Course Description

Provides an orientation to the teaching profession in Virginia, including historical perspectives, current issues, and future trends in education on the national and state levels. Emphasizes information about teacher licensure examinations, steps to certification, teacher preparation and induction programs, and attention to critical shortage areas in Virginia. Includes supervised field placement (recommended 40 clock hours) in a K-12 school. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

General Course Purpose

The purpose of this course is to introduce students to the skills, knowledge, and abilities expected of classroom teachers and to provide insights into career opportunities and the procedures available for becoming a teacher in Virginia.

Course Prerequisites/Corequisites

None. However, depending upon the program in which the student is enrolled (i.e., “Career Switcher” vs. VCCS Teacher Preparation AAS), the student may need to have achieved a satisfactory score on Praxis CORE and Praxis II.

Course Objectives

Upon successful completion of this course:

- Students will identify and describe the licensure/certification requirements for teacher education in their field of study. This will be done in an examination essay
- Students will identify personal beliefs about teaching as a career through reflective writing and the development of a personal philosophy of education/teaching
- Students will summarize, reflect upon and outline their field experiences in the public school systems during their 40 hour field placement. They will submit a field placement journal
- Students will compare and analyze principles, theories, and history of education in the U.S. to actual practice in the classroom. Students will write and orally present a research paper dealing with educational court cases which have helped define and regulate our educational system
- Students will summarize and give examples of their understanding of the field of education; focusing on the inter-relationship of teaching, learning, students, and society. Students will analyze, synthesize, and critically evaluate information obtained throughout this course to create a professional portfolio
- Students will illustrate and explain their understanding of assessment techniques in the public school systems through their portfolio and examination essays
- Students will prepare and compose topics related to practice in a variety of communities, identifying students of differing ages and with culturally diverse and exceptional populations. Students will demonstrate an understanding of differentiated instruction in their portfolios and examination essays

Major Topics

This course will survey the general topics outlined in the "Course Description" and "General Course Objectives" above. For convenience of scheduling and covering related material, course content will presented under the following general topics:
- Field Placement: The Where of Teaching (40 clock hours)
- Entering the Profession: The Why of Teaching
- Professionalism: Multiple Dimensions of Teaching
- Students: The Who of Teaching
- History and Evolution of Education in America: The When of Teaching
- Pedagogy: The How of Teaching
- Curriculum: The What of Teaching
- Reflecting on Teaching
Extra Topics
Related subjects at the discretion of the instructor

Specific Course Modules And Objectives

Following are the specific modules grouping the course content into manageable topics.

Module 1 - Field Placement: The “Where” of Teaching
  o Reflections on the Real World
  o Journals
  o 40 hours
  o Partnering with school (local counties)

Module 2 – Entering the Profession: The “Why” of Teaching
  o Knowledge, attitudes and skills of a good teacher
  o Reward/motivation
  o Philosophy
  o Surviving the first year

Module 3 – Professionalism: Multiple Dimensions of Teaching
  o Codes of ethics
  o Legal issues
    ■ Termination
    ■ Rights and responsibilities
  o Professional Behavior
  o Licensure/certification
    ■ PRAXIS Series
    ■ State
    ■ National

Module 4 – Students: The “Who” of Teaching
  o Diversity & Multiculturalism
  o Social Issues
  o Family/Community
  o Political/Economic Realities in Your Locale
  o School/Classroom Inclusion
    ■ Individuals with Disabilities Education Act
  o Learning Styles
  o Multiple Intelligences
  o Brain Research – Classroom Implications

Module 5 – History & Evolution of American Education: The “When” of Teaching
  o Historical facts
  o Theories/theorists
  o Legal Landmarks in American Education
  o Evolution of Education philosophy & approach
  o School as a Social Institution
  o Future Trends

Module 6 – Pedagogy: The “How” of Teaching
  o Types of grouping
  o Pedagogical styles
  o Classroom management
  o Use of technology in instruction
Module 7 – Curriculum: The “What” of Teaching
  o Standards Based Education
  o State, Regional, and National Mandates
  o Planning & Delivering Instruction
  o Class Scheduling
  o Integrating curricula (e.g. “Writing Across the Curriculum”)
  o Current Reform

Module 8 - Reflection & Growth (A Lifelong Process)
  o Revising your commitment to your profession
  o Metacognition (thinking about thinking)
  o The Past, Present, and Future