

# El Monte Union High School District

(4-18-08)

## Course Outline

**High School** MountainView High School

<p>Title: <u>Careers in Teaching 2</u></p> <p>Transitional* _____ (Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* _____ Bilingual* _____</p> <p>AP** _____ Honors** _____</p> <p>Department: <u>US</u></p> <p>Grade Level (s): <u>12</u></p> <p>Semester _____ Year <u>X</u></p> <p>Year of State Framework Adoption <u>2005</u></p>	<p>This course meets graduation requirements:</p> <p>( ) English</p> <p>( ) Fine Arts</p> <p>( ) Foreign Language</p> <p>( ) Health &amp; Safety</p> <p>( ) Math</p> <p>( ) Physical Education</p> <p>( ) Science</p> <p>( ) Social Science</p> <p>(X) Elective</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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\*Instructional materials appropriate for English language learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

**1. Prerequisite(s):**

Students must be seniors enrolled in the Teacher Preparation Academy and have taken Careers in Teaching 1.

**2. Short description of course, which may also be used in the registration manual:**

Careers in Teaching 2 is a one-year course that provides students who are interested in the field of education the opportunity to experience, first hand, the role of the teacher and the art of teaching. Throughout the year, students will reinforce their career choice, receive insight into the philosophical and theoretical foundations of teaching and learning, as well as gain experience in using a wide variety of valuable teaching tools and methodologies. Literacy coach from Parkview Elementary trains students in phonemic awareness and sound/spelling cards in preparation for their work with 2<sup>nd</sup> and 3<sup>rd</sup> graders. This training occurs the first six weeks of the Fall semester and additional training is provided on an ongoing basis. As a result of taking the course, students will have an excellent head start on the road toward

becoming competent teachers who are able to make thoughtful, informed decisions about instructional strategies and ways to support student learning.

**3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):**

Students in the Teacher Preparation Academy Careers in Teaching Level 2 class will demonstrate processes of critical thinking, effective communication, leadership, and management in order to apply education and early childhood knowledge and skills in the tutoring environment. Students will integrate the ESLRs on a daily basis when they show respect for one another's ideas, perspectives, and contributions.

**4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:**

When necessary, the teacher will modify the pacing of the lesson, and use a variety of teaching strategies (one-on-one instruction, small group learning, peer tutoring), use instruction books written on various reading levels, present information in various formats or learning modalities (visual, audio, hands on techniques).

**5. Describe the interdepartmental articulation process for this course:**

Teachers from the English, Science, Social Science, Business, and Family and Consumer Science Departments all collaborate with the Careers in Teaching 2 class in course objectives and joint learning experience for students interested in teaching.

**6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**

Careers in Teaching 2 provides the opportunity to explore a career in elementary education and provides a foundation for study at a higher level academic institution that leads to education related careers. This course provides a hands-on, project-based approach that utilizes higher order thinking, communication, leadership, and management processes in order to integrate careers in education. The course of study includes, but it not limited to: planning, writing and implementing developmentally appropriate lesson plans; completing classroom observations; applying health, safety, and ethical principles when working with children and adolescents; investigating licensing requirements related to careers in education; and enhancing employability skills related to knowledge and dispositions of elementary and secondary teachers. Additional activities such as writing a resume, developing a portfolio and preparing for a job interview are used to prepare students for careers in education and/or related settings.

**7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)**

A. Textbook(s) and Core Reading(s): Parkay & Stanford. (2004). *Becoming a Teacher*

B. Supplemental Materials and Resources:

C. Jensen, Eric. (1998). *Super Teaching*, The Brain Store, Inc. San Diego, CA.

There will be additional readings selected by the teacher during the year. In addition, the students will be assigned project that will require research on the Web or in the library.

D. Tools, Equipment, Technology, Manipulative, Audio-Visual:

- LCD projector
- Laptop computer portable lab
- Desktop computers
- Materials needed for tutoring as per request of literacy coach from the elementary school.

**8.****▪ Objectives of Course**

- To provide the student with a broad view of options for a career in education
- To give the student hands-on experience in teaching children
- To build a foundation for the student's higher education and teaching goals
- To have students practice academic skills as a basis for their work with children
- To help students develop guidance skills that promote self-esteem
- To help students both demonstrate and assess their own knowledge of the developmental needs of diverse learners
- To encourage students to use appropriate learning methods and activities for diverse groups

**▪ Unit detail including projects and activities including duration of units (see attached)****▪ Indicate references to state framework(s)/standards****California Standards for the Teaching Profession:**

1. Engaging and Supporting all Students in Learning
2. Creating and Maintaining Effective Environment for Student Learn
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

**▪ Student performance standards**

Students must have a good attendance record and be willing to accept numerous responsibilities associated with working in a elementary school level classroom.

**▪ Evaluation/Assessment/rubrics**

- Students will be assessed on their participation in in-class activities and discussions, practicum experiences, lesson plans and involvement in their assigned middle school classroom, self-reflection and evaluation, student observations, and special projects. Students will complete a daily tutee observation log that is to be collected by their teacher every six week grading period. Students will write one self-reflection/evaluation every six week grading period. Co-operating teachers from the elementary school will provide feedback on evaluation forms for each student tutor. Students will participate in a mock interview at the end of the school year and will be evaluated by special guest interviewers. Students will begin a portfolio with a resume and all performance related evaluation forms.
- Regular and consistent attendance is imperative for success in this class. When students are absent, their elementary school students, cooperating teacher, and supervising teacher are all affected

**▪ Include minimal attainment for student to pass course**

60% or higher is needed to pass the course.

**CAREERS IN TEACHING LEVEL 2**  
**TEACHER PREPARATION ACADEMY**  
**SENIORS TUTORING AT PARKVIEW ELEMENTARY**  
**PACING PLAN FOR 1<sup>ST</sup> AND 2<sup>ND</sup> SEMESTER**

<b>Grading Period 1</b> Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Icebreakers	Start traveling on bus to Parkview Elementary	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.
Ch. 1 <i>Becoming a Teacher</i>	Cont. Ch.1 <i>Becoming a Teacher</i>	Students need to take all materials and wear TPA shirt.	Students need to take all materials and wear TPA shirt.	Students need to take all materials and wear TPA shirt.	Students need to take all materials and wear TPA shirt.
Group work	Group work/or travel to Parkview,		p.35 #2 Observations and Interviews		
	Write one page reflection paper.		Write one page reflection paper.		Write one page reflection paper.
<b>On late start Thursday's, tutors will be in class with teacher.</b>					
Meet Literacy Coach from Parkview Elementary and Dean of Instruction.	Training by Parkview Elementary's Literacy coach starts.	Training by Parkview Elementary's Literacy coach.	Training by Parkview Elementary's Literacy coach.	Training by Parkview Elementary's Literacy coach.	Training by Parkview Elementary's Literacy coach.
	Students start learning about phonemic awareness and sound/spelling cards.	Students continue to learn strategies to tutor 2 <sup>nd</sup> and 3 <sup>rd</sup> graders in reading skills.	High frequency words passed out to students. Students continue to learn reading strategies.	Students continue to practice reading strategies.	Students learn assignments where their classroom will report to following
	Friday there is no training.	Friday there is no training.	Friday there is no training.	Friday there is no training.	Friday there is no training.

**CAREERS IN TEACHING LEVEL 2**  
**TEACHER PREPARATION ACADEMY**  
 SENIORS TUTORING AT PARKVIEW ELEMENTARY  
 PACING PLAN FOR 1<sup>ST</sup> AND 2<sup>ND</sup> SEMESTER

<b>Grading Period 2</b> Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.
<b>On late start Thursday's, tutors will be in class with teacher.</b>					
Ch. 2 <i>Becoming a Teacher</i>	Cont. Ch. 2 <i>Becoming a Teacher</i>	Hand out three week progress reports		Write reflection paper.	
Tutors working with 2 <sup>nd</sup> and 3 <sup>rd</sup> graders in reading literacy Monday thru Thursday					
<b>No tutoring on Friday's</b>					

<b>Grading Period 3</b> Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.
<b>On late start Thursday's, tutors will be in class with teacher.</b>					
Ch. 3 <i>Becoming a Teacher</i>	Cont. Ch. 3 <i>Becoming a Teacher</i>	Hand out three week progress reports	Update resumes	Write reflection paper.	
Tutors working with 2 <sup>nd</sup> and 3 <sup>rd</sup> graders in reading literacy Monday thru Thursday					
<b>No tutoring on Friday's</b>					

**CAREERS IN TEACHING LEVEL 2  
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<b>Grading Period 4</b> Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.
<b>On late start Thursday's, tutors will be in class with teacher.</b>					
Ch. 6 <i>Becoming a Teacher</i>	Cont. Ch. 6 <i>Becoming a Teacher</i>	Hand out three week progress reports	Letters of recommendation Work on portfolio	Write reflection paper.	
Tutors working with 2 <sup>nd</sup> and 3 <sup>rd</sup> graders in reading literacy Monday thru Thursday					
<b>No tutoring on Friday's</b>					

<b>Grading Period 5</b> Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.	Traveling to Parkview by bus.
<b>On late start Thursday's, tutors will be in class with teacher.</b>					
Ch. 7 <i>Becoming a Teacher</i>	Cont. Ch. 7 <i>Becoming a Teacher</i>	Hand out three week progress reports	Letters of recommendation Work on portfolio	Write reflection paper.	
Tutors working with 2 <sup>nd</sup> and 3 <sup>rd</sup> graders in reading literacy Monday thru Thursday					
<b>No tutoring on Friday's</b>					

**CAREERS IN TEACHING LEVEL 2**  
**TEACHER PREPARATION ACADEMY**  
**SENIORS TUTORING AT PARKVIEW ELEMENTARY**  
**PACING PLAN FOR 1<sup>ST</sup> AND 2<sup>ND</sup> SEMESTER**

<b>Grading Period 6</b> Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Mock Interviews</b>	<b>Mock Interviews</b>	<b>Mock Interviews</b>	<b>Mock Interviews</b>		Seniors at graduation practice
Portfolio work		Three week progress report		Write last reflection	