

Teaching as a Profession - ED 200

(CTE Model Course: Careers in Education)



Industry Sector: [Education, Child Development and Family Services](#)

Pathway: Education

The Teaching as a Profession course is designed to prepare students for professional or learning support positions in education, pre-kindergarten through grade twelve. Students study human development, standards, regulations and codes, positive guidance and counseling techniques, age-appropriate and grade-appropriate learning strategies, learning theories, and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary sites. The course prepares students for entry into college or university teacher-training programs.

About the Team: This structure of this course and the materials contained within it were created by a team of educators from across the state with support from the CTE Online curriculum leadership team and detailed coordination provided by the Course Specialist Pat Peck.

Last Revised: August 10, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Education, Child Development, and Family Services Industry: Education Pathway</p> <p>Grade Levels: 11, 12</p> <p>CSU/UC Approval: No</p> <p>Community College Course: Yes</p> <p>Pathway Sequence(s) That Include This Course:</p>	<p>Course Level: Capstone</p> <p>CALPADS Pathway: EDU - 132</p> <p>CALPADS Course Title: Teaching as a Profession</p> <p>State Course ID: 7531</p> <p>Total Hours: 45</p> <p>Course Length: 1 Semester</p>

Education Pathway Course Sequence:

Introduction to Health and Human Services Careers or
Health Professions and Organizations
First Aid, Emergency Response and CPR
Career Explorations
Education & Technology I
Education & Technology II
Education Internship (10th, 11th, 12th)
PSYC 120 Intro to Psychology or COMM 103 Public Speaking
ED 200 Teaching as a Profession
HED 105 Health Education for Teachers
CD 125 Child and Adolescent Development

Local Course Number: ED200**Board Approval:** Pending Board Action on 12/7/17**Labor Market Demand:** High**Course Type:** Career-Technical Preparation

Competencies / Outcomes

In this course, students will:

1. Know the critical health and safety procedures that are used at a school site.
2. Understand critical emergency and disaster procedures at a school site
3. Understand the state and federal environmental and safety regulations and the use of material safety data sheets as they relate to the education industry.
4. Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.
5. Know how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures
6. Understand the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.
7. Understand the basic structure of education in California (e.g., pre-kindergarten through grade twelve, community college, the California State University, the University of California).
8. Understand the differences in organizational structures at educational facilities, including relationships and interactions among personnel.
9. Know when and how to use key procedures at the classroom level (e.g., attendance; observations; evaluations; and illness, incident, accident, and injury reports).
10. Know professional standards for the Educational workplace (ethics, professionalism, appropriate clothing, quality of work).
11. Analyze and interpret regulations and policies with the California Education Code; the California Code of Regulations; and California Department of Education Policies and Guidelines
12. Analyze and interpret education requirements for California Public Schools K-12 Staff.
13. Identify tests associated with the Credentialing Process.
14. Identify Child Abuse and Neglect reporting requirements.

15. Analyze and interpret district and site policies as well as compliance with laws & regulations.
16. Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
17. Identify the factors in heredity, family, culture, and the environment that may influence the development of children and adolescents.
18. Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
19. Know the best practices for inclusion in the education of children and adolescents with special needs.
20. Understand common behavior problems, possible causes, and potential solutions.
21. Understand strategies for effective classroom management, including appropriate discipline.
22. Know the types of positive guidance techniques that are used in various stages of a child's development.
23. Know how to support the development of positive self-image and self-esteem and independence and respect for oneself and others.
24. Students will study the identification of students with special needs and accommodations that can be made in the classroom for these students.
25. Identify relevant curriculum standards and their use in instruction.
26. Know the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and cultural backgrounds.
27. Use teaching strategies that promote student learning, critical thinking, and problem solving.
28. Know the types and important elements of student assessments.
29. Understand the appropriate use of current technology to develop instructional materials and support learning.
30. Know various types and sources of quality, grade-appropriate materials and equipment.
31. Assess available materials and resources for quality and grade appropriateness.
32. Develop grade-appropriate instructional materials and resources.
33. Know the signs and symptoms for infections, illness, and allergic reactions.
34. Understand the nutritional needs of children.
35. Identify common food allergies.
36. Recognize nutrition-related disorders and diseases.
37. Know mediation policies and guidelines.
38. Recognize universal health and food precautions.
39. Understand the factors that influence effective communication between the school and home and how to foster parental involvement.
40. Understand issues of diversity and how to exhibit sensitivity to cultural differences.
41. Understand the ways in which language, culture, and educational backgrounds may affect communication within and among families and the school.
42. Know the credentialing requirements for teachers of students in pre-kindergarten through community college.
43. Explore careers in education, including the various professional levels and career path options.
44. Identify education industry trends and issues.

Standards

California's 2008 CTE Standards

1. **CTE.ECDFS.C.C6.2** Understand strategies for effective classroom management, including appropriate discipline.
2. **CTE.ECDFS.C.C6.1** Understand common behavior problems, possible causes, and potential solutions.
3. **CTE.ECDFS.C.C3.1** Know the critical health and safety procedures that are used at a school site.
4. **CTE.ECDFS.C.C11.3** Understand the common typical and atypical learning challenges for students in a variety of curricular areas.
5. **CTE.ECDFS.C.C2.1** Know when and how to use key procedures at the classroom level (e.g., attendance; observations; evaluations; and illness, incident, accident, and injury reports).
6. **CTE.ECDFS.C.C2.4** Understand the components of professionalism and how to practice professional behaviors.
7. **CTE.ECDFS.C.C10.2** Know various types and sources of quality, grade-appropriate materials and equipment.
8. **CTE.ECDFS.C.C10.3** Assess available materials and resources for quality and grade appropriateness.
9. **CTE.ECDFS.C.C10.1** Understand the appropriate use of current technology to develop instructional materials and support learning.
10. **CTE.ECDFS.C.C10.4** Develop grade-appropriate instructional materials and resources.
11. **CTE.ECDFS.C.C5.4** Know the best practices for inclusion in the education of children and adolescents with special needs.
12. **CTE.ECDFS.C.C5.3** Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
13. **CTE.ECDFS.C.C7.3** Use teaching strategies that promote student learning, critical thinking, and problem solving.
14. **CTE.ECDFS.C.C7.1** Identify relevant curriculum standards and their use in instruction.
15. **CTE.ECDFS.C.C7.2** Know the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and cultural backgrounds.
16. **CTE.ANR.FS.3.6** Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
17. **CTE.ECDFS.KPAS.11.5** Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards,

Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)

3. RST.9-10.9 (9th-10th)[Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th)[Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12)[Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

Suggested Resources and Materials

The Developing Child by Brisbane, ISBN 0-07-868969-4, Glencoe McGraw Hill
Those Who Can, Teach by Ryan/Cooper, ISBN 0-618-307004-4, Houghton Mifflin
Becoming A Teacher by Parkay/Stanford, ISBN 0-2-5-38854-X, Pearson Allyn Bacon
Kaleidoscope Readings In Education by Ryan/Cooper, ISBN 0-618-64362-1

Units

Unit lesson plans for instructors are available on CTE Online.

Unit 1: Orientation

Description

Students will follow class rules and policies and the safety guidelines of equipment use. They will practice professional responsibility in working at a local field site. All students will sign a behavioral contract and meet a score of 100% in the assessment of this unit to continue on with the course.

Key Topics/Activities

Roles and Responsibilities Training

- Collaborating with Teachers
- Modeling Good Learning Habits
- Providing Examples of how to Achieve Classroom Expectations
- Redirecting Inappropriate Behaviors
- Maintaining Professionalism and Confidentiality

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 2: Safety, Emergency, and Disaster Procedures

Description

Students will understand how to provide a safe and healthy environment for children, learn first aid, and acquire CPR certification. Additionally, students will learn school-site emergency procedures.

Key Topics/Activities

- Providing Playground and Lunch Supervision
- CPR/First Aid Certification
- TB Test
- Restorative Practices in the classroom and on the playground
- Emergency Drills
- Follow School Safety Protocol

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 3: School Organization and Operational Procedures

Description

Students will study the development of education from a historical perspective as well as organization of the educational system, governance and management, types of facilities, professional levels within the system, roles and contributions for organizational success, and preparation required for a teaching career. New research and educational trends will be also studied. Students will study classroom organization to optimize learning and afterschool programs and their organization. Students will have the opportunity to prepare for and take the CBEST examination. They will identify ethical behaviors and the components of professionalism.

Key Topics/Activities

- Collaborating with Teachers
- Providing In-class Student Support
- Encouraging Students' Classroom Involvement
- Explaining Directions
- Supporting Students Engaged in Problem Solving
- School Site Culture and Protocol
- Assisting Teacher with Classroom Prep

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 4: Standards, Regulations, and Codes

Description

Students will understand government structure and its role in the educational system and regulations affecting preschools, elementary and secondary schools and governance.

Key Topics/Activities

- School and District Policies and Procedures
- Family Educational Rights and Privacy Act (FERPA) of 1974
- Legal Limits
- Mandated Reporting
- Professional Attire
- Cell Phone Policy

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 5: Growth and Development of Children and Adolescents

Description

Students will study important elements of physical, intellectual, emotional, and social development of children, pre-kindergarten through adolescence. This will include theories of child development, factors that influence development, parent/child and family structures, and cultural differences.

Key Topics/Activities:

- Understanding Basic Teaching Pedagogy
- Curriculum Support and Analysis
- People First Language (equity and respect)

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 6: Classroom Management and Positive Discipline

Description

Students will understand the roles of positive interaction, guidance, and discipline in the educational environment. This will include self-concept and respect for self and others, independence and self-help skills, behavior modification concepts, positive guidance and discipline techniques, assertive discipline methods, classroom management and school wide discipline, and classroom management and disciplinary techniques for middle and high school students.

Key Topics/Activities

- Model and Participate in Restorative Practices
- Intern in a Trauma Informed School
- Growth Producing, Process Driven vs. Outcome Driven, Positive Praise and Feedback

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 7: Students with Exceptional Needs

Description

Students will study the identification of students with special needs and accommodations that can be made in the classroom for these students. This includes gifted and talented students, English Language Learners, students with behavior problems, at-risk students, students in crisis, and students with disabilities.

Key Topics/Activities

- Inclusive Education for All Students
- People First Language (equity and respect)
- Differentiated Instruction, addressing students' needs (English Learners, IEP's, 504 plans, accelerated learning paths, RTI model for struggling students)

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 8: Designing Effective Instruction and Assessment

Description

Students will understand the California subject area frameworks and State Board of Education content standards. Students will understand current methods, techniques, strategies, and applications for teaching various subject area content standards to individual children, small groups, and whole class instruction. They will assess and develop learning activities for children in preschool through high school. Students will write and deliver successful lesson plans in areas including language and literacy, mathematics, science, history/social science, nutrition and health, visual arts, music and movement, physical education, technology and career technical education. Lesson plans will include an introductory activity, instruction, guided practice, application, evaluation and closure, and assessment.

Key Topics/Activities

- Gradual Release of Responsibility (GRR Model)
- Productive Struggle
- Growth Mindset
- Read Aloud Lesson Plan
- Model Problem Solving

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 9: Health and Nutrition Practices

Description

Students will identify common signs and symptoms of infection, illness and allergic reactions in children. They will identify proper storage and administration policies of medications. They will study universal health and food precautions. Students will outline the nutritional needs of children, common food allergies, nutrition related disorders and diseases. They will develop meal plans for children following state guidelines.

Key Topics/Activities

- Basic Nutrition and Food Protocol
- Allergy protocols and notifying the right personnel
- Assist During Lunch Supervision

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 10: Communication with Parents, Students, and the Community

Description

Students will understand how to effectively communicate with families and community groups and support systems.

Key Topics/Activities

- Observe from the Teacher Proper Teacher-Parent Interactions
- Articulate best practices for communication with parents, teachers and students
- Communication practices for positive and growth-producing communication with parents, teachers and students.

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 11: Exploring Teaching Careers

Description

Students will identify education industry trends and issues in the areas of legislation, economics, and social interactions. They will identify roles and responsibilities of teachers and instructional assistants in a school wide setting and as a faculty member, evaluator, counselor, diplomat, disciplinarian, and learner. They will research academic preparation, testing and credentials necessary to enter the profession, the occupational outlook for teachers in California. They will describe the roles of professional teacher organizations.

Key Topics/Activities

- Interview and Application
- Students Participate in Career Interest Profile.
- Student Strength Assessment
- Resume and Cover Letter Preparation

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 12: Employment Portfolio

Description & Key Topics/Activities

The lessons in this unit will teach the student how to write a portfolio for a student organization or for a future job. Students will complete the CTE [Employment Portfolio Unit](#)

