

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Introduction to Teaching	
VALLEY ROP #:	ECD-4401-IntroTeach	
CDE #:	1418	
CBEDS TITLE:	Teaching Careers or Careers in Education	
CBEDS #:	4401	
CTE SECTOR:	Education, Child Development, & Family Services	
CTE PATHWAY:	Education	
JOB TITLES:	Elementary School Teachers, Except Special Ed.	25-2021.00
	Secondary School Teachers Except Special Ed.	25-2031.00
	Teacher Assistants	25-9041.00

COURSE DESCRIPTION:

This course orients students to careers in teaching for grades K-12. It describes the role of teachers in public schools, curriculum components, history of education, student issues, and leadership characteristics of teachers. It requires observations of teacher-pupil interaction, instructional approaches, classroom management in elementary, secondary, and/or middle schools on school sites weekly and journaling of observations to assist with career identification. It consists of community classroom hours to be completed by each student in a K-12 classroom. Students will participate with student tutoring, lesson plan development, lesson delivery, and student activities.

DATE APPROVED: March 30, 2001
REVISED DATE(S): April 14, 2005 / January 2006 / March 2009 / Oct 2009

HOURS: 180/360

CREDITS: 10/20

PREREQUISITES: None

GRADE LEVELS: 11-12

ARTICULATION(S): UniTrack approved through CSU system for EHD 40

TEXTBOOKS: *Those Who Can, Teach (10th Ed.)* by Ryan & Cooper, Houghton-Mifflin Publisher, ISBN 0-618-38610-6
What Successful Teachers Do, (2003) by Glasgow & Hicks, Corwin Press, Inc. Publisher
Teacher-prepared handbook with lessons and resources on: instructional strategies, reading logs, story ideas, poetry, literacy centers, concepts about print, activities K-3, activities 4-6, teaching reading, comprehension strategies, vocabulary, writing, assessment, research project, rubrics, and resources.

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Work with students in elementary, middle, or high school sites under the supervision of a host teacher and the high school instructor.
- Increase student knowledge of: (a) the demands and expectations of classroom teaching, (b) general school operations, (c) current issues and best practices affecting teachers, and (d) basic concepts of public education.
- Draft a personal philosophy of education, reflecting principals that will influence his/her classroom and his/her career.
- Examine the changing diversity of today's students: a) Investigate what life is like in the schools, b) Discuss the diversity of today's students and examine the differences in student cultures, learning styles, demographics, and languages, c) Identify and describe the social problems and tension points that affect today's schools.
- Demonstrate teaching and class management skills: a) Utilize technology in a variety of educational settings, b) Develop and implement instructional strategies that address a variety of learning modalities, c) Create learning opportunities adapted to diverse learners, d) Understand and use formal and informal assessment strategies, e) Plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and standards, e) Understand discipline and motivation practices and concepts.
- Explore issues facing students and teachers: a) Determine what is taught in today's schools by defining and differentiating between the formal and informal curriculum, b) Describe how schools are governed, influenced, and financed, c) Identify the national efforts for educational reform and recognize the complexity of educational reform.
- Demonstrate a professional attitude and approach toward the teaching profession: a) Identify and describe the characteristics of an effective teacher, b) Discuss the philosophical foundations of education, and review the four philosophies of education—perennialism, progressivism, essentialism, and existentialism, c) Discuss what it means to be a professional in the teaching field, d) Comprehend and apply the CA Standards for the Teaching Profession.
- Examine professional development and career opportunities currently found in schools, advance credentials/certificates, and graduate programs in professional education: a) Identify the common and/or personal motivations for teaching, as well as the extrinsic and intrinsic rewards of the teaching profession, b) Describe the current and projected job market in education, as well as other job opportunities for those individuals completing the teacher education program.
- Organize leadership tasks and skills to continue preparation for teaching: a) Distinguish between schooling and education and discuss the function of schools in our society, b) Discuss the history of American education, to include the development of educational ideas and the evolution of education for minorities, c) Discuss what teachers should know about technology and its impact on schools, d) Identify and discuss the ethical and legal issues facing teachers, e) Discuss the issues and concerns the first-year teacher might experience, as well as tips for surviving the first year.

INSTRUCTIONAL METHODS:

- Direct instruction (lecture, reading, reports, journals, essays, speaking presentations)
- Laboratory investigations and projects using educational courseware and computer technology.
- Team teaching including assisted instruction from university, business, and community partners; guest speakers.
- Community-based research projects with professional mentors.
- Variety of instructional materials and resources including electronic media, professional journals, reference materials, textbook, and other print information.
- Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning.
- Student presentations, exhibits, and competitions—team and individual
- Embedded assessments as a learning tool
- SDAIE (Specially Designed Academic Instruction in English)
- Differentiated instruction for exceptional students
- Community Classroom (50 hours of classroom observation and analysis on a restrictive basis; 100 hours of classroom participation in real classroom situations based upon specific objectives with a host teacher)
- Cooperative Vocational Education

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Performance-based assessments: demonstrations, lesson deliveries, projects, educational games (instructor and community classroom/host teacher)
- Written semester final-(t/f, multiple choice, fill-in, and short answer)
- Case studies-(real-life family cases)
- Oral Presentations-(children's art, stories, games, and science activities) (team and individual)
- Reports-(written observations of children, lesson plans, research reports, investigations, justifications)
- Class participation-(attendance, discussions, group participation, grading work, creating activities, tutoring, and hands on participation with children)
- Self assessment and peer assessment
- Cumulative portfolio preparation; project and component investigative accomplishments
- Community Classroom and Cooperative Vocational Education Evaluation

COURSE OUTLINE:

Unit of Instruction	Estimated Hours 1-yr. 180 / 2 yr. 360 CC/CVE
Orientation	10 / 20
<ul style="list-style-type: none">• ROP Policy• Introduction to teaching• Qualities of a good teacher• Getting to know yourself• Professionalism/Ethics• T.B test Clearance	
Educational Leadership and Teaching	10 / 20
<ul style="list-style-type: none">• Schools and society• History of American education• Technology• Ethical and legal issues• First-year teacher experience	
Establishing Classroom Environment	5 / 10
<ul style="list-style-type: none">• Physical Setting• Social Setting	
Teaching	10 / 20
<ul style="list-style-type: none">• Curriculum• Lesson Plans• Teaching Strategies• Assessment• Standardized Testing	
Teaching Activities	10 / 20
<ul style="list-style-type: none">• Purpose and organization of children's activities• Music• Art• Science• Literature• Games• Nutrition	
Discipline	10 / 20
<ul style="list-style-type: none">• Types of discipline• Positive discipline statements• Handling discipline statements	
Orientation to the Community classroom	10 / 20
<ul style="list-style-type: none">• Community Classroom• Teacher assigns work sites• Schedules	

- Responsibilities of community classroom
- Weekly activities

Community Classroom/Cooperative Vocational Education **50 / 100**

- Actual experience leading children's activities
- Experience working as a teacher

Planning/Evaluation Community Classroom **25 / 50**

- Lesson planning/Evaluation
- Bulletin boards
- Solving problems in school situations

The Development of the 5-12 Year Old **20 / 40**

- Physical Development
- Social Development
- Emotional Development
- Intellectual Development

Career Preparation **10 / 20**

- Preparing for a job
- Resumes
- Interviewing
- Jobs available for those with training in child care
- Exploring Teaching Careers
- Extrinsic Benefits/Intrinsic Rewards

Illness/Safety **5 / 10**

- Recognizing symptoms of illness
- Recognizing hazards in the home and classroom
- Play supervision
- Safe toys/equipment

Family Crises **5 / 10**

- Child Abuse-causes, symptoms, reporting procedure, and treatment/prevention

Special Education

- Mental Retardation
- Learning Disabilities
- Language Disorders
- Physical Handicaps

Total Hours **180 / 360**

STANDARDS

1. **Research Report on a currently well-known educator.** The students are given a list of current educators that are in the news or well-known for their contributions to the education of all students. They can come up with a teacher approved educator, of their choice. They will research the person using books, internet, or interviews. It will be informative, give their impact on education, and any new projects they are working on. It will be computer generated. It will be 5 pages with at least 3 sources.

Foundation Standards (FS) CR 2.1, 2.2, and 2.6; CW 1.3, 1.4, 1.5, 1.6, 2.3, and 2.4; T 4.2; CWO
Pathway Standards (PS) C 1.2 and 1.4

2. **Oral Presentation on Report.** The students will present their report to the rest of the class using the appropriate multimedia applications.

(FS) CW 1.1, 1.3, 1.6, and 1.9; 2.6; CWO 1.2, 1.3 1.4, and 1.5 LS 1.3, 1.7, 2.3, 2.4, and 2.6; T 4.2 and 4.4

(PS) C 1.2, 5.0, 6.0, 7.0 and 11.0

3. **Oral Presentation of a Lesson.** The students will choose a subject they feel comfortable presenting. The purpose of the lesson is; the students have to plan a lesson, organize it, present it to their peers, and be prepared to lead a discussion. They will present the lesson to the class using the appropriate props and/or multimedia applications. They will turn in a printed copy of the presentation and/or lesson plan that includes an objective and a list of discussion questions.

(FS) CW 1.3, 1.4, 1.6, 1.8, 2.4, 1.6, and 2.6; CWO 1.3; LS 1.3, 1.7, 2.3, 2.7, and 2.4; T 4.4

(PS) C10.0 and 10.1

4. **Group Bulletin Board Project.** The students will be put into groups. They have to design and put up a "theme" bulletin board. The board has to include the "theme", a saying or thought that relates to the theme, and a title. They will have to work together, as a team, and come up with one idea for the design.

(FS) PS-CT 5.1, 5.2, 5.3, and 5.4; RF 7.1, 7.2, 7.3, and 7.4; LTW 9.1, 9.3. 9.4, and 9.5

5. **Developing Lesson Plans.** The students will learn how to make a lesson plan. They will get examples of lesson plans from me and from their Community Classroom teachers. Using these and a lesson plan template, they will create a lesson plan for a lesson of their choice, one of my choice, and one they will use in Community Classroom. They will experience and see all of the decisions that go into one lesson and one day's lessons. These will be included in their final portfolios.

(FS) CR 2.1 and 2.3; CW 1.3, 1.1, and 1.6; T 4.4; C 5.1, 5.2, 5.3, 5.4, 6.0, 7.0, 10.0, and 11.0

6. **Student Observations of Teachers.** During the last few weeks of the first semester (Tuesday through Friday) the class goes to classes (teachers) and observes a variety of teaching practices and teachers. They will see practices that they will consider good and bad. They will reflect on each class, each day. These reflections will be turned in and discussed during our Monday meetings. The students will observe the classes on a rotational schedule.

(FS) CW 2.5 and 1.3; LS 1.1, 2.5, 2.6, 2.7, and 2.8; T 4.4; RF 7.1, 7.2, 7.3, and 7.4;
ELR 8.3

(PS) 5.0, 6.0, 7.0, 10.0, and 11.0

7. **Student Tutoring/Teaching.** The second semester will have the students being assigned to a lead teacher. They will go to that teacher from Tuesday through Friday during our normal class. They will experience a wide variety teaching practices. They will see the daily grind and the daily wonders that happen in a class. They will be assign be me or the lead teacher many different tasks. The lead teacher will give the student teacher what they feel they can handle at the time. We will push the student teacher to experience as many things as possible. By the end of the semester the student teacher should be able to prepare a lesson and present a lesson to their class. They will interview the Principal and find out how the school runs and many of the procedures (Example: Health and Safety, Emergency Plans, Open Houses, etc.)

(FS) LS 2.3, 2.5, 2.6, 2.7, and 2.8; CPM 3.1; T 4.4; HS 6.1 and 6.2; RF 7.1, 7.2, 7.3,
and 7.4; ELR 8.1, 8.2, and 8.3; LT 9.3, 9.4, and 9.5

(PS) C 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 10.0, and 11.0

8. **Student's Portfolio of the year's experiences.** The students will put together a portfolio that reflects their experiences from Introduction to Teaching. They will include items from the first and second semesters. There will requirements from their student teaching experiences. They can include any other items of their choice.

(FS) CR 2.1 and 2.7; CW 2.5, 2.4, 1., Writing Strategies and Applications 1.3, and 2.5;
CWO 1.3 and 1.4; CPM 3.1, 3.2, and 3.6; T 4.4; HS 6.0; RF 7.0; ELR 8.0; LTW
9.0

(PS) C 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 10.0, and 11.0

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).

- h. Evaluate results of action(s) taken.
- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
- 1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 - 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 - 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 - 4. Demonstrate active listening through oral and written feedback.
 - 5. Give and receive feedback.
 - 6. Demonstrate assertive communications (both oral and written).
 - 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 - 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 - 9. Exhibit a proficiency in the use of reference books.
 - 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
- 1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 - 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
- 1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 - 2. Identify steps for setting goals and writing personal goals and objectives.

3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
 1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.