

Contact information and course details for your Chandler-Gilbert Community College student:

Student Name _____ Phone _____ Email _____

CGCC Courses and Instructors

Service-Learning (Field Experience)

Information for Mentor-Teachers

CHANDLER-GILBERT COMMUNITY COLLEGE TEACHER EDUCATION PROGRAM



CONTENTS:

Service-Learning

List of Contacts at CGCC

Expectations for Students & Mentor-Teachers

Foundation Education Course Information

Service-Learning

"Service-learning" (sometimes referred to as "field experience" in the field of education) combines community service with academic instruction. The word "service" indicates that CGCC students will be actively participating in your classroom and with students in such a way that they make a meaningful contribution. The "learning" label indicates that as a result of their activity, students will

discover new learning or have course material reinforced.

Early field experience for future teachers:

- Provides knowledge, skills and insight about the "reality" of teaching.
- Bridges theory to practice.
- Informs and/or reaffirms the career choice of future teachers.

List of Contacts at CGCC

Jennifer Spring, Placement Coordinator for Teacher Education
480-732-7039

jennifer.spring@cgccmail.maricopa.edu

Sharon Fagan, Coordinator, Teacher Education Program
480-732-7124

sharon.fagan@cgccmail.maricopa.edu

Dr. Brenda Larson, Faculty, Teacher Education Program
480-857-5230

brenda.larson@cgccmail.maricopa.edu

Jennifer Peterson, Faculty, Teacher Education Program
480-857-5535

jennifer.peterson@cgccmail.maricopa.edu

Elijah Swift, Math Faculty
480-732-7336

elijah.swift@cgccmail.maricopa.edu

Expectations for CGCC Students



*“The end of
all education
should surely be
services to others.”*

Cesar Chavez

- Attend the service-learning orientation workshop.
- Know the purpose and focus for the service-learning experience.
- Comply with the “Agreement of Conduct” provisions.
- Maintain a positive, enthusiastic, and cooperative disposition.
- Make and maintain contact, and build a positive working relationship with your mentor-teacher. Keep your mentor-teacher informed of your plans.
- Dress like a role model and act appropriately at all times.
- Be respectful of district, school, and classroom guidelines and observe all rules.
- Be actively engaged - safely and appropriately - for the focus of the project. Treat children with respect and assist them and your mentor-teacher.
- Document your time and experience in a series of reflections on your learning.

Expectations for Mentor-Teachers

- Negotiate a schedule of visits that works for you and your class, but be flexible if possible.
- Make our student feel welcome in your classroom by introducing and involving them.
- As time permits, talk to our student. To facilitate learning, provide background, rationale, and explanation of what you do.
- Be familiar with the “Agreement of Conduct” that you will sign, and retain a copy.
- Understand that CGCC students are NOT student teachers. They are novices in the classroom seeking a positive experience in the field.
- Encourage appropriate active involvement.
- DO NOT leave our student alone in the classroom. CGCC students must be supervised.
- Expect high standards of behavior and commitment.
- Verify students' activities and time by initialing the timecard.
- Provide guidance for involvement and activities as is appropriate.
- Watch for positive traits and attributes which you can identify on the evaluation card or in a brief letter of commendation.

Cultivating Our Roles in Education

Service-Learning Requirements

EDU221	Introduction to Education	30 hrs.
EDU222	Introduction to Exceptional Learners	20 hrs.
CFS176	Child Development	20 hrs.
EDU230	Cultural Diversity in Education	20 hrs.
EDU236	Intro to Relationships in a Classroom	20 hrs.
EDU291	Children's Literature	20 hrs.
MAT156	Math for Elementary Teachers I	20 hrs.
MAT157	Math for Elementary Teachers II	20 hrs.

General Education Courses for Teacher Education Majors (GLG101/103, BIO 100, ENG101/102, BPC110) will require special service projects.



Foundation Education Courses

Introduction to Education (EDU221)

Students are required to perform 30 hours of service-learning. Service opportunities may be varied; learning focuses on the multiple roles and responsibilities of teachers, curriculum, educational issues, and a variety of school environments.

Introduction to the Exceptional Learner (EDU222)

Students are required to perform service-learning that provides interaction with special needs students. Participation in full inclusion classrooms and/or pull-out programs is preferred. Learning is focused on increased understanding of, and implications for, teaching students with a variety of special needs.

"I gained tremendous insight about various classroom situations. My service-learning strengthened my desire to be a special needs teacher."

Spring 2002

More Foundation Education Courses

“While helping in this classroom, I witnessed how literature touched the children’s lives and have, in fact, a greater appreciation for it myself.”

Spring 2002



Cultural Diversity in Education

(EDU230)

Students are required to perform service-learning in culturally diverse schools and classrooms. Learning focus is on understanding diversity in its broadest definition, differentiation of instruction, and the infusion of cultural diversity into the curriculum.

Introduction to Relationships in the Classroom

(EDU236)

Students are required to perform service-learning in K-12 classrooms for the purpose of gaining insight into the multiple aspects of classroom management including physical and emotional environment, rules and consequences, and students behavior.

Children's Literature (EDU291)

Students are required to perform service-learning in literature-rich classrooms where they can be active with students and literacy issues (reading, literature studies, language arts, etc.) Students are required to perform interactive read-alouds and design and deliver two literature “lessons.”

Child Development

(CFS176)

Students are required to perform service-learning in classrooms where they will witness the implications of intellectual, physical, social, and emotional developmental of children.

Math for Elementary Teachers

(MAT156 and MAT157)

Students are required to perform service-learning in classrooms where they will witness effective teaching of mathematics and observe Arizona academic standards at work. Students may be required to try out a math activity with children.

General Education Courses for Teacher Education Majors

(GLG101/103, BIO 100, ENG101/102, BPC110) will require special service projects as designed by the faculty of each course.

Cultivating Our Roles in Education