Introduction to the Teaching Profession Marking Period 1

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **8-1o Weeks**
Status: **Published**

Unit Overview

Students preparing to work in schools as teachers to demonstrate the content, pedagogical, and professional knowledge, skills, and depositions necessary to help all students learn. This capstone course is designed to prepare new teachers to be: competent in their content area, understand and integrate strong pedagogical practices in engaging ways, recognize and meet the diverse needs of all learners, and demonstrate professional responsibilities. It will provide an integral coverage of practicum teaching observations, discover types of teaching practices, and classroom management techniques. Students will decide a track: elementary or secondary and the age of students they want to work with in the classroom. Students will identify and implement a variety of teaching methods. They will explore different approaches to teaching ESL students, LBGTQ youth, at risk students, etc. Students will learn the ethics of being a classroom teacher. Students will explore modern current events relating to educationally based topics.

Transfer

Students will be able to understand the development of education in the United States and how it impacts teaching practices today.

Meaning

Understandings

Students will understand ...

- the ethics and appropriate professionalism associated with the teaching profession.

- the teaching teachniques and classroom mangement techniques in the classroom.

-different roles of a school system (principal, school counselor, para professional, etc.)

-the expectations with their cooperating teacher and duties of observational work as a practicum student.

-current events(topics/issues) in the field of education.

Essential Questions

Students will keep considering...

-What are some creative and hands-on strategies that can be used to engage students in learning?

-What are some classroom management and teaching techniques in the classroom that can be used?

-What are the ethics and professional expectations of being a teacher?

-What are some strategies to teaching students that are ESL, LBGTQ, chroniically absent, at risk students, etc.?

-What are the different roles that take place in a school system other than teaching?

Application of Knowledge and Skill

Students Will Know...

Students will know...

-the ethics and professionalism of teaching.

-teaching and classsroom management techniques.

-different roles in the schools.

-how their specific cooperating teacher uses strategies in the classroom.

Students Will Be Skilled At...

-describing basic pedagogical vocabulary.

-investigating the various roles of the school system.

-critiquing currents trends and issues in education.

-explaining the ethics and professionalism involved with teaching.

-investigating various techniques to teaching and classroom management.

Academic Vocabulary

ethics, professionalism, cooperating teacher, practicum, pedagogy, teacher-centered, student-centered, IEP, 504, SGO, Marzano, Danielson, McRel, Strong, portfolio, lesson plan, inclusion (in class support), confidentiality, co treacher, paraprofessional, PDP, ESL, Transgender, McKinney-Veto Education for Homeless Children, at risk students, chronic absenteeism, teacher efficacy, professional development

Learning Goal 1

Evaluate the ethics and professionalism as the role of a teacher.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Daily Target 1

-Recall key terminology relating to the teaching profession.

Daily Target 2

-Describe the different teaching styles and classroom management techniques that can be used in the classroom.

Daily Target 3

-Describe the roles of various positions in the school system (paraprofessional, principal, school counselor, athletic director, etc.)

Unit Learning Goal 2

Critique modern day teaching practices, and trends in American education.

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	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 task.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Daily Target 1

Summarize and critique observations of the cooperating teacher in the classroom.

Daily Target 2

Summarize and critique current educational issues and trends.

Learning Goal 3

Evaluate the significance of using technology in the classroom.

LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.2.12.A.CS2	The core concepts of technology.

Daily Target 2

Demonstrate effective use of technology in the classroom.

Daily Target 3

Investigate and Design a multimedia presentation on a current trend in education.

Summative Assessment

Alternate assessments may include, but are not limited to, problem based learning, proejcts, reflection logs, interviews, common assessments, and other activities.

Examples: teacher observation and reflection log, interviewing different school personnel, wriitng/google slides presentations on current trends in education.

21st Century Life and Careers

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Formative Assessment and Performance Opportunities

-Oral Presentations

-Projects

-Practicum Teaching Reflection Journal

-Participation/Discussion (google classroom blog discussion)

-Cooperative Team Study

-Case Studies

-Direct Instruction/Lecture

-Vocabulary Quiz/Tests

-Problem Based Learning

-Writing/Reflection Logs

-Practicum Placement/Teacher Observation

-Interviewing School Personnel/Reflection- What did I learn?

-Google Classroom discussion boards- create question/short answer

Accommodations/Modifications

Differentiation: 504 accommodations and IEP modications are met as required

Differentiation can include, but is not limited to: grpahic organizers, chunked readings, RAFT activities, think-pair-share activities, academic games, stations and learning centers

-Problem Based Learning

-Direct Instruction/Lecture

-Cooperative Team Study

-Case Studies

-Practicum Placement/Teacher Observation

-Field Trips

-Multimedia Analysis

-Projects

-Oral Presentations

-Peer Evaluations

-Participation/Discussion

Unit Resources

50 Resources for Future Teachers

http://degreecentral.com/blog/2010/10/20/top-50-resources-for-the-future-teacher/

Resources for New Teachers

http://www.nea.org/tools/for-new-teachers-articles.html

What Principals Look for in New Teachers

https://www.educationworld.com/a_admin/admin/admin071.shtml

Elementary vs. Secondary

https://www.marian.edu/blog/posts/marian-blog/2018/02/13/elementary-and-secondary-education

Quiz: What grade Should you teach?

https://www.playbuzz.com/toddbv10/which-grade-should-you-actually-teach

Deciding what grade you want to Teach

https://www.petersons.com/blog/deciding-which-grade-level-you-want-to-teach/

Should I Become a Teacher?

https://www.teacher.org/topic/is-teaching-right-for-me/

20 Terms Everyone in Education Should Know

http://thelearningmind.com/key-terms-in-education

Practicum vs. Student Teaching

https://www.collegevaluesonline.com/faq/what-is-the-difference-between-a-practicum-and-student-teaching/

Glossary of Basic Education Terms https://www.resa.net/glossary/

https://education.cu-portland.edu/blog/classroom-resources/education-terminology-jargon/

https://www.edglossary.org/all-terms/

What kinds of Teachers are highest in demand?

https://www.alleducationschools.com/blog/what-kind-of-teachers-are-in-demand/

Teacher Efficacy

https://corwin-connect.com/2016/07/fostering-collective-teacher-efficacy-three-enabling-conditions/

Technology for Teachers

https://www.teachtomorrow.org/education-technology-tools/

teachhub

https://www.educatorstechnology.com/2018/08/10-great-educational-websites-for.html

7 Things to Know before entering the Teaching Profession

https://www.teachhub.com/7-things-know-entering-teaching-profession

Interview Questions to Ask School Personnel

https://go.magoosh.com/schools-blog/25-questions-to-ask-your-cooperating-teacher

Techniques for Teachers

https://www.goconqr.com/en/examtime/blog/teaching-techniques/

https://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/InstructionalMethods/150TeachingMethods.pdf

https://www.quizalize.com/blog/2018/02/23/teaching-strategies/

http://www.nea.org/tools/TeachingStrategies.html

ReadWriteThink

http://www.readwritethink.org/

Classroom Management Techniques

Harry Wong

https://www.wtc.ie/images/pdf/Classroom_Management/cm6.PDF

https://www.prodigygame.com/blog/classroom-management-strategies/

https://www.weareteachers.com/classroom-management-techniques/

https://education.cu-portland.edu/blog/classroom-resources/classroom-management-strategies-how-to-keep-your-classroom-in-line/

https://www.nctq.org/dmsView/Future_Teachers_Classroom_Management_NCTQ_Report

https://www.youtube.com/watch?v=hLO81LRte6k (video) https://www.youtube.com/watch?v=u27OKWfLh6Y (video)

Case Studies Scenarios

https://www.usf.edu/atle/documents/handout-classroom-management.pdf

Classroom Routines and Procedures

http://teacher.scholastic.com/classroom_management_pictures/

Professional Development

https://learningforward.org/docs/default-source/pdf/why_pd_matters_web.pdf

https://www.teacher.org/topic/professional-development-teachers/

Teaching At Risk Students

https://www.thoughtco.com/intervention-strategies-for-students-at-risk-3111338

Students with Chronic Absenteeism

https://www.state.nj.us/education/students/safety/behavior/attendance/ChronicAbsenteeismGuidance.pdf

https://acnj.org/issues/school-attendance/chronic_absenteeism/

https://www2.ed.gov/datastory/chronicabsenteeism.html

Ethics of a Teacher

http://www.nea.org/home/30442.htm

https://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics

https://medium.com/workethics/5-professional-ethics-for-teachers-1c92bc6d0946

Students with anxiety

https://www.weareteachers.com/7-ways-to-help-students-who-struggle-with-anxiety/

https://childmind.org/article/classroom-anxiety-in-children/

https://ibcces.org/blog/2019/03/17/student-anxiety-epidemic-classroom/

Strategies to help students with anxiety https://www.iidc.indiana.edu/pages/classroom-ideas-to-reduce-anxiety

Teaching LBGTQ Youth

https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf

Teaching ESL Students

https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/

Homeless Students- McKinney Veto Act of NJ

https://www.nj.gov/education/homeless/

Homeless Students - How Teachers Can Help

https://dpi.wi.gov/sites/default/files/imce/homeless/pdf/teach_help_hmls_stud.pdf

Professionalism when Teaching

https://work.chron.com/signs-professionalism-teacher-9324.html

Professional Scenarios- Case Studies

http://www.ascd.org/publications/books/100047/chapters/Professionalism,_Teacher_Efficacy,_and_Standards-Based_Education.aspx

Field Experience

http://www.iun.edu/~edusew/docs/24_Field_Exp_Reflec_Log.pdf

https://www.marshall.edu/clinicals/files/2014/01/Daily-Reflection-Log.pdf

Professional Standards for Teachers

https://www.state.nj.us/education/profdev/profstand/ProfStandardsforTeachersAlignmentwithInTASC.pdf

Education News

Interdisciplinary Connections

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	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 task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address

controversial issues.

SOC.6.3.12.CS7   Take actions that result in a more just and equitable society.