

**GREAT PLAINS TECHNOLOGY CENTER
COURSE OF STUDY**

Career Cluster: Education and Training (ED)

Career Pathway: Teaching/Training

Local Program: Teacher Prep (ED0030043)

Program Hours: Secondary Students: 500 Hours

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Academic Credit: Secondary Students: 3 high school credits per year

Prerequisites: Keyboarding/Typing and Microsoft Word (recommended)

Program Description:

This program prepares students for a beginning framework for entering the field of education. Students will learn theory, create lesson plans, as well as put their plans into action. Students will complete several field experiences that will help them have knowledge of the requirements and characteristics that are needed by a teacher. Program culminates with American Association of Family and Consumer Sciences (AAFCS) Education Fundamentals certification test.

Program Goals:

The mission of the Teacher Prep is to provide students with classroom and field experiences that will enable them the opportunity to develop the skills and attitudes needed to successfully enter into the educational field according to their personal choice, ability and resourcefulness.

Related Career Opportunities:

- Teacher Assistant
- Paraprofessional

Program Objectives:

This program is designed to:

- Examine the multiple responsibilities and explain the professional role of a teacher
- Explore diverse career options in education
- Observe, explore, and utilize effective teaching practices
- Discuss aspects of human growth and development that relate to learning
- Develop and demonstrate leadership, interpersonal, intrapersonal, and self-evaluation skills
- Examine school structures, operations, and policies
- Discuss the complexities of the critical issues in education

DESCRIPTION OF COURSES

<u>Course #</u>	<u>Course Name</u>	<u>HST</u>	<u>HSL</u>	<u>Total</u>
FC00188	Introduction to Education	80	40	120
	<p>This course is designed to introduce Pre-Education students to the professional community of teachers, administrators, and support staff vital to the education of our nation's youth and to the role school plays in society. This course initiates the process of developing a fundamental framework which allows students to become familiar with the culture of schools as they begin to assess their interest in the teaching profession.</p>			
FC00186	Classroom Management (9489)	80	40	120
	<p>This course combines effective teaching skills and classroom management into one comprehensive course. It is designed to provide basic pedagogical tools necessary for creating effective teaching and learning environments. Students will be introduced to the current research on instructional approaches and strategies for teaching and learning in today's classrooms. Students will be required to demonstrate these best practices within individual and small group experimental activities. Additionally, this course incorporates current research on the most effective strategies for improving classroom discipline, motivation, interpersonal relationships, and academic performance on all grade levels. Attention will be given to aspects of diversity and/or cultural factors that influence perceptions about classroom management.</p>			
FC00028	Teach Oklahoma (8409)	50	45	95
	<p>Teach Oklahoma is a program designed to encourage high school juniors and seniors to consider teaching as a viable career option. The yearlong course focuses on teaching learning styles, professional relationships, diversity awareness, portfolio development, lesson plan development as well as other educational topics within the first semester. The first semester of this one-year course involves classroom lectures, activities and projects. The second semester students are placed in simulated teaching experiences within the school system and under the supervision of the instructor and corresponding classroom teacher. The purpose is to provide a quality experience for the interaction between student-teacher and the classroom students. This course is aligned with ten of the fifteen Oklahoma Teaching Competencies (OTC) based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles. The course curriculum is provided by the Oklahoma State Regents for Higher Education.</p>			
C00000	Field Experience	0	75	75
	<p>This course will provide students opportunities to observe classroom settings of various age levels throughout the school year. During extended field experience, students will work with small groups, prepare and present lessons and implement evaluations of activities while working under an experienced professional teacher. Field experience includes field trips to schools, colleges, and other educational facilities. It also includes an eight week internship (two days a week) in a school chosen by the student (Pre-K through 8th grade). Students must provide their own transportation.</p>			
FC00208	Professional Development for Teacher Prep (9244)	30	15	45
	<p>This course is designed for the development of leadership, personal development and employability skills within the field of education.</p>			
TI01386	Introduction to Computers and Applications	30	15	45
	<p>This hands-on course provides students with a basic understanding of computers and their application. Students will be able to demonstrate on an introductory level the use of a computer operating system, an office suite and productivity tools as well as the internet.</p>			

Program Total:	Theory	Lab	Total
High School Student:	270	230	500

Evaluation Policy:

Employability Grades (100 points per week; 25% of final grade)

The employability skills grade is based on 20 points per day (which may include: attitude, attendance, safety, punctuality, cooperation, participation, clean-up, class preparation, school/classroom rules, and time management). Points will be deducted if these responsibilities are not met at the instructor's discretion. Students will be allowed to make up unearned employability points for **excused** absences only. Full credit will be given for assignments/tests that have been made up due to excused absences only (see Student Handbook).

Performance Grades (50% of final grade)

- Projects
- Performance or skill tests

Test Grades (25% of final grade)

- Test grades will be based on a 100-point scale
- Test grades include written and/or skills tests
- A test will be given for each unit of instruction
- Tests are to be taken as a unit is completed
- Tests must be completed within allotted time
- Written assignments

Final Grade (9 Weeks Period)

9-weeks grade will be calculated by averaging grades in each category and summing each category according to their assigned weight. Progress reports will be sent to home schools at six and twelve-week intervals each semester as required or requested. Grades are accessible on-line at <http://sonisweb.greatplains.edu/studsect.cfm>

Grading Scale:

The grading scale as adopted by the Board of Education is as follows:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = Below 60
- W = Withdrawn
- I = Incomplete
- N = No Grade (Refer to Student Handbook)

Make-Up Work Policy:

All Make-Up Work Is The Responsibility Of The Student. Make-up work will be handled as specified in the Student Handbook. Please be sure to read and understand all student policies, especially make-up of assignments, tests and employability due to absences. Students should always arrange for any make-up work with the instructor as per the Student Handbook. Students should keep track of his or her progress and grades.

Attendance Policy:

For specific information related to attendance and tardiness refer to the Student Handbook. Students should keep a written record of their absences and tardiness.

Course Requirements and Expectations:

The general course requirements and expectations include:

- Teaching methods consist of lecture, individualized instruction and practical application.
- Educators Rising is a student organization. It offers outstanding opportunities for development of leadership and social skills. Student organization membership is part of the program curriculum; therefore, all students are members of Educators Rising.
- All students must adhere to policies and procedures in the Student Handbook.
- Equipment used in the program includes desktop computers, laser printers, scanner, Smart Board, laminator, and document camera.

Student Behavior Includes:

- Treat the field experience as a professional (i.e., with your behavior, punctuality, and attendance)
- Maintain confidentiality of student information at all times
- Follow the proper procedure if you are to be absent
- Complete Teacher Prep assignments to ensure that you are prepared for your field experience
- Complete written and oral evaluations of your field experience
- Report any questions or problems with your field experience to your Supervising Teacher as soon as possible
- Create instructional plans prior to presenting the lesson at your field experience
- Utilize instructional strategies learned in the Pre-Education Program during your field experience
- Understand and assist your Cooperating Teacher with student performance evaluations
- Understand and assist your Cooperating Teacher with instructional and classroom management duties
- Assist your Cooperating Teacher in serving students with special or exceptional needs
- Assist your Cooperating Teacher in helping students improve their basic skills

NOTE: For additional information or questions regarding the GPTC School policies and procedures, please refer to the Student Handbook and/or the Instructor.

Accountability Measures and Assessments:

Completed Career Portfolio:

- Employment Documentation
- Certifications
- Resume
- Plan of Study
- Work Samples
- Leadership Documentation

Classroom Management Plan & Class Presentation

Devise a plan presenting a personal perspective on classroom management. The student will want his/her classroom management and discipline views to be consistent in design.

End of Unit Exams

Lesson Plan Submission:

Students will design and present a classroom lesson based on Oklahoma Academic Standards (OAS). The lesson plan format will be provided in class.

Observation Report:

Students are required to observe activities and behaviors that correspond to specific course content. Specific classroom observation questions will be given for your observation. The observation questions, specific instructions for observation assignments, form for recording times (accompanied by teacher's signature) and scoring criteria will be made available.

Persuasive Essay:

The purpose of the persuasive essay is to provide practice for the Oklahoma General Education Test (OGET) which is required for entrance into the College of Education at most universities. The student will choose a controversial subject in education and defend one side of the issue in a two-page paper.

Reflection Paper:

The student will create and submit a three-page reflective report detailing your experiences during your classroom observation.

Research Reviews:

The one to two-page review of journal articles allows students to explore the current controversies and issues that impact education and teaching.

Video Self-Assessment of Teaching:

Submit a videotaped sample of your teaching. Write a reflection and self-assessment paper about a teaching sample. The paper should include a teaching analysis on motivation and communication techniques. Details for each section and a rubric to assess your work will be provided.

Workkeys Assessment

Industry Alignments:

- Paraprofessional Educator (ParaPro)

Certification Outcomes:

Tier 1 – Certifications Recognized, Administered and/or Endorsed by Industry

- Praxis Paraprofessional Assessment (7110)
- American Association of Family & Consumer (AAFCS): Education Fundamentals (Pre-Pac) (7504)
- Oklahoma General Education Test (OGET)

Tier 2 – Certifications Endorsed by Industry Organizations

- ODCTE: Master Teacher (7103)

CIP Code and SOC Code Crosswalk:

- CIP Code – 13.1501
- SOC Code – 25-9042.00

OCAS Program Codes:

- 9241 – Teacher Prep

Instructional Materials:

Students are not required to purchase textbooks or supplemental materials.

Textbooks:

Kato, Sharleen L. Teaching. 2nd ed. 978-1-63126-009-4. Tinley Park: Goodheart-Willcox Publisher, 2016.