EASTERN ARIZONA COLLEGE
Substitute Teacher Role Preparation I
Course Design
2015-2016

Course Information
Division Social Sciences
Course Number EDU 100A
Title Substitute Teacher Role Preparation I
Credits 1
Developed by Celinda Palmer
Lecture/Lab Ratio 1 Lecture/0 Lab
Transfer Status

<table>
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<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<td>Non Transferable</td>
<td>ECI Departmental Elective</td>
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Activity Course No
CIP Code 13.0101
Assessment Mode Pre/Post Test (10 Questions/10 Points)
Semester Taught Upon Request
GE Category None
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites
None

Educational Value
Individuals seeking to serve as substitute teachers; instructional aids currently employed by school districts; potential education major candidates

Description
One of four classes designed to prepare learners to enter a school setting as a substitute teacher and fill the role of the regular instructor in the classroom, on the playground and as a staff member. Learners will engage in a variety of activities that will enhance their awareness of challenges encountered by today’s youth, enable them to recognize and develop appropriate learning activities and investigate the legal requirements for a substitute teaching certificate.

Supplies
Three Ring Binder (1½ inch) with divider tabs orAccordion File
**Competencies and Performance Standards**

1. **Identify key challenges encountered by today’s youth which have an effect on academic performance and social skills in the school setting.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*  
   a. summarize information in research based articles.  
   b. record and share current events from various media avenues that pertain to topic.

   **Performance Standards**
   
   *Competence will be demonstrated:*  
   o in article summaries  
   o in current events portfolio  
   o in final exam  

   *Criteria – Performance will be satisfactory when:*  
   o learner completes pre-test activity  
   o learner reads articles  
   o learner participates in small group and class discussions  
   o learner compiles a portfolio of current events pertaining to the topic

2. **Identify legal and medical issues that a substitute teacher might encounter while performing regularly assigned duties in the school setting.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*  
   a. summarize information in research based articles  
   b. record and share current events from various media avenues that pertain to legal and medical issues in public schools.

   **Performance Standards**
   
   *Competence will be demonstrated:*  
   o in article summaries  
   o in final exam  

   *Criteria - Performance will be satisfactory when:*  
   o learner reads articles  
   o learner participates in small group and class discussions

3. **Observe lessons in classroom, record and share observations.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*  
   a. observe lessons in action  
   b. explain the environment of the classroom by responding to a series of questions.  
   c. share observations with class  
   d. compare observations to current research
**Performance Standards**

**Competence will be demonstrated:**
- in the completion of an observation schedule
- in the completion of observation sheets.
- by participating in classroom discussion

**Criteria - Performance will be satisfactory when:**
- learner schedules at least three observations with three teachers
- learner records observations
- learner participates in classroom discussion about observations

4. **Compare differences between teachers’ teaching styles, how they interact with students and students' behavior.**

**Learning objectives**

*What you will learn as you master the competency:*
   a. compare differences in teacher style
   b. analyze how teachers’ style has an effect on classroom climate and student success
   c. prescribe modifications for improving poor classroom climate.

**Performance Standards**

**Competence will be demonstrated:**
- in self-reflection summary
- in completed learning-teaching inventory
- in observation summaries
- in quizzes
- in final exam

**Criteria - Performance will be satisfactory when:**
- learner completes learning-teaching inventories
- learner reads articles
- learner participates in small group and classroom discussions
- learner records observations and writes summaries
- learner completes a self-reflection summary

5. **Access effectiveness of teacher(s) observed.**

**Learning objectives**

*What you will learn as you master the competency:*
   a. use research based information to assess teacher effectiveness
   b. point out specific examples of ineffectiveness
   c. prescribe modifications for improving poor classroom climate

**Performance Standards**

**Competence will be demonstrated:**
- in completion of checklists
- in completion of written analysis summary
- by participating in class discussion
in successful completion of final exam

Criteria - Performance will be satisfactory when:

- learner completes a written analysis summary
- learner is able to use checklists and research on effective teaching to determine effectiveness
- learner is able to specify clear signs of ineffectiveness
- learner is able to provide modifications for improvement

Types of Instruction
Classroom Presentation
Off Campus Observation

Grading Information

Grading Rationale

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
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<tr>
<td>Completion of out-of-class assignments</td>
<td>20%</td>
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<tr>
<td>Development of one standard based lesson</td>
<td>10%</td>
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<tr>
<td>Lesson Demonstration</td>
<td>20%</td>
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<tr>
<td>Post Test/Final</td>
<td>20%</td>
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Grading Scale

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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