

Education 201

Foundation in Education

3 unit; 3 hour lecture

Prerequisite: Education 101 with a minimum grade of C AND eligibility for English 1A

Degree applicable Transfer CSU, UC

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, the social historical context of teaching in the United States and teaching credential requirements. Throughout the course, students will contribute materials to their portfolios and will conduct a minimum of 45 hours of preapproved, 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.
 - Quizzes
2. Analyze the purpose of schools and trace their development.
 - Quizzes
3. Identify the impact of cultural contexts on learning.
 - Quizzes
4. Demonstrate knowledge of professional standards, ethics, and professionalism in classrooms and school visits.
 - Field work
5. Identify and apply established protocol for visiting and observing schools and classrooms.
 - Field work
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.
 - Other (specify) Fieldwork, Reflective Fieldwork journal
7. Recognize and describe examples of teaching which exhibit the implementation of California Standards for the Teaching Profession and Teacher Performance Expectations.
 - Other (specify) Essay, Fieldwork, Reflective fieldwork journal
8. Recognize and describe examples of teaching which exhibit the use of state adopted academic content and performance standards.
 - Other (specify) Fieldwork, Reflective Fieldwork Journal
9. Compare and contrast classroom environments.
 - Other (specify) Quizzes, Fieldwork, Reflective fieldwork journal
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.
 - Other (specify) Quizzes, Fieldwork, Reflective fieldwork journal
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.
 - Quizzes

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).
 - Journal (kept regularly throughout the course)
13. Assess strengths and weaknesses related to knowledge of the academic content and performance standards and develop an individual study plan to address weaknesses.
 - Journal (kept regularly throughout the course)
14. Develop a plan and timeline for passing state exams and for meeting other professional preparation program admissions requirements.
 - Journal (kept regularly throughout the course)
15. Develop a professional portfolio.
 - Other (specify) Professional portfolio

Student Learning Outcomes (SLO):

1. Career Pathway

The successful Education 201 student will outline their career pathway in education inclusive of state and educational requirements as well as rewards and challenges.

2. Synthesizing and Reflecting

The successful Education 201 student will synthesize their observations of experienced teachers, their development of a philosophy of education and their reflection on contemporary issues of education and will evaluate specific contemporary issues in education such as merit pay for teachers, school reform, inclusion, and changes to school finance.

3. CSTP and Common Core Standards

The successful Education 201 student will identify the demonstration of the California Standards for the Teaching Profession and use of the California Common Core Standards through 45 hours of classroom observations of experienced teachers.

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

Student Rights and Grievances Procedure 5530

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>