

Teaching and Training as a Profession
DIAL Virtual School
SD Code 19152
Wessington Springs School District, PO Box 449, Wessington Springs, SD 57382
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Course Description

Across the nation communities are facing a teacher shortage. The course *Teaching and Training as a Profession* is intended to give experience to high school students who are considering a profession in education (early childhood, elementary, or middle/high school) or a profession as a trainer. Course is designed to be a year long course.

Topics covered:

- Theories of development
- Curriculum instructional models
- Learning environment
- Importance of parental and community involvement
- Standards and Goals
- Learning activities
- Reflection techniques

Prerequisites: Introduction to Education and Human Development: Preschool to School Age and/or Human Development: Adolescence to Adulthood are strongly recommended

Length: Two semesters

Grade Level: Grades 11-12

Instructional Philosophy

Students will be expected to meet all the standards listed in this syllabus and be able to demonstrate their understanding of the underlying concepts. The learning styles, interests, and areas of expertise of each student will help direct the design of the instruction. In order to pass the course, students will need a minimum of 75%.

Core Technical Standards

- TTP1.1 Analyze theories of development and learning to guide instruction or training.
- TTP1.2 Compare and contrast a variety of curriculum and instructional models/strategies.
- TTP1.3 Examine the arrangement of space, equipment, and furniture to optimize learning environment.
- TTP1.4 Analyze the relationship between parent/community and school to ensure quality education.
- TTP1.5 Assess the qualities of personal and professional behavior.
- TTP2.1 Analyze needs of learners or organization to select/design courses or programs.
- TTP2.2 Utilize content standards to develop an educational or training plan.
- TTP2.3 Evaluate the components of a lesson plan to ensure strategies or activities address the standard(s).
- TTP2.4 Support use of content knowledge and instructional skills to construct standards based educational goals.

Major Course Projects

- Theories of development and learning (Web Quest)
- Curriculum models (Use curriculum model to develop activities for selected educational setting)
- Learning environment (Create a floor plan for an educational setting)

- Professional portfolio (Develop a portfolio that documents knowledge and skills related to teaching and training as a profession)
- Meeting developmental needs of students (Create lessons plans to meet developmental needs of selected group)
- Using content standards (Develop an educational or training plan that meets selected standard)

Instructional Delivery Plan

Instruction will consist of individual hands on activities and projects, group work, lecture, discussion, reading, writing, self-assessment, and the use of technology. The course requires student research and peer and community interaction to solve problems and complete projects. FCCLA projects and activities will be incorporated into the course. There is both a classroom component and a worksite component to the course.

Students will interview community and family members to obtain information for some course assignments. Professionals from the field of family and community services will share their expertise throughout the course. Learning trips will be taken for various units in the course. Students will also use Internet resources to confer with family and community services representatives and obtain additional information about the world of work. Students will use community resources to complete individual and group projects. For the work-based component of the course, students will be placed at an education and/or training worksite.

Assessment Plan and Grading Scale

Students will be graded on their attendance (5%), participation (5%), weekly journal writings/reflections (10%); daily work which includes written and oral presentations (25%); tests/quizzes (10%); projects (45%). Students will develop a portfolio, which will be a part of their semester test grade. Students must develop a portfolio even though their school district may not require them to take a semester test.

Attendance (5%) – Students are required to post one message to any of the assigned class discussions on 2 days of each online week. These attendance messages will be posted under Discussions in the course shell. Directions will be given with the weekly information. Each attendance message is worth 5 points.

Participation (5%) – Even though this is an online course, students will not learn in isolation. Interaction with classmates provides more engagement in the course content. Students are expected to participate substantially in the weekly discussions. Students are required to post at least 2 separate substantial responses to their classmates on 2 different days each week. Specific directions will be given with the weekly information. Each week's participation is worth 10 points.

Weekly Journal Writings/Reflections (10%) – At the end of each week, students will write a weekly reflection. Specific directions for each weekly journal writing/reflection will be given with the weekly information. Weekly journal writings/reflections will be posted in students' individual Journal under Tools in the course shell. Each weekly journal writing/reflection is worth 10 points.

Daily Work (25%) – Throughout the semester students will complete assignments related to course content. Students will complete both individual and group projects. These assignments comprise the daily work portion of the quarter grade.

Tests/Quizzes (10%) – To test student knowledge of course content, periodic tests and quizzes will be administered.

Projects (45%) – To demonstrate an understanding of the course content, students will complete projects throughout the semester. These projects are in addition to the final course projects (career portfolio and job portfolio).

Students will develop a career portfolio and a job portfolio, which will be a part of their semester test grade. Understanding by Design will be used to direct and assess learning.

Since this course is taught through the DIAL Virtual School, the grading policy of the Virtual School will apply. The instructor will use the following grading scale and adapt it to fit each school's individual grading scale when determining grades.

Grade	Scale (%)	Description of Work
A	93-100	Consistently demonstrates an exceptional level of quality and effort. Having all work in on time and completed to exceed expectations. Mastery in evaluating, synthesizing, and applying the knowledge.
B	84-92	Consistently demonstrates proficient knowledge with a good effort and quality of work. All assignments are complete and on time. Demonstrates the ability to evaluate, analyze, synthesize and apply the principles.
C	75-83	Demonstrates proficient knowledge and the ability to apply knowledge. Work shows average effort. A few assignments may be missed or late.
D	67-74	Work shows minimal effort and some assignments are late. Demonstrates a basic understanding of recalling or comprehending knowledge
F	Below 66	Understanding is below basic. Work is of poor quality and does not meet standards or expectations.

A student's semester grade will be calculated as listed below:

First quarter grade	35%
Second quarter grade	35%
Semester test	30%

(The semester test grade includes a semester test and the professional portfolio.)