

ARTICULATION AGREEMENT

DATE DRAFTED: February 2, 2022

VALID ACADEMIC YEARS: FA21-SP23

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

HIGH SCHOOL COURSE: ROP Careers in Teaching

School: Antioch High School

Address: 700 W 18th St, Antioch, CA 94509

- 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. AHS COURSE DESCRIPTION:** Careers in Teaching is a college preparatory elective course for grades 11-12. It is designed to provide students with knowledge of career opportunities and hands-on experience in the field of education. Effective teaching, foundations of teaching and learning, critical issues in education, child development, curriculum design, and career explorations are emphasized. Active class participation is enhanced by an internship at elementary school sites under the guidance of a mentor teacher. The course is articulated with Los Medanos College's EDUC-100 Introduction to Classroom Teaching course, which helps prepare students for entry into college or university teacher training/child development programs. **DURATION/CREDITS:** 1-year, 20 credits (double block periods) **COURSE STRUCTURE:** After an orientation period, students will be assigned an INTERNSHIP where they will spend 4 days each week at a local elementary classroom working along with a mentor teacher who will guide them in effective teaching practices as they interact with children. They will also spend 4 hours per week in the CLASSROOM SEMINAR to complete major assignments/projects centered on teaching practices, child development, health & safety, and the education industry. Students will benefit from various guest speakers on topics related to current educational practices, field trips to colleges, health and safety training and job preparation skills.
- D. REQUIRED CONTENT FOR ARTICULATION:**
- 1) Careers with School-age Children (CSLO 1)
 - School Age Teachers
 - Elementary Teachers
 - Site Supervisors
 - Counselors
 - Recreation Leaders
 - School-age teachers
 - Administrators
 - Foster Parents
 - 2) Growth and Development Characteristics of Childhood Stages in School-age Children ages 5-6, 7-8, 8-9, 9-10, 11-12 (CSLO 2, 3, 4)
 - Social
 - Emotional
 - Physical
 - Cognitive

3) Child Guidance and Support (CSLO 2)

- Relationship based community model vs. traditional compliance model
- Relationships with Families

4) Importance of Play (CSLO 4)

- Physical
- Cognitive
- Social Emotional
- Health

5) Principles of learning and teaching (CSLO 2,3, 4)

- Teacher-initiated vs Teacher-directed
- Closed-ended vs Open-ended
- Culturally relevant, Multicultural and Anti-bias
- Children with special needs
- The environment as a teacher

6) Components of a lesson plan (CSLO 3)

- Purposeful and connected
- Consideration of learning domains
- Materials (choices, quantity, cultural, accessible)
- Critical thinking opportunities for children
- Reflective practice for teacher

7) Implementation of Activities (CSLO 3, 4)

- Choice or group time
- Extended opportunities
- Role of environment
- Time

E. REQUIRED AHS COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

- Develop an appropriate personal educational and experience plan & resume which can lead to obtaining employment within a field related to working with school-age children.
- Identify the social/emotional needs of individual children utilizing the theories of Piaget, Maslow, Erikson, Kohlberg and others, and plan appropriate guidance strategies that support children's' social/emotional development.
- 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).
- Describe and explain how play contributes to learning across each domain of development (social/emotional, physical and cognitive).
- Demonstrate a high level of occupational competencies (employability skills) while performing duties as an intern in the areas of skill adaptability, conduct, cooperation, dependability, effort, initiative and child development.
- Describe and explain the personal characteristic and requirements necessary to become a public school teacher in California.
- In writing critically and creatively review the development and history of schooling in the United States and use this information to analyze current educational issues within a global context.
- Identify appropriate strategies and resources for meeting the diverse needs of students and orally communicate these strategies.
- Demonstrate knowledge of professional standards and professionalism as well as analyze ethical issues within education and in a public-school classroom.

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- k. Demonstrate knowledge of professional standards and professionalism as well as analyze ethical issues within education and in a public-school classroom.

F. METHODS FOR END OF COURSE ASSESSMENT:

AHS 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, certificates and projects in a classroom file. This is a compilation of all major assignments from the entire course. This includes but is not limited to the following items:

- School Profile/Data Analysis from Web Quest assignment
- Education/Career Plan
- Resume, Cover Letter
- Letters of Recommendation from teacher/employer
- Famous Educator
- Educational Philosophy Statement
- Letter to Mentor Teacher
- Intern classroom newsletter
- Case Studies Assignment
- Journal writing from 1st and 2nd Semester
- Lesson Plans
- CIT Evaluations from mentor teacher
- Classroom Observations
- Conscious Discipline Assignment
- Any other certificates earned: CPR/Child Abuse-Neglect/Health & Safety/JA
- Multiple Intelligences Observation Report
- Intern Classroom Newsletter with “The important to Play” and “Toy Review”

Core Knowledge and Skills: Organization and creativity

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

	PORTFOLIO TABLE OF CONTENTS
1.	Title page on cover of binder: Student’s name, AHS Careers in Teaching, teacher’s name, and school year. Include a drawing, picture, photo or other design
2.	Table of Contents
3.	Required paperwork packet, Course Syllabus, ROP Training Agreement
4.	Resume (EDITED FOR MISTAKES and updated)
5.	Three Letters of Recommendation (mentor teacher and other school staff)
6.	Certificates Earned: CPR Certification, ROP, JR Achievement, Safe Schools Training (Keenan)
7.	CIT Evaluations: 1 st and 2 nd semester
8.	Internship School Scrapbook Page: School’s name, address, mentor teacher’s name, pictures, drawings, photo or other design
9.	School Profile/Data Analysis Assignment
10.	Education/Career Plan
11.	Educational Philosophy Statement
12.	Introductory Cover Letter to Mentor Teacher
13.	Recess and Play Research Paper (article and Yardsticks)
14.	Intern Classroom Newsletter with Toy Article
15.	Case Studies Assignment

16.	Classroom Observation
17.	Educator Interview
18.	Read Aloud Lesson Plan and other Lesson Plan
19.	Journal Writing (one from each semester)
20.	Powerful Classrooms - 9 Body Brain Elements
21.	Seven Steps to Solving a Problem Effectively
22.	Conscious Discipline Packet
23.	Piaget, Kohlberg, Maslow, and Erikson Presentation/Notes
24.	Good Teacher Poster
25.	Famous Educator Presentation
26.	Yardsticks Developmental Considerations Presentation
27.	Multiple Intelligences
28.	Student Work Samples
29.	Junior Achievement Scrapbook Page + Reflection
30.	Points for Originality, Creativity, Neatness

G. TEXTBOOKS OR OTHER SUPPORTING MATERIALS

- Caring for School-Age Children; by Phyllis M. Click and Jennifer Parker; Wadsworth Publishing; 5th edition 2011. Verified appropriate by Los Medanos College
- Exceeding Expectations, 5th edition. Books for Educators, published by Susan Kovalik and Associates. ISBN 1-878631-85-3. Selected excerpts read. Verified appropriate by Los Medanos College
- Yardsticks: Children in the Classroom Ages 4-14. Chip Wood, Northeast Foundation for Children, 2007. ISBN 978-1-892989-19-2. Selected excerpts read. Verified appropriate by Los Medanos College
- Case Studies in Child and Adolescent Development for Teachers, Nancy DeFrates-Densch. McGrawHill Higher Education, 2008 ISBN 987-0-07-352585-3 Selected excerpts read. Verified appropriate by Los Medanos College
- Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management. Dr. Becky Bailey, Loving Guidance, Inc. 2000. ISBN 13: 978-1-88960-911-9 Selected excerpts read. Verified appropriate by Los Medanos College
- Content Standards for California Public Schools Grades K-12: www.cde.ca.gov/be/st/ss Selected excerpts read
- California Standards for the Teaching Profession: www.ctc.ca.gov/educator-prep/standards/CSTP2009.pdf Selected excerpts read
- ERIC Digest article "Recess in Elementary School: What Does the Research Say" Olga S. Jarrett. Read entirely and used as source material for research article.

H. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:

1. Complete the ROP Careers in Teaching course at Antioch High School with a grade of "B" or better.
2. Receive a "B" or better on the agreed upon college/high school final exam procedure.
3. Be recommended for credit by the high school teacher.
4. Apply for admission at Los Medanos College.
5. Register for CATEMA for electronic submission of college credit recommendation **within the academic year in which credit was earned.**
6. Upon completion of the above, the student will receive on his/her LMC and CCCC (California Community College District) transcripts the units of credit for LMC's EDUC-100 "Introduction to Classroom Teaching".
7. College transcripts will reflect the **FINAL EXAM GRADE** earned and will be notated as *Credit by Exam.

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COLLEGE SIGNATURES

Natalie Hannum

[Natalie Hannum \(Feb 25, 2022 12:59 PST\)](#)

Natalie Hannum Date
LMC Vice President of Instruction

Dennis Franco

Dennis Franco Date
LMC Interim Dean of Instruction, Child Development

Janice Townsend

[Janice Townsend \(Feb 2, 2022 09:02 HST\)](#)

Janice Townsend Date
LMC CHDEV Dept. Faculty & Co-Chair

Randi Osburn

[Randi Osburn \(Feb 2, 2022 11:05 PST\)](#)

Randi Osburn Date
LMC CHDEV Dept. Faculty & Co-Chair

HIGH SCHOOL/ROP/DISTRICT SIGNATURES

Louis J. Rocha

[Louis J. Rocha \(Feb 25, 2022 13:18 PST\)](#)

Louis Rocha Date
Principal, Antioch High School

Christine Ibarra

[Christine Ibarra \(Mar 1, 2022 08:26 PST\)](#)

Christine Ibarra Date
AUSD Associate Superintendent, Educational Services

Lindsay Wisely

[Lindsay Wisely \(Feb 28, 2022 19:38 PST\)](#)

Lindsay Wisely Date
AUSD Director of Educational Services

Amy Bettencourt

[Amy Bettencourt \(Mar 1, 2022 06:01 PST\)](#)

Amy Bettencourt Date
AUSD Director of Instructional Support

Rebecca Quiñones

[Rebecca Quiñones \(Feb 28, 2022 16:56 PST\)](#)

Rebecca Quinones Date
Faculty, Antioch High School












EDUC-100_AHS_ARTIC_FA21-SP23

Final Audit Report

2022-03-01

Created:	2022-02-02
By:	Colleen Grim (cgrim@losmedanos.edu)
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Transaction ID:	CBJCHBCAABAAAnGBucQ-eKVby-VER3cbF4kKAqg78tMW

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 Agreement completed.

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