Principles of Good Teaching Practice"
  - b. Course Rhythm
  - c. The first day of class – the last day of class
  - d. Motivating students
  - e. Importance of dialog regarding the teaching and learning enterprise
  - f. Remaining current on learning research
- B. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
- C. The teaching profession, including an emphasis on professional standards, ethics, and professionalism
- D. The history, governance, and finance of public schooling
- E. Purposes and roles of schooling and their community contexts
- F. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
- G. Roles and functions of teachers and other school personnel both in general and special education
- H. Protocols for visiting schools and entering classrooms
- I. Methods and ethics of conducting and reporting classroom observations
- J. Overview of the CSTPs and the TPEs
- K. Introduction to California Academic Content and Performance Standards
- L. Basic strategies for accommodating diverse learning needs

#### **V. Assignments**

##### **A. Appropriate Readings**

Students will be expected to read course materials which will include the textbook and supplemental reading assignments in reference texts and journals in the area of elementary school instruction.

**B. Writing Assignments**

Written assignments will include:

1. Essay component of mixed format exams
2. Journal Writings

**C. Expected Outside Assignments**

Will include the following:

1. Designing instructional materials
2. Preparing learning assessments
3. **Classroom fieldwork of a minimum of 45 hours**

**D. Specific Assignments that Demonstrate Critical Thinking**

Will be required of students in such assignments and activities as written and oral analysis and evaluation of readings, observations and peer evaluations.

**VI. Methods of Evaluation**

**Traditional Classroom Instruction**

- A. Performance on mixed format including essay questions asking students to critically analyze topics discussed in class.
- B. Projects and presentations which demonstrate the ability to implement course concepts.
- C. Journal recording observation made during classroom field work.

**Online Delivery**

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

**VII. Methods of Delivery**

Check those delivery methods for which this course has been separately approved by the Curriculum/Academic Standards Committee.

**Traditional Classroom Delivery**  Correspondence Delivery

**Hybrid Delivery**  **Online Delivery**

**Traditional Classroom Delivery**

Lecture, discussion groups, small group activities, observations, written assignments, presentations, and other unique instructional strategies as determined by the instructor.

**Online Delivery**

Online written lectures, participation in forum-based discussions. Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

**VIII. Representative Texts and Supplies**

Mark, S., Delgado, S., *Introduction to Education*. College of DuPage Digital Press, 2021, OER, <https://cod.pressbooks.pub/introtoeducation/>

**IX. Discipline/s Assignment**

Education

**X. Course Status**

Current Status: Approved

Original Approval Date: 09/16/2014

Updated By: Colleen Baker

Board Approval Date: 10/14/2014

Chancellor's Office Approval: 11/04/2014

Curriculum/Academic Standards Committee Revision Date: 05/16/2023