

Grossmont-Cuyamaca College Community District Articulation Agreement

High School Course	Credits	College Course	Units
Teaching and Learning 3, 4	10.0	ED 200	3.0
High school(s):		College:	
Grossmont High School		Grossmont College	

1) Course Prerequisites

None

2) Recommended Preparation

None

3) College Course Description

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, kindergarten through grade 12 (K-12). Career exploration, historical and philosophical foundations of education, critical issues, California content standards and frameworks, teaching performance standards, and conditions for effective learning are discussed. 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 is required. *Limitation on enrollment: must meet health and safety requirements for public school field experience placement.*

4) Required Content for Articulation

A. Exploring Teaching as a Profession

- a. Motives for teaching
- b. Purpose of Education
- c. Issues of Identity and Education
- d. Role of the family and community in student learning
- e. Critical issues in Education
- f. Restructuring and recent legislation
- g. California Literacy Standards
- h. Professional Associations
- i. Employment outlook

B. Teaching Credential Requirements

- a. Multiple Subject Credential
- b. Single Subject Credential
- c. Special Education Credentials
- d. Required Competencies and Subject Matter Exams
 - i. Approved Majors
 - ii. California Basic Educational Skills Test
 - iii. Multiple Subject Assessment Test
 - iv. Single Subject Assessment Test
 - v. Reading Instruction Competency Assessment (R.I.C.A.)

- C. Principles of Learning for Effort-Based Educational Systems and Learning Environments
 - a. Introduction to the California Standards for the Teaching Profession
 - i. Engaging and Supporting All Students in Learning
 - ii. Understanding and Organizing Subject matter for Student Learning
 - iii. Assessing Student Learning
 - iv. Creating and Maintaining Effective Environments for Student Learning
 - v. Planning Instruction and Designing Learning Experiences for All Students
 - vi. Developing as a Professional Educator
 - b. Introduction to Conditions for Effective Learning in the Classroom
 - i. Learners are immersed in a variety of texts and genres
 - ii. Learners receive many demonstrations of how texts are constructed
 - iii. Engagement in the literacy learning process is promoted
 - 1. Interest and/or motivation related to usefulness of the task occurs
 - 2. A secure environment is established for taking academic risk
 - iv. High expectations are held for each student
 - v. Students are helped to make decisions related to knowledge construction
 - vi. Response or feedback is given that is relevant and appropriate
 - vii. Required practice time and opportunity for meeting diverse needs and appropriate
 - viii. Skill development is provided
 - ix. Approximation, or freedom to learn from mistakes, is a desired learning process
 - x. Timely feedback is given that is relevant and appropriate
- D. Important Characteristics of Skilled Readers
 - a. Fluent Alphabet and letter form recognition
 - b. Phonemic Awareness
 - c. Concepts about print
 - i. Phoneme-Grapheme Correspondence
 - ii. Word and sentence representation
- E. Accounting for Diversity in Learning
 - a. Impact on engagement in learning]
 - b. Impact on reading comprehension
 - c. Cultural Literacy in the classroom
 - i. Cultural literacy levels and stages of development
 - ii. The influence of implicit cultural assumptions upon knowledge construction
 - d. Second language acquisition
 - i. Basic interpersonal communication skills
 - ii. Cognitive/Academic language proficiency
 - e. 5) Learning disabilities, language disorders, and developmental disability
- F. Applied Educational Technology
 - a. Introduction to Computer Assisted Instruction for Literacy
 - b. Introduction to Web based, online educational resources
 - i. Teaching and Education Websites
 - 1. Critical Issues and Current Topics
 - 2. Teaching Resources
- G. Developing as a Professional Educator
 - a. Maintaining a collection of relevant educational materials and research
 - b. Reflection on teaching practices and current educational issues
 - c. Establishing Professional Goals

d. Identifying Opportunities to grow professionally

5) **Required Competencies (SLOs) for Articulation**

Upon successful completion of this course, students will be able to:

- A. Describe, discuss, and apply specific California standards for the teaching profession and for teaching performance, to observed classroom teachers and to oneself.
- B. Evaluate elementary classroom environments and groups of children with regard to student learning including effective planning for individual and cultural diversity.

6) **Assessment Methods**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- A. Written quizzes and exams that measure students' ability to identify and demonstrate an understanding of the California State Standards for the teaching profession.
- B. Written assignments and presentations that measure students' ability to evaluate professional development and demonstrate an understanding of current issues in education.
- C. Reflective journaling and written assignments that respond to guided classroom observations and students' personal growth in the field.
- D. Development of a professional portfolio.

7) **Texts and other supporting materials (software, etc.)**

- A. Sadker, David and Mary Zittleman. *Teachers, Schools and Society*. 3rd edition. McGraw-Hill, 2011.
- B. Kauchak, Don and Paul Eggen. *Introduction to Teaching: Becoming a Professional*. 5th edition. Pearson, 2013

8) **Criteria for Course Articulation**

- A. High school and college teachers attend articulation meetings to determine curriculum alignment and articulation competency rubric.
- B. Student must pass high school course with a grade of "B" or better for **BOTH** semesters and demonstrate mastery of all course competencies.

Agreement was based on Statewide Career pathways Project Template: Yes X No

Articulation meeting held: **November 28, 2018**

Effective date: **Fall 2018**

Expiration date: **December 01, 2021**

High School/CTE/Signatures

College Signatures

Nicole A. Thren 12/21/18
Teacher Date

Robin Sepulveda 4/29/19
Instructor/Division Chair, Grossmont Date

Nicole A. Thren
Teacher (print name)

Robin Sepulveda
Instructor/Division Chair (print name)

Jan B. B. 12/21/18
Principal Date

De J. J. 4/30/18
Dean of Instruction, Grossmont Date

Grossmont High School
High School