LOS MEDANOS COLLEGE

ARTICULATION AGREEMENT **DATE DRAFTED**: February 2024
VALID ACADEMIC YEARS: FA23-SP25

LMC COURSE: EDUC-100 "Introduction to Classroom Teaching"

HIGH SCHOOL COURSE(S): Teaching and Learning Careers Core #1690 & Teaching/Learning Careers Internship #1615
School: Liberty High School
Address: 850 2nd St. Brentwood, CA 94513

A. **LMC 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). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, Common Core standards, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school classrooms that represent California's diverse student population and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher.
B. **UNITS:** 3
C. **PRE-REQUISITES: None**
D. **HIGH SCHOOL CLASS DESCRIPTION**: This course is designed for students interested in pursuing careers in the field of education through the integration of elective academic content and work-based job-shadowing experience. Students will learn the professional norms, skills, and competencies related to careers in education. This interdisciplinary course integrates concepts from the areas of social science and career and technical education. Students will learn the principles of teaching and learning by participating in lectures, coursework, projects, research, presentations, reading articles and writing about education and professional practice. Topics covered include human development, history of education in the U.S., cultural diversity, special education/IDEA, and college/career planning. Students will also practice classroom management techniques, lesson planning and implementation, research careers in education, read and write about selected education topics, and keeping an observation journal. This course includes a work-based learning component in which students will develop their critical thinking skills through the application and integration of academic and career technical industry specific skills.
E. **REQUIRED HIGH SCHOOL CONTENT FOR ARTICULATION:**

Unit 1: Knowing Ourselves as Learners

In this unit of study, students will explore their personal short- and long-term goals, as well as their role models, culture, and interests.

Assessment: TLC Unity Diamond presentation. Students will present short and long term goals, as well as information about their culture, who they admire, and their interests. The presentation to class is their first experience with teaching, by teaching our class about themselves.

Work experience in an education career setting, job-shadowing internship.

Each TLC Core participant will be assigned a work experience, cooperating mentor teacher. Students will learn expectations for professionalism in the workplace and academy expectations for conduct to and from their internship sites.

Unit 2: Principles of Learning

This unit of instruction will shift the focus from teaching to the learner and the process of learning. Students will learn the stages of physical development and will differentiate between human growth and development. Theories in human development including Piaget's Cognitive Theory, Vygotsky's Sociocultural Theory, and Gardner's Multiple Intelligences will be explored and discussed. Students will explore the relationship between

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physical, cognitive, social, and emotional development. Students will debate the importance and influence of heredity versus environment on human development. The influences of environmental factors on development such as family, peers, community, media, health, nutrition and physical activity will also be appraised. Students will define activities for children to aid in the development of gross and/or fine motor skills development.
Formative Assessment: Personal Narrative of Teaching and Learning. Students will reflect about themselves as teachers and learning. Using a narrative outline, they will present a snapshot of an experience as a teacher or learner. The narrative must include setting, characters, problem, resolution, and lasting message.

Unit 3: Child and Adolescent Development

The focus of this unit of instruction is to provide the student with a working knowledge of the progression of development throughout adolescence. Students will differentiate between and explain the importance of readiness skills for learning in children entering kindergarten. The growth pattern of children during middle school will be analyzed. Building on the foundational knowledge of growth and development from Unit 3, students will begin to investigate the importance of social-emotional development in children. To this end, the significance of peer relationships, family relationships, self-confidence, and moral development will be examined. Students will explore physical growth and development, cognitive development, social-emotional development, and moral development in pre-adolescents/pre-teens (children ages 10-12).
Assessment: Work Experience Lab Journal Over the course of the school year, students will observe and respond to journal prompts requiring them to apply principles of childhood-adolescent learning and development.

Unit 4: Careers in Education

In this unit of instruction, students will be introduced to the educational and professional requisites for becoming a teacher and the responsibilities of professional educators. The function of administrative and professional support services such as: school and career counselors, psychologists, and speech-language therapists will be explored. Students will analyze the challenges related to the teaching profession and discuss ways in which teachers meet them. Students will examine the factors that influence school employment and teaching salaries and demonstrate an understanding of regional salary and benefit matrices. Students will identify and describe the characteristics of an effective teacher. Various types of classroom structures and educational settings will be evaluated and compared, and students will discuss various types of educational models.
Formative Assessment: Career Path to Teaching. Following teacher lectures, video presentations, review of handouts, and staff interviews, students will create an education career plan which includes all of the educational and experiential steps need to become a professional educator. Students must work in groups to read and reflect on the current teacher shortage, creating a presentation to recruit educators into the profession.

Unit 5: Schools in Society

This unit of instruction opens with a review of education in a historical context and the evolution of teaching as a profession. Students will discuss the relationship and influence of local culture and beliefs on education past and present. The American Progressive Period will be discussed with a focus on the effects of: Industrial Revolution, Women's Suffrage Movement, European immigration, and segregation on the education system of the time. The effects of the Civil rights movement on American education will be assessed and students will discuss ways in which this movement resulted in improved conditions and educational opportunities for particular groups. The contributions of key figures in early education reform will be studied and students will evaluate the influence of the historically relevant reform on the modern-day education system. The roots of formal curriculum will be analyzed, and students will identify the drawbacks and evaluate the merits of standardized curriculum. Students will also examine key pieces of legislation that changed the face of education

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such as the *Elementary and Secondary Education Act of 1965*, the *Equal Opportunity in Education Act of 1972*, and the *Education for All Handicapped Children Act of 1975*.

Formative Assessment: The Informational Interview. Students will select an educator community and conduct an informational interview with the purpose of learning how the teacher, administrator, college educator, counselor, speech pathologist, credentialed librarian, and/or school psychologist became interested in the field, what is most challenging and rewarding about their work, and what aptitudes/skills are required to be successful in their professional position. Prior to the interview, students will create and submit a list of interview questions to the teacher, for review. The student will compare and contrast the responses from their interview subject with the suggestions from text and other course resources and readings.

Unit 6: Principles of Teaching

The focus of this unit of instruction is on the art of teaching. Students will begin to complete their teacher observation requirement in this unit of instruction. Students will study and work on the development of teaching strategies and skills. Emphasis is placed on learning styles including: visual, auditory, and kinesthetic-tactile learning styles, and how to create lesson plans that incorporate teaching strategies that address all styles of learning. Various teaching styles will be explored and students will assess various situations to determine and select appropriate teaching style(s) for given scenarios. Students will be taught to look beyond letter grades to assess potential in their own students.

Assessment: Multiple Intelligence Activity Students will complete a personal, multiple intelligences inventory. Students will create a multiple intelligences lesson plan that brings in at least four of the eight intelligences. Students will implement their approved activities at their training site and create an oral and written presentation to present to their classmates describing the activity and their experience implementing it.

Unit 7: Classroom Management

In this unit of instruction students will analyze the role of a teacher in creating an organized classroom environment through the use of effective classroom management strategies. Emphasis will be placed on preventive approaches and effective strategies for dealing with behavioral issues will be discussed as well. Students will learn and identify the merits and disadvantages of methods used in teaching to keep students involved in the learning process including the following management styles: authoritarian, permissive, and authoritative. Students will develop behavior management plans including rules and procedures to enhance the learning environment and to minimize behavior problems. Students will apply classroom management principles to classroom activities through the implementation of classroom activities with elementary school aged children. Students will learn strategies to create/stage a stimulating learning environment via classroom arrangement and the addition of objects and materials to capture student interest. Students will learn how to develop a sense of community and personal accountability among elementary school aged children.

Formative Assessment: Planning the Learning Environment Based on teacher instruction, text, handouts, and video presentation the students will design age-appropriate indoor and outdoor learning environments and materials including: lecture notes, visual aids, details on space requirements, and pertinent safety requirements.

Unit 8: Lesson Plan Development

This unit of instruction will prepare the student to prepare and deliver effective lesson plans. The components of a lesson plan will be explored in detail and the purpose and value of each component will be appraised. Students will analyze the content and organization of state educational standards. Students will compare and contrast various curricula for the same course and draw conclusions about the effectiveness of each. Students will discuss the relationship and differences between instructional units and course plans. The importance and purpose of goals and objectives will be learned and students will practice writing each.

Formative Assessment: The Lesson Planning Part 1- Based on teacher instruction, text, and handouts, and using the State of California Department of Education Common Core State.

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Standards and the updated Bloom's Learning Taxonomy, students will develop a 10 minute lesson plan based on a pre-approved theme which incorporates strategies to support various learning styles. Part 2- Upon instructor's approval of the lesson plan, students will implement their lesson by presenting it to a group of children. Students must demonstrate the ability to engage the children, complete the lesson plan in the allotted time, and check for understanding.

Unit 9: Anti-Bias Curriculum and Cultural Diversity

This unit of instruction will help to prepare students to offer a rich learning environment that addresses cultural and linguistic diversity. Students will learn the concept of "cultural competence" which is necessary to understand the influence and importance of children's: home language, cultural beliefs, and practices. Emphasis will be placed on teaching students how to understand the importance of family involvement and influence.
Formative Assessment: Cultural Competence: Students will participate in a "cultural quest" activity to share and present cultural knowledge.

Unit 10: Supporting the Learning Process

This unit of instruction will familiarize students with the methods and equipment used in managing the classroom environment. Students will use technology to create learning centers and implement assessment strategies to create assessment instruments to evaluate student learning and acquisition of skills. Students will create and utilize visual aids in lesson plan implementation.
Formative Assessment: Teaching Materials: Based on teacher presentation and student evaluation of acceptable and inadequate exemplars, students will create various visual aids which are appropriate for a given age group (to be determined by teacher). Students must demonstrate the ability to synthesize a number of concepts through this process including knowledge of learning styles and an awareness of the group's level of cognitive and socio-emotional development. Options may include bulletin boards, charts, posters, puzzles, or games. The products of this assignment will be evaluated on attractiveness of appearance, effectiveness of purpose, and appropriateness of content with regard to the age group it is intended for.

F. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

1) Develop an appropriate educational and experience plan which can lead to obtaining employment within a field related to working with school age children. (PSLO 1).
2) Identify the social/emotional needs of individual children utilizing the theories of Maslow, Erikson and Kohlberg and plan appropriate guidance strategies that support children's social/emotional development. (PSLO 2)
3) Create and implement developmentally and culturally appropriate lesson plans that meet the differentiated needs and abilities of school-age children across the domains of development (social/emotional, physical and cognitive). (PSLO 2, 3)
4) Describe and explain how play contributes to learning across each domain of development (social/emotional, physical and cognitive. (PSLO 2)

G. METHODS FOR END OF COURSE ASSESSMENT:

LHS Final: Portfolio
Description of Topic: Students create and organize a portfolio showcasing the internship experience, leadership skills, collection of assignments, certificates earned, evaluations, and other evidence of course work
Content: Students will have been collecting and saving all assignments and projects in Canvas LMS and digital portfolio. This is a compilation of all major assignments from the entire course pathway. The capstone portfolio project may include, but is not limited to:

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- Digital Portfolio Introduction
- Education/Career Plan
- Letter to Mentor Teacher
- Letters of Recommendation from mentor teacher/employer
- Current Events in Education News Articles
- Professional Resume
- Mock Job Fair Interviews
- Personal Narrative of Teaching/Learning Presentation
- Informational Interview Report
- Education Career Presentation
- California Standards for the Teaching Profession Presentation
- Famous Educator Infographic
- Journal writing from TLC Internship
- Classroom Observations from TLC Core
- Educational Philosophy Statement
- Lesson Plan #1 with Multiple Intelligences Rationale
- Lesson Plan #2 with California Standards for the Teaching Profession Rationale
- Lesson Plan #3 with Common Core State Standards Rationale
- Photos and Video of Teaching

Core Knowledge and Skills: Organization and creativity

Outcome: A digital portfolio that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicator.

F. TEXTBOOKS OR OTHER SUPPORTING MATERIALS & RESOURCES

- 'The Developing Child', Holly Brisbane, McGraw Hill, 2016
- 'Yardsticks', Chip Wood, Northeast Foundation for Children, Third Edition, 2007
- 'The First Days of School: How to Be an Effective Teacher', Henry K. Wong, Henry K. Wong Pub., Revised Edition, 2001
- 'The 7 Habits of Highly Effective Teachers', Sean Covey, Touchstone, 2014
- Experiencing Education, South Carolina Teacher Cadet Program, SCTCP, 1999, https://www.teachercadets.com/
- Common Core State Standards, California Department of Education, http://www.cde.ca.gov/re/cc/
- National Association for the Education of Young Children, NAEYC, http://www.naeyc.org/ethics
- California Educator Credentialing Examinations, CCTC, http://www.ctcexams.nesinc.com/
- Beginning Teacher Support & Assessment, State of California, http://www.btsa.ca.gov/
- California Department of Education, CDE, www.cde.ca.gov
- Educators Rising, Phi Delta Kappa International, https://educatorsrising.org/
- OTHER SOURCES: TLC Core Lab Journal, Karen Cailotto, 2015, Observation journal prompts, https://www.dropbox.com/s/i0tgryau8ae68p3/TLC.JOURNAL.pdf

H. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:

(all of the following must be met)

1. Students **must apply** to Los Medanos College and register in **CATEMA** in order to receive credit recommendations by their high school teacher.
2. Students **must be recommended** for credit by their high/adult ed. schoolteacher in **CATEMA.** *Teachers recommend credit at their discretion.*

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3. Students **must complete** Teaching and Learning Careers Core #1690 & Teaching/Learning Careers Internship #1615 at Liberty High School with an overall grade of "B" or better.
   High school/Adult Ed. teachers will enter this grade in CATEMA.
4. Students **must earn** a "B" or better on the agreed upon college/high school final exam procedure.
   High school/Adult Ed. teachers will enter this exam grade in CATEMA.
5. Articulated college credit may only be recommended by the high school teacher and received by the student **within the academic year** in which it was earned.
6. Upon completion of the above, the student will receive on his/her LMC and CCCCD (California Community College District) transcript the units of credit for LMC's **EDUC-100 "Introduction to Classroom Teaching"** course.
7. College transcripts will reflect the **FINAL EXAM GRADE** earned and will be notated as *Credit by Exam.

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HIGH SCHOOL COURSE(S): Teaching and Learning Careers Core #1690 & Teaching/Learning Careers Internship #1615
School: Liberty High School
Address: 850 2nd St. Brentwood, CA 94513

COLLEGE SIGNATURES

A'kilah Moore
A'kilah Moore (Mar 11, 2024 13:46 PDT)

A'Kilah Moore Ed.D — Date
LMC Vice President of Instruction (Interim)

Dennis Franco — Date
LMC Dean of Instruction, Career Education

Janice C Townsend
Janice C Townsend (Feb 23, 2024 11:42 HST)

Janice Townsend — Date
LMC Department Chair, Early Childhood Development

Randi Osburn — Date
LMC Faculty, Early Childhood Development

HIGH SCHOOL/ROP/DISTRICT SIGNATURES

Efa Huckaby — Date
Principal, Liberty High School

Erik Faulkner
Erik Faulkner (Apr 1, 2024 11:54 PDT)

Erik Faulkner — Date
LUHSD Associate Superintendent Educational Services

Karen Cailotto
Karen Cailotto (Apr 1, 2024 10:58 PDT)

Karen Cailotto — Date
Faculty, Liberty High School

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Final Audit Report 2024-04-01

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