El Camino College
Education 201
K-12 Foundations in Education
Spring, 2010
Wednesdays – 6:30-9:40PM
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Prerequisite: Education 101 with a minimum grade of C. Eligibility for English 1A.


Course Description: This course introduces students to concepts and issues related to teaching children with diverse backgrounds in preschool through grade twelve. Course topics include teaching as a profession and career, contemporary educational issues, California's content and performance standards, and credential requirements. Throughout the course, students will contribute materials to their portfolios and will also conduct 45 hours of pre-approved, structured fieldwork in diverse classroom settings.

Course Objectives:
1. Describe the multiple roles and functions of teachers and other school professionals, including both general and special education teachers.

2. Analyze the purpose of schools and trace their development.

3. Identify the impact of cultural contexts on learning.

4. Demonstrate knowledge of professional standards, ethics, and professionalism in classrooms and school visits.

5. Identify and apply established protocol for visiting and observing schools and classrooms.

6. Assess the extent to which the California Standards for the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPE) are implemented in a classroom setting.

7. Recognize and describe examples of teaching which exhibit the implementation of California Standards for the Teaching Profession and Teacher Performance Expectations.

8. Recognize and describe examples of teaching which exhibit the use of state-adopted academic content and performance standards.

9. Compare and contrast classroom environments.

10. Recognize and describe individual differences (for example, learning styles, multiple intelligences, temperament, interest levels, and academic preparation) among students and assess strategies applied to accommodate these differences.

11. Identify reasons for entering the profession, personal characteristics, assumptions and beliefs, subject matter knowledge, and experiences and goals which could affect one's development as a teacher.

12. Create a personal plan for attaining a California credential, including an educational pathway, a timeline for meeting requirements, and plans for securing financial aid (if applicable).
13. Assess strengths and weaknesses related to knowledge of the academic content and performance standards and develop an individual study plan to address weaknesses.

14. Develop a plan and timeline for passing state exams and for meeting other professional preparation program admissions requirements.

15. Develop a professional portfolio.

**Student Learning Outcome (SLO):** A Student Learning Outcome (SLO) is a statement that identifies specific knowledge, skills, and abilities that you demonstrate as a result of engaging in this learning experience. After reading the textbook, participating in class discussions and activities, completing 45 hours of fieldwork, and conducting research on a variety of topics related to teaching, students will create a professional portfolio that includes a philosophy of education, a resume, and reflections and artifacts related to each of the California Standards for the Teaching Profession (CSTPs).

**Grading:** All assignments are to be submitted on their due date. Partial credit may be awarded for assignments submitted after the due date at the sole discretion of the instructor. No assignments will be accepted after the final exam.

Assignments will come in a variety of formats, including, but not limited to:
- Essays on assigned topics
- In-class activities
- Final exam
- Reflective fieldwork journal
- Research report and presentation
- Professional portfolio

A final course grade is earned based on the following point scale:
- A = 585 - 650
- B = 520 - 584
- C = 455 - 519
- D = 390 - 454
- F = 389 and below

**Attendance:** As an aspiring teacher, class attendance and participation are very important. Students are allowed a maximum of one (1) absence over the course of the semester. After that, they will be dropped from the class. If you are absent from the class, it is your responsibility to notify the instructor, submit all work that is due, and obtain copies of all materials and information from classmates. E-mail is an excellent way to accomplish this.

**Course Requirements:**

**Topic Essays: (150 Points)**
Six essays covering various topics will be assigned throughout the course. Each essay is worth 25 points. Essays must be 2 pages in length, double-spaced, in 12 point font, with 1” margins. For essays submitted after the stated deadline, 5 points per day will be deducted.

**Final Exam: (100 Points)**
The final exam will cover material from the required textbook, as well as other topics covered in class. It will be administered during the final class session.
Reflective Fieldwork Journal: (100 Points)
Teaching candidates must be able to demonstrate their knowledge and understanding of both theory and practice in classroom settings. In order to earn credit for this course, students are required to complete 45 hours of observation and participation in a public school setting. This aspect of your coursework should provide you with experiences that will be valuable to you when you have your own classroom in the future.

School assignments must be approved by the instructor and all required paperwork must be submitted on time in order to receive full credit for this portion of the course. Students must keep a daily log of their experiences and how they relate to the CSTPs. Students must also receive a satisfactory rating from their cooperating teacher on the final evaluation in order to earn any credit.

Professional Development Assignments: (50 Points)
Two tasks will be assigned to prepare you for your pursuit of a teaching credential and employment in an educational setting.

Research Report and Presentation: (50 Points)
Students will conduct research in groups on any topic from the list below. All reports must be prepared using PowerPoint and will be presented to the class orally.

- smaller learning communities
- parental involvement
- the role of technology in teaching and learning
- class size reduction
- teacher training programs
- school safety and violence
- diversity in the classroom
- the achievement gap
- special education
- teaching contracts
- multicultural education
- standards-based curriculum
- teacher assessment
- school boards and school governance
- religion in public school
- bilingual education
- dual language programs
- school finance
- the charter school movement
- educational reform issues
- No Child Left Behind Act
- Race to the Top funding
- Students may choose another topic of interest. This topic, however, must be approved by the instructor prior to doing a presentation.

Professional Portfolio: (200 points)
As a prospective teacher, you need to begin to build a professional portfolio. The professional portfolio constructed in this class will be built around the CSTPs.

My recommendation would be to use a 3-ring binder with tabs. Your portfolio will have multiple sections, including a philosophy of education, a resume, evidence of and reflection on each CSTP, and any letters of recommendation that you might have.
Tentative Schedule – Spring 2010 - Educ. 201

2/17/10  Topic - Introduction and Course Overview
2/24/10  Topic - Do I Want to Be a Teacher?
3/03/10  Topic - Developing as a Professional
3/10/10  Topic - Helping Diverse Learners Succeed in Today’s Classrooms
3/17/10  Topic - Changes in American Society: Their Influences on Today’s Schools
3/24/10  Topic - Education in the United States: Its Historical Roots
3/31/10  Topic – The Organization of American Schools
4/07/10  Topic – The Art of Classroom Management/Research for Power Point Presentations
4/14/10  Spring Break – No Class
4/21/10  Topic - Credentialing and Pathways to the Classroom
4/28/10  Topic - School Law: Ethical and Legal Influences on Teaching
        Research Presentations Begin
5/05/10  Topic - The Curriculum in an Era of Standards and Accountability
5/12/10  Topic - Creating Productive Learning Environments
5/19/10  Topic - Effective Instruction in American Schools
5/26/10  Topic – Technology in American Schools
6/02/10  Topic – Teacher Panel Q & A
        Due:    - Reflective Fieldwork Journal with all fieldwork forms completed
6/09/10  Final Exam
        Due:    - Professional Portfolio