

**FLORENCE CITY SCHOOL SYSTEM
CAREER TECHNICAL EDUCATION
COURSE SYLLABUS
2009-2010**

PROGRAM OF STUDY: Family and Consumer Science

INSTRUCTOR: Callie Rutherford, Florence High School

COURSE TITLE: Careers in Education (Education and Training)

CREDIT: 1 Credit

LENGTH OF COURSE: 2 Semesters (1 year)

PRE-REQUISITE: None

FEE: Membership fee for Future Teachers of Alabama

SUPPLIES: Students will need to bring the following items to class everyday: pencil, paper, and 1 ½ inch 3 ring binder with pockets

COURSE DESCRIPTION: Careers in Education (Education and Training) is a one-credit course. This course is the prerequisite for all pathways included in the Education and Training cluster. The course is designed for students who are interested in pursuing careers in education. Course content includes the organizational structure of education, careers, the role of the teacher, characteristics of effective teachers, communication skills, the teaching and learning processes, learning styles, research, characteristics of positive classroom environments, human growth and development, curriculum development, student characteristics, teaching techniques, learning activities, educational initiatives, technology, and careers. Observational experiences are a required component of this course. Career and technical student organizations are integral components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

INSTRUCTIONAL PHILOSOPHY: Career Technical Education is an essential part of the total education process. It deals with the development of knowledge, skills and the interpersonal relationships that prepare the student to become a productive citizen in the world of work. This course prepares students to be successful in their transition to postsecondary institutions or employment.

CAREER/TECHNICAL EDUCATIONAL GOAL: To provide students access to a flexible system of rigorous school and work based learning in which students gain knowledge and skills to become competitive employees in a global economy. Upon graduation, students are prepared for individual success in advanced study as well as employment.

STUDENT ORGANIZATION: FTA--Future Teacher of Alabama. **Membership fee \$ 15**

Careers in Education Course Objectives:

Foundation

Students will:

1. Apply mathematical, reading, writing, critical-thinking and problem-solving skills to effectively perform in the educational setting.
2. Describe standards, policies, and procedures for an educational setting to ensure safe and healthy environments, including managing, reporting, and documenting emergency situations.
3. Explain the impact of goal-setting, teamwork, and required skills in the field of education.
 - Recognizing the importance of FCCLA programs to the field of education
4. Interpret the Alabama Quality Teaching Standards and the Alabama Educator Code of Ethics for professional guidance.
5. Determine professional organizations that impact the education profession.

Field of Education

6. Analyze the organizational structure and funding sources for education in the United States at the national, state, and local level.
7. Identify the history, current trends, initiatives, and issues in education within the United States.

Examples: character education, reading, financial literacy, school safety

8. Evaluate the impact of the physical, emotional, social, and intellectual development of learners of various ages on the teaching and learning processes.

Examples: preschool, elementary, intermediate, middle school, high school, college, adult

Faculty and Staff

9. Critique the role of the teacher, administrator, and professional support personnel in the educational system.
10. Analyze characteristics of teachers, administrators, and professional support personnel for effectiveness in the educational system.
11. Describe effective communication skills required in the teaching, administration, and professional support services professions.

Teaching

12. Determine steps utilized in the teaching and learning processes.

13. Describe an environment conducive to learning.
14. Analyze learning styles and teaching methods to determine impact on student achievement.

Curriculum

15. Compare differences in student characteristics that impact the way in which curricula is planned, implemented, assessed, and revised.
16. Analyze the process of designing curricula for achieving student excellence.
17. Compare types of data used to assess student achievement and to plan curricula.

Technology and Careers

18. Determine the impact of technology on the field of education.
19. Utilize information technology to assess, manage, and integrate effective data communication and documents in the field of education.
 - Utilizing charts and graphs to summarize data
20. Analyze career options, credentials, and entrepreneurial opportunities related to the field of education.

METHODS OF EVALUATION:

Tests, projects, presentations, and classroom observations	= 60%
Daily work (worksheets, quizzes, vocabulary, class participation, class discussion)	
Homework, and teamwork	= <u>40%</u>
	100%

The following scale will be used in assessing the student’s knowledge and skills during the course in accordance with the local school system grading policy.

Grading Scale: 90-100=A 80-89=B 70-79=C 60-69=D below 60=F

ATTENDANCE POLICY: Career and Technical Education follows the attendance policy adopted by the Florence City Board of Education

Careers in Education Course Outline

Orientation

- A. Department Policies
- B. Syllabus
- C. Rules and Procedures

I. Foundation

- A. Performing effectively in an educational setting (1)
 - 1. Math skills
 - 2. Writing skills
 - 3. Critical-thinking skills
 - 4. Problem-solving skills
- B. Safe and healthy educational settings (2)
 - 1. Standards, policies, and procedures
 - 2. Managing, reporting, and documenting emergency situations
- C. Importance of goal-setting, teamwork, and required skills in the field of education (3)
- D. Alabama Quality Teaching Standards (4)
- E. Alabama Code of Ethics (4)
- F. Professional organizations (5)

II. Field of Education

- A. Organizational structure in the U.S. (6)
 - 1. National level
 - 2. State level
 - 3. Local level
- A. Funding sources (6)
 - 1. National level
 - 2. State level
 - 3. Local level
- B. Education in the U.S. (7)
 - 1. History
 - 2. Current trends
 - 3. Initiatives
 - 4. Issues
- C. Factors impacting the teaching and learning processes at various ages (8)
 - 1. Physical development
 - 2. Emotional development
 - 3. Social development
 - 4. Intellectual development

III. Faculty and Staff

- A. Roles of faculty and staff (9)
 - 1. Teachers
 - 2. Administrators
 - 3. Professional support services personnel
- B. Characteristics of faculty and staff for their effectiveness in education (10)
 - 1. Teachers
 - 2. Administrators
 - 3. Professional support services personnel
- C. Effective communication skills (11)
 - 1. Teaching
 - 2. Administration
 - 3. Professional support services personnel

IV. Teaching

- A. The teaching process (12)
- B. The learning process (12)
- C. Description of an environment conducive to learning (13)
- D. Learning styles impact on student achievement (14)
- E. Teaching methods' impact on student achievement (14)

III. Curriculum

- A. Impact of differences in student characteristics on curricula (15)
- B. Designing curricula for achieving student excellence (16)
- C. Using data (17)
 - 1. Assess student performance
 - 2. Planning curricula

IV. Technology and Careers

- A. Impact of technology on the field of education (18)
- B. Using information technology to assess, manage, and integrate (19)
 - 1. Effective communication
 - 2. Documents
 - 3. Summarize data
 - a. Charts
 - b. Graphs
- C. Career options (20)
 - 1. Credentials (20)
 - 2. Entrepreneurial opportunities (20)

***SPECIFIC COURSE ASSIGNMENT**
Fall 2009-2010
www.florencecareertech.com

Title of Course: Careers in Education

Student: _____

Teacher: Callie Rutherford, FHS

Period(s): _____

Week 0	Date	Topic	Assignments	Test Date
Wednesday	Aug. 5, 2009	Teacher Institute / Inservice K-12		
Thursday	Aug. 6, 2009	Inservice 7-12		
Friday	Aug. 7	Workday		

Week 1	Date	Topic	Assignments	Test Date
Monday	8-10	First Day for Students Fall Semester Student Orientation; Review Course Syllabus; Department Policies / Rules	Review Policies / Rules Syllabus Fill out student information note card	
Tuesday	8-11	Course Syllabus Classroom Rules and Procedures		
Wednesday	8-12	Take Questions about Syllabus Questions about Rules and Procedures Icebreaker		
Thursday	8-13	Begin Discussion of Observations and Rules for leaving campus	All documents given on the first day are to be returned (discipline policy, etc...) Create File Folder	
Friday	8-14	Students will share the education career path they are interested in and Why	Career in Education interest sheet due	

Week 2	Date	Topic	Assignments	Test Date
Monday	8-17	Qualities of an Effective Teacher		
Tuesday	8-18	Begin How is Education Changing (Teaching Today Ch. 1)		8-24-09
Wednesday	8-19	“ Video Viewpoints 1-1 Pushing Your Buttons: No Cell Phones Allowed	Answer Video Questions	
Thursday	8-20	Continue Chapter 1	Web Extension 1-2 Education Week on the Web	
Friday	8-21	Review Chapter 1		

Week 3	Date	Topic	Assignments	Test Date
Monday	8-24	Chapter 1 and Syllabus Test		
Tuesday	8-25	Begin What Does it Take to		9-1-09

		Become a Professional Educator (Chapter 2)		
Wednesday	8-26	“ Video Viewpoints: Charles Best	Answer Video Questions	
Thursday	8-27	Continue Chapter 2	Web Extension 2-1 The National Education Association	
Friday	8-28	Continue Chapter 2 Video Viewpoints :Teacher Shortage	Video Questions	

Week 4	Date	Topic	Assignments	Test Date
Monday	8-31	Chapter 2 Review		
Tuesday	9-1	Chapter 2 Test		
Wednesday	9-2	Review Observation Procedures and Conduct		
Thursday	9-3	Begin Observations (1 st classroom teacher)		
Friday	9-4	Discuss students 1 st observation	Observations Reflections	

Week 5	Date	Topic	Assignments	Test Date
Monday	9-7	Labor Day Holiday		
Tuesday	9-8	Bulletin Board Project Discussion	Students will discuss in groups ideas for bulletin boards and draw dates they will put up their board	
Wednesday	9-9	Begin Chapter 3 What are the Proposals for School Reform?		9-29-09
Thursday	9-10	Observation Day 2		
Friday	9-11	Observation Discussion and Reflection	Observation Reflections	

Week 6	Date	Topic	Assignments	Test Date
Monday	9-14	Continue Chapter 3	Web Extension: Education Week on the Web	
Tuesday	9-15	“ Video Viewpoints: Controversial School Voucher Program	Questions about Video	
Wednesday	9-16	Continue Chapter 3	Web Extension: U.S. Charter Schools	
Thursday	9-17	Observation Day 3		
Friday	9-18	Observation Discussion and Reflection	Group 1 puts up Bulletin Board Observation Reflection	

Week 7	Date	Topic	Assignments	Test Date
Monday	9-21	Ch. 3 Video Viewpoints: No Child Left Behind	Questions about Video	
Tuesday	9-22	Pros and Cons of No Child Left Behind	Groups Activity: Research and Discuss NCLB	

Wednesday	9-23	Observation Day 4		
Thursday	9-24	Observation Day 5		
Friday	9-25	Observation Discussion and Reflection	Group 2 puts up Bulletin Board Observation Reflections	

Week 8	Date	Topic	Assignments	Test Date
Monday	9-28	Ch. 3 Review		
Tuesday	9-29	Chapter 3 Test		
Wednesday	9-30	Observation Day 6		
Thursday	October 1	Observation Day 7		
Friday	10-2	Observation Discussion and Reflection	Group 3 puts up Bulletin Board Observation Reflections	

Week 9	Date	Topic	Assignments	Test Date
Monday	10-5	Begin Chapter 4 Who are the Students?		10-21-09
Tuesday	10-6	Chapter 4 Continued	Web Extension: National Center for Children Exposed to Violence	
Wednesday	10-7	“ Video Viewpoints Home Room: One Last Chance	Questions about Video	
Thursday	10-8	Begin Observations (Classroom teacher #2) End of First 9 Weeks		
Friday	10-9	Observation Discussion and Reflection	Group 4 puts up Bulletin Board Observation Reflection	

Week 10	Date	Topic	Assignments	Test Date
Monday	10-12	Ch. 4	Web Extension: National Clearinghouse on Child Abuse and Neglect	
Tuesday	10-13	“ Video Viewpoints “Stinky”: Robotics and Immigration	Video Questions	
Wednesday	10-14	Report Cards		
Thursday	10-15	Observation Day 2		
Friday	10-16	Observation Discussion and Reflection	Group 5 puts up Bulletin Board Observation Reflections	

Week 11	Date	Topic	Assignments	Test Date
Monday	10-19	Parent/Teacher Conference Day 1 p.m. – 7 p.m.		
Tuesday	10-20	Chapter 4 Review		
Wednesday	10-21	Chapter 4 Test		
Thursday	10-22	Observation Day 3		
Friday	10-23	Observation Discussion and Reflection	Observation Reflections	

Week 12	Date	Topic	Assignments	Test Date
Monday	10-26	Begin Ch. 5 How has Diversity Impacted Teaching?		11-10-09
Tuesday	10-27	Video Viewpoints When Students are Hungry: A Teacher's Mission	Video Questions	
Wednesday	10-28	Observation Day 4		
Thursday	10-29	Observation Day 5		
Friday	10-30	Observation Discussion and Reflection	Observation Reflections	

Week 13	Date	Topic	Assignments	Test Date
Monday	November 2	Chapter 5 Web Extensions	5 different groups will explore the 5 different web extensions	
Tuesday	11-3	Web Extension Presentations		
Wednesday	11-4	Observation Day 6		
Thursday	11-5	Observation Day 7		
Friday	11-6	Observation Discussion and Reflection	Observation Reflections	

Week 14	Date	Topic	Assignments	Test Date
Monday	11-9	Chapter 5 Review		
Tuesday	11-10	Chapter 5 Test		
Wednesday	11-11	Veterans' Day Holiday		
Thursday	11-12	Observation Day 8		
Friday	11-13	Observation Discussion and Reflection	Observation Reflection	

Week 15	Date	Topic	Assignments	Test Date
Monday	11-16	Discuss and Begin Brainstorming Content Lesson Project		12-10-09 Final
Tuesday	11-17	Work on Content Lesson Project		
Wednesday	11-18			
Thursday	11-19	Observation Day 9		
Friday	11-20	Observation Discussion and Reflection Work on Content Lesson Project	Observation Reflection	

Week 16	Date	Topic	Assignments	Test Date
Monday	11-23	Fall Break		
Tuesday	11-24	Fall Break		
Wednesday	11-25	Thanksgiving Holidays		
Thursday	11-26	Thanksgiving Holidays		
Friday	11-27	Thanksgiving Holidays		

Week 17	Date	Topic	Assignments	Test Date
Monday	11-30	Project Work		
Tuesday	12-1	“		
Wednesday	12-2	“		
Thursday	12-3	“		
Friday	12-4	“		

Week 18	Date	Topic	Assignments	Test Date
Monday	12-7	“		
Tuesday	12-8	“		
Wednesday	12-9	“		
Thursday	12-10	Projects Due at the End of Class		
Friday	12-11	Lesson Presentations		

Week 19	Date	Topic	Assignments	Test Date
Monday	12-14	Lesson Presentations		
Tuesday	12-15	“		
Wednesday	12-16	“		
Thursday	12-17	“		
Friday	12-18	End of First Semester Early Dismissal for Students and Staff		

Week 20	Date	Topic	Assignments	Test Date
Monday	Dec. 21, 2009 – Jan. 4, 2010	Winter Break		

****ASSIGNMENTS AND DATES MAY VARY DUE TO SCHEDULE CHANGES, INDIVIDUAL AND GROUP NEEDS, AND AVAILABILITY OF MATERIALS, LABS, AND SPEAKERS.***