

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

Student Name _____ Phone _____ Email _____

CGCC Courses and Instructors



CHANDLER-GILBERT
COMMUNITY COLLEGE

Cultivating Our Role in Education
Teacher Education & Early Childhood Programs

Service-Learning Information for Mentor-Teachers

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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.

NEW WEBSITE!!!

In response to feedback, we now have an informational website just for our mentor teachers!

Visit CGCC's home page-
www.cgc.maricopa.edu.
From the Quick Links menu choose "Service Learning." Then choose "Students" on the left. Choose "Teacher Education—Service Learning" on the left, and finally click "Mentor Teachers."

List of Contacts at CGCC

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Cultivating Our Roles in Education

Expectations for CGCC Students

*"The end of
all education
should surely be
service to others."*

Cesar Chavez

HOW can I help
my CGCC student
be involved? Ask
him/her to.....

- *supervise
rotations/centers
- *help individual
students (absent,
accelerated, ELL,
special needs)
- *Give spelling
tests
- *assist with math
facts
- *Read aloud, help
w/AR
- *Go over test
answers
- *assist with peer
editing

- Know the purpose and focus for the service-learning experience.
- Be actively engaged - safely and appropriately -during your service time.
- Comply with the signed "Confirmation and Agreement of Conduct."
- Be respectful of and observe all district, school, and classroom guidelines, esp. as related to volunteers.
- Make and maintain contact, and build a positive working relationship with your mentor-teacher. Seek his/her guidance and accept feedback.
- Keep your mentor-teacher informed of your schedule, keep scheduled visits/minimize absences.
- Dress like a role model and act appropriately at all times.
- Maintain a positive, enthusiastic, and cooperative disposition as reflected in the "Dispositions of a Future Teacher."
- Document your time and experience as expected.

Expectations for Mentor-Teachers

- Negotiate a schedule of visits that works for you and your class, but be flexible as possible.
- Make our student feel welcome in your classroom by introducing and involving them.
- Encourage and facilitate appropriate, active involvement.
- As time permits, talk to our student. To facilitate learning, provide background, rationale, and explanation of what you do. Help them to see the classroom from a teacher's perspective!
- Be familiar with the signed "Confirmation and Agreement of Conduct" --retain a copy.
- Understand that CGCC students are *not* student teachers. They are novices in the classroom seeking a positive experience in the field.
- 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 time card.
- Watch for positive traits which you can identify on the evaluation card or in a brief letter of commendation.
- Please communicate with Jennifer Spring or other CGCC faculty with any comments, questions, or concerns.

Service-Learning Requirements

EDU220	Introduction to Serving ELL	20 hrs.
EDU221	Introduction to Education	30 hrs.
EDU222	Introduction to Exceptional Learners	20 hrs.
EDU230	Cultural Diversity in Education	20 hrs.
EDU236	Classroom Relationships	20 hrs.
EDU291	Children's Literature	20 hrs.
EED205	The Developing Child, Prenatal- Age8	20 hrs.
EED215	Early Learning: Health, Safety, Nutrition, Fitness,	20 hrs.
EED220	Child, Family, Community, & Culture	20 hrs.
CFS176	Child Development	20 hrs.



General Education Courses for Teacher Education Majors (GLG101/103, BIO 100, ENG101/102, BPC110), MAT156/157 and some EED courses will require special service projects as designed by the faculty of each course.

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 have learned so much during these first hours of service learning. It has really confirmed for me that I want to be a teacher."

CGCC Student

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.”

CGCC student



Introduction to Serving ELL (EDU220)

Students are required to perform service-learning in K-12 classrooms where they work with students learning English and practice effective SEI strategies of teaching ELL students.

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 student 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 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.

The Developing Child: Prenatal to Age 8 (EED205)

Students are required to perform service-learning in classrooms where they will witness the process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children.

Early Learning: Health, Safety, Nutrition & Fitness (EED215)

Observe health issues, safety procedures, nutritional needs and issues related to physical fitness in the early childhood setting

Child, Family, Community & Culture (EED220) Examine family, community and cultural influences on the development of young children..