

The Art of Teaching

Course Outline

COURSE DESCRIPTION

This course is designed to introduce students to theories of teaching and learning. Public speaking, problem solving, analytical reading, expository writing a, and critical thinking skills are embedded throughout the course. The course offers students opportunities to explore and research career options in teaching and educational fields. This course covers the evolution of the U.S. Educational system, sociological factors influencing the educational system, education policy and politics, the psychology behind learning and teaching, curriculum design and educational standards, culminating in assessment and evaluation in education. Students will participate in critical assessment of current models of instructional design and methodologies. A multi-disciplinary approach requires students to produce essays, oral presentations, work based projects, and assessments on a number of academic topics related to education. Integration of theory and practice is enhanced through work based learning opportunities in class and at various K-12 school sites under the supervision of a mentor teacher. Students will have the opportunity to participate in work based learning/Community Classroom.

COURSE CODES

ROP:

BUSD:

HLPUSD:

RUSD:

COURSE INFORMATION

Sequence

Concentrator

Articulation

Prerequisites

Careers in Child Development

A-G Approval

G- Elective

Course Length

Classroom = 180

CTSO's

Educators Rising

Community Classroom = 60

<https://www.educatorsrising.org/>

Total = 240

Certifications

Board Approval

Advisory Date

OCCUPATIONS FOR IDENTIFIED PATHWAY

Industry Sector

Education, Child Development,
and Family Services

Occupations by Level of Education

Career Pathway

Education

High School

39-9011.00 – Child Care Workers

CBED Title & Code

Teaching Careers - 4401

Postsecondary:

25-9041.00 - Teacher Assistants

Certification and/or AA
Degree

**US Department of
Education (USDOE)
Career Cluster)**

Education & Training Services

College University

Bachelor's Degree or Higher

25-2000 -Primary, Secondary, and Special
Education School Teachers

11-9031.00 - Education Administrators, Preschool
and Childcare Center/Program

COURSE OUTLINE**Unit 1 - Employability Skills****1.0 Career Preparation**

- A. Define professionalism, including punctual attendance, positive attitude, responsibility, initiative, honesty, and respect for others.
- B. Identify appropriate characteristics, attitude, and appearance.
- C. Describe the importance of prioritizing tasks and meeting deadlines.
- D. Display determination, enthusiasm, and commitment.

1.1 Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.

- A. Use teamwork.
- B. Explain laws dealing with sexual harassment in the workplace.

1.2 Understand the importance of good academic skills.

- A. Recognize the importance of good reading, writing, and math skills.
- B. Apply estimation, measurement, and calculations skills on the job.
- C. Read, write, give, and follow instructions.
- D. Apply critical thinking and problem-solving skills in workplace situations.
- E. Identify math skills and demonstrate skill accuracy in measurements.

1.3 Understand principles of effective communication.

- A. Communicate effectively orally and in writing.
- B. Identify non-verbal communication techniques.

1.4 Understand occupational safety issues and observe safety rules.

- A. Identify job site hazards.
- B. Describe a safe work environment.
- C. Demonstrate safe use of tools and equipment.

1.5 Understand career paths and strategies of obtaining employment.

- A. Identify career paths and further training.
- B. Apply effective job search skills, including locating employment information. Fill out application forms completely and correctly.
- C. Prepare a resume and identify effective interviewing techniques by participating in a mock interview.

1.6 Understand and adapt to changing technology.

- A. Uses and maintains equipment appropriately.
- B. Explain the importance of lifelong learning in adapting to changing technology.

COURSE OUTLINE**Unit 2 – History of American Education**

- A. Identify key events in the American educational system from the colonial period to present day
- B. Explain the effect of key historical events on the evolution of the American educational system.
- C. Identify key figures in education and how their contributions affected the educational system.
- D. Analyze past trends in the American Educational system and determine their success or failure.
- E. Identify educational options for minorities from the colonial period to present day.
- F. Explain the changing role of the teacher.
- G. Identify key changes in school curriculum.

Unit 3 - Schools and Society

- A. Compare various educational systems.
- B. Identify key governing bodies and their purpose in education.
- C. Identify key federal and state mandates affecting education.
- D. Explain the public funding model in education.
- E. Identify major policies and politics affecting education in California and the United States.
- F. Analyze types of schools in the United States. e.g. private, charter, alternative
- G. Identify societal issues influencing education.
- H. Identify issues related to culture, diversity, and equity in the educational system

Unit 4 - Developmental Psychology and Child Guidance

- A. Identify key learning and developmental theorists who have influenced education.
- B. Analyze various theories related to physical, social/emotional, cognitive, and moral development of children and adolescents.
- C. Explain the difference between classroom management and discipline.
- D. Identify effective classroom management procedures.
- E. Identify effective methods of behavior modification and discipline.
- F. Identify various special populations.

Unit 5 - Teaching and Learning

- A. Analyze various learning theories and their application in education.
- B. Analyze various philosophies in education.
- C. Identify effective teaching strategies and methodologies for special populations.
- D. Effectively implement various teaching strategies and methodologies in a learning environment.

Unit 6 - Curriculum and Education Standards

- A. Explain the importance of standards based education.

COURSE OUTLINE

- B. Identify the elements of effective lesson design.
- C. Analyze and unpack educational standards.
- D. Explain the use of curriculum, pacing guides, and lesson plans.
- E. Analyze lesson plans and presentations for effectiveness.
- F. Identify methods of differentiating instruction.
- G. Explain the use of IEP's and 504's

Unit 7 - Assessment and Evaluation

- A. Analyze the effectiveness and purpose of various types of assessments.
- B. Identify methods of evaluating learning.
- C. Analyze various grading systems and methods.
- D. Explain the importance of a rubric.
- E. Explain the importance and various uses of data in education.
- F. Identify methods for providing feedback.

Unit 8 – Careers in Education

- A. Explain the importance of continuing education and professional development in education.
- B. Identify various methods for gaining professional development in education.
- C. Identify educational requirements and qualifications various educational careers.
- D. Identify methods of credentialing and certification for educators.
- E. Identify various professional organizations related to education and their purpose.

KEY ASSIGNMENTS

Assignment	Competency	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).		2 3 10	2 3		LS 9-10, 11-12.6 SLS 11-12.2
2.					

ANCHOR STANDARDS**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to post-secondary education and employment. Refer to Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and Accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.

CAREER READY PRACTICES

- 1 - Apply appropriate technical skills and academic knowledge.
- 2 - Communicate clearly, effectively, and with reason.
- 3 - Develop an education and career plan aligned to personal goals.
- 4 - Apply technology to enhance productivity.
- 5 - Utilize critical thinking to make sense of problems and persevere in solving them.
- 6 - Practice personal health and understand financial well-being.
- 7 - Act as a responsible citizen in the workplace and the community.
- 8 - Model integrity, ethical leadership, and effective management.
- 9 - Work productively in teams while integrating cultural/global competence.
- 10 - Demonstrate creativity and innovation.
- 11 - Employ valid and reliable research strategies.
- 12 - Understand the environmental, social, and economic impacts of decisions.
- 13 - Apply appropriate technical skills and academic knowledge.
- 14 - Communicate clearly, effectively, and with reason.
- 15 - Develop an education and career plan aligned to personal goals.

PATHWAY STANDARDS**C. Education Pathway**

- C1.0** Describe the structure of the education industry and its role in local, state, and global economies.
- C2.0** Name operational procedures and organizational policies at various levels in education.
- C3.0** State specific applications of government regulations in the education industry.
- C4.0** Practice critical emergency and disaster procedures at a school site.
- C5.0** Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.
- C6.0** Use positive interaction, guidance, and discipline in the educational environment.
- C7.0** Explain the role and purpose of standards-based instruction and assessment.
- C8.0** Compare basic principles and practices of good nutrition and health and wellness for children.
- C9.0** Assess how to communicate and interact effectively with families and community groups.
- C10.0** Integrate the process of developing quality teaching materials and resources for classroom instruction.
- C11.0** Evaluate the role of instructional staff in supporting the learning process.
- C12.0** Formulate the components of effective after-school and recreational programs for individuals and groups.

COMMON CORE STANDARDS

ENGLISH LANGUAGE ARTS

Language Standards

LS 9-10, 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 9-10, 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1b

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WS 11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Information Text

RSIT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RSIT 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

A-G APPROVED KEY ASSIGNMENTS

1. In cooperative groups (Learning Teams), student's jigsaw selected sections from primary and supplemental texts and complete notes on different eras in American education.
2. Groups draft, revise, edit, and publish the information in the form of a typed, 2 – 3 page summary of key elements, people, and philosophies of education in the time period they were assigned.
3. Groups create a poster, skit, or power point to highlight key information and present to the class along with their summary. Rubrics are used to grade both the group summary and individual participation in group work.
4. Students take notes on presentations and using these notes, complete a 2 page analysis of how elements of previous eras still influence education today.

5. Students take a multiple choice and short answer test on the history of education in America and complete a 3 – 4 paragraph timed essay evaluating America's educational system today based on their own experiences.
6. Student's journal about what their own school experiences including what they like and dislike about how schools are run and their perceptions of who is in charge of what in schools. On the walls, the teacher hangs posters with different questions at the top: What do you like about school? What do you dislike about school? Why is school mandatory? How are schools evaluated? Who decides how money can be spent at a school? Who pays for public schools? Who decides what is taught in schools? In groups of 4, students share journal responses, formulate answers to poster questions, and jot these answers on sticky notes to be posted on appropriate posters. Teacher leads a discussion on responses and leaves posters hanging for students to refer to at the end of the unit.
7. Students read aloud the first selection for this unit from the texts as the teacher models Cornell note taking. Students practice reading and taking notes in groups for the second selection, and students read and take notes independently with the third selection.
8. Students demonstrate understanding of the organization and design of schools by passing a multiple choice and short answer test. In addition, students design their ideal educational institution. Students create a visual as well as a written description and then explain their institution's merits by comparing and contrasting their institution with current educational institutions. The description and comparison should be 2 – 3 pages and are graded using a writing rubric that rewards descriptive writing and thorough analysis in comparisons.
9. Students examine policies and politics related to schools, diversity and equity in schools, and societal issues affecting schools through a research project.
10. The teacher provides an overview of these areas in a power point lecture. Students stop to pair share and reflect at various points in the overview.
11. Using their notes from the presentation as well as various reading selections from primary and supplemental texts, students select a particular topic to research. After selecting a topic and formulating a question to be answered related to the topic, students begin research using a minimum of 3 appropriate online sources and 2 "expert" interviews.
12. The teacher models note taking emphasizing evaluating sources, summarizing information, paraphrasing, and quoting.
13. Students write a draft of their research findings including parenthetical citations and a works cited page. Peer groups revise and edit. Students prepare a final draft of their research findings in a 4 – 5 page typed paper (MLA format) which are graded using a research project rubric.
14. During internships, students are asked to review the webpage of their assigned school to find out how the school is run and what services are offered for diverse students. Students also read the school profile and talk with their mentor teacher about the school. In journals, students reflect on their observations of what is good and what is challenging in the design of their assigned school and also what they notice about the community the school serves. At the end of the unit, students complete a 2 – 3 page, typed site report analyzing issues of policy, diversity, and equity at their internship school.
15. Pairs are assigned a topic and use textbooks and supplemental materials to prepare informational posters for the class. Posters are graded using a poster rubric focusing on the clarity and quality of information presented.
16. Posters are hung around the room and students participate in a gallery walk, filling in graphic organizers using information from all posters.
17. Students learn and apply principles of positive discipline, assertive discipline, and Kohlberg's stages of moral development to design a classroom management plan for the grade level classroom in which they are working during their internship.
18. Using primary and supplemental texts, students will read about current discipline and classroom management techniques, filling in a class designed graphic organizer.
19. In journals, students reflect on classroom management and child guidance techniques seen in their internship classrooms and in their own classes.
20. Students synthesize information and observations and create their own classroom management plan in written form. Student's present

classroom management plans to their learning team. Students evaluate each other's plans based on class developed rubric.

21. Students take notes on a power point lecture introducing special populations in schools.
22. In addition to the lecture, students will hear from a panel of guest speakers made up of teachers and support staff on campus who work with EL students, special education students, at risk students, and GATE students. The panel discussion will focus on important considerations for special populations in the learning environment and in designing a classroom management plan that takes into account all students.
23. In their internship classroom, students are asked to observe younger students and record evidence of particular stages of development. For example, students observe interactions in the classroom to determine what stage of moral development is evident. Students create a developmentally appropriate activity to do with younger students in their internship classroom. At the end of the unit, students use evidence from anecdotal observations to analyze and reflect on relevant stages of children in the classroom setting in which they are working. In their site report for this unit, students choose one developmental psychologist and summarize his/her work using their own observations as examples of stages. Students also evaluate their activity and how successful they were at designing and presenting an activity with individuals or small groups. Finally, students evaluate how well current educational practices, including classroom management and discipline techniques, reflect an understanding of the development of children at various stages. The typed, 2 - 4 page site report is graded using the writing rubric.
24. Students complete an information scavenger hunt using the textbook and supplemental materials. As part of the scavenger hunt, students search for information to fill in a graphic organizer on the topics listed under Theories of Learning in the course outline. At this stage, students are gaining an overview of the variety of theories related to how people learn.
25. Students assess their own learning styles and multiple intelligences by completing a self-assessment tool and reflecting on the accuracy of results in journals.
26. Students select a particular theory or theorist and become the class "expert". "Experts" produce a 3 – 5 page typed research paper with correct citations and prepare an oral presentation (with a visual aid) for the class.
27. Students take notes on other presentations and use their notes to complete a multiple choice and short answer exam. Questions focus on requiring students to apply what they have learned to analyzing and evaluating classroom scenarios.
28. Students show understanding of philosophies of education by taking a personal assessment of their own preferences, analyzing classroom scenarios (both in writing and in actual internship observations) to identify philosophies demonstrated, and crafting their own philosophy of education.
29. Students reflect on their own opinions of philosophies of education in journals.
30. Students synthesize information and observations and write their own philosophy of education in essay format, including rationale for philosophical beliefs and specific supporting evidence from observations.
31. Students verbally share their personal philosophy of education with their learning team.
32. Students review and revise their personal philosophy of education again at the end of the year after completing 60 hours of lab time in a classroom setting.
33. Students complete a written self-reflection on how their statements of their philosophy of education were reinforced and/or changed by the lab time spent in classrooms.
34. Students participate in revision workshops in pairs to finalize their philosophy of education essays and submit final drafts to the teacher for grading using the rubric developed in class.
35. Students demonstrate understanding of strategies of teaching by creating a Tool Kit and demonstration lesson.
36. Students participate in lectures, demonstrations, and class activities that explain and model specific methods of instruction. (see outline for complete list)
37. Using this information, students create a Tool Kit of teaching strategies they understand and are able to use.

38. Students create and present a model activity that teaches a simple concept using one or more of the strategies in their Took Kit.
39. Model activities are evaluated using a class developed rubric.
40. Students demonstrate understanding of instructional strategies by passing a multiple choice, short answer, and essay test.
41. Unit Site Report #3
42. Students write anecdotal observations of learning styles, multiple intelligences, and motivation techniques observed in lab classrooms
43. Students write anecdotal observations of philosophies reflected in activities in internship classrooms.
44. In a 2 – 4 page typed site report, students evaluate how their own opinions and philosophy of education influence which theories of learning they connect with most strongly and which strategies they prefer. Students comment on what they have observed about their mentor teachers philosophy of education and how that is reflected in the strategies the teacher uses in his or her classroom.
45. The teacher presents an overview of California State Standards and the Common Core Standards.
46. In cooperative groups, students look at a particular English Language Arts skill and trace it through all grade levels. Each group will create a poster illustrating the development of the skill and explaining the progression in simple language. Posters are evaluated using the poster rubric.
47. Students review their model activity from Unit IV and analyze what standards are addressed in this activity.
48. Students journal about a favorite lesson or activity they remember from school and then brainstorm what makes a lesson interesting and effective.
49. The teacher presents the elements of effective lesson design and then cooperative groups analyze sample lesson plans and evaluate them for effective design.
50. Using the same model activity which has been aligned to one or more standards, students now create a lesson plan for that activity which includes all elements of effective lesson design.
51. Students review curriculum, pacing guides, and lesson plans used in internship classroom.
52. Students record standards currently being addressed in their internship classroom and estimate the percentage of students who are demonstrating mastery of those standards.
53. In the 2 – 4 page typed site report, students evaluate the effectiveness of the curriculum being used and provide their impressions, along with specific examples, of how well the students in their internship classroom are meeting grade level standards.
54. The teacher posts butcher paper with types of assessment and a column labeled “positives” and a column labeled “negatives” beneath. As they enter the class, students will write a comment or two in both columns showing what they like and don’t like about each type of assessment. The teacher facilitates a class discussion emphasizing the different preferences of different types of learners.
55. Student’s journal about their own experiences with classroom tests and high stakes standardized tests in their school careers. Students share responses in learning teams.
56. Using selected sections from the texts as well as lecture presentations, the teacher will introduce students to the types and purposes of different assessments and grading systems.
57. Students will look at current API and AYP scores for their school and their internship school and will discuss as a class the role of standardized tests in evaluating schools and teachers, and in federal programs such as No Child Left Behind and Race to the Top.
58. Current topics such as closing achievement gaps and the role of high stakes testing in American schools will be addressed in Socratic Seminars. Students will be graded on their participation using the discussion rubric.
59. Students will brainstorm several possible assessments for the lesson and present these to their learning teams for peer evaluation.
60. Students synthesize concepts about learning and teaching, and about the cycle of effective instruction that uses assessment to inform instruction by creating their own thematic classroom lesson plan series that teaches standards-based concepts or skills for the grade and subject area of their choice. The lesson series must use correct lesson plan format, must include appropriate activities and strategies which

reflect an understanding of diverse learning styles and special populations, and must include formative and summative assessments.

61. Students present lessons to their learning team. Students evaluate each other's lessons using class created rubric. Students revise lessons based on group input. Students select part or all of lesson series to present in their lab classrooms.
62. Students reflect on their process of creating, revising, and presenting a lesson in their internship class. In the 2 – 4 page site report, students discuss their lesson using correct terminology, and explain how they felt presenting the lesson in the internship class, including what was easier than they expected and what was more difficult. Students provide a self-evaluation of how they did and reflect on the mentor teacher's comments on their lesson. Finally, students describe the results of their end of the lesson assessment and generate ideas for how they would do the lesson differently the next time.

ROP/CTE RECOMMENDED COURSE SEQUENCE

Introductory	Concentrator	Capstone
Child Development	The Art of Teaching	Educators Rising
Careers in Education	Child Care Occupations/Infant -Toddler	
	Child Care Occupations/Pre-School Age	

COURSE RESOURCES

Textbooks			
Title	Author	Publisher	Primary (Y/N)
Teaching	Kato, S.L.	Goodheart Willcox Publishing	Yes
Teachers, Schools and Society	Sadker, David and Karen Zittleman	McGraw Hill	No
Learning to Teach	Shalaway, Linda	Scholastic, Inc	No
Taking Sides: Clashing Views on Educational Issues	James Noll	McGraw Hill	No
Strategies for Great Teaching	Mark and Seth Derner	Zephyr Press	No
The First Days of School	Harry and Rosemary Wong	Harry K Wong Publications	No
Other Resources			
Title	Author	Website	