

Teaching as a Profession
Essential Curriculum
2008

UNIT I: Teaching as a Career Path

Goal 1: Students will examine the requirements for entering and advancing in educational careers.

Objectives-The student will:

- a. Examine the educational and licensing requirements for entering and advancing in teaching including a variety of content and critical shortage areas.
- b. Describe the formal and informal education associated with becoming a teacher.
- c. Identify licensure types and requirements in the state of Maryland.
- d. Describe reciprocity agreements and national board standards as applied to teacher certification and licensure.
- e. Explain education job market trends in Maryland including critical shortage and surplus areas.

Goal 2: Students will explore the realities and rewards of teaching as a profession.

Objectives-The student will:

- a. Examine different tasks and roles assumed by teachers.
- b. Cite evidence supporting the view of teaching as a profession.
- c. Discuss motives and rewards for becoming a teacher.
- d. Identify a variety of professional organizations and associations connected with teaching.

UNIT II: Philosophies of Education

Goal 1: Students will articulate a philosophy of education and relate this to purposes of education.

Objectives-The student will:

- a. Examine what makes a teacher effective.

Goal 2: Students will examine the purpose and importance of a philosophy of education .

Objectives-The student will:

- a. Compare and contrast the multiple purposes for education and their impact on what and how teachers teach.
- b. Identify the primary components and core characteristics of a **Philosophy of Education**.
- c. Compare and contrast the five major educational philosophies: Essentialism, Perennialism, Progressivism, Social Reconstructivism, and Existentialism.
- d. Distinguish between subject-centered and child-centered philosophies of education.

Goal 3: Students will develop an initial Philosophy of Education.

Objective – The student will:

- a. Develop a personal Philosophy of Education for inclusion in the pre-service portfolio.

UNIT III: History of Schooling

Goal 1: Students will explore the inception and earliest phase of formal schooling.

Objective-The student will:

- a. Trace the earliest influences on the development of formal education including those from China, Egypt, Greece, Rome and Medieval Europe.

Goal 2:Students will examine the establishment and structure of formal education in the United States.

Objectives – The student will:

- a. Outline the development of higher education in North America and identify major colleges and universities associated with different stages in the history of higher education.
- b. Define the term “normal school” and explain the role normal schools played in the development of teaching as a profession.
- c. Trace the development of elementary education from its colonial origins through the Latin Grammar and Common School periods.
- d. Trace the development of secondary education from its earliest forms to the present day structure.
- e. Compare and contrast the structure, philosophies, and formation of junior high versus middle school education.

Goal 3: Students will explore the influence of recent social and political trends on education in the United States.

Objectives – The student will:

- a. Discuss the impact of industrialization and urbanization on education in the United States.
- b. Discuss the impact of the Progressive Era on education in the United States.
- c. Relate Cold War events to the development of United States’ educational policy including the **National Defense Education Act** and the **Elementary and Secondary Education Act**.

UNIT IV: Educational Opportunities

Goal 1: Students will explore .

Objectives – The student will:

- a. Analyze factors that promote and hinder student performance and success.
- b. Identify cultural, social, economic, and political factors which influence educational access and equity.
- c. Define the term “achievement gap” and analyze the impact of current federal and state educational policy and practice on closing the achievement gap.

Goal 2:Students will discuss the educational opportunities for identified sub group populations in the United States.

Objectives – The student will

- a. Examine the role of past educational policy and practice on the African American experience in the United States.
- b. Examine the role of past educational policy and practice on the Native American experience in the United States.
- c. Examine the role of past educational policy and practice on the English Language Learners experience in the United States.
- d. Examine the role of past educational policy and practice on the opportunities for students with special needs.
- e. Examine the role of past educational policy and practice on the experience of women in the United States.

UNIT V: Curriculum Reform

Goal 1:Students will examine how curriculum is developed .

Objectives – The student will:

- a. Define the term “curriculum” and identify the typical components of formal, written curriculum.
- b. Describe the relationship between national and state content standards to local curriculum.
- c. Analyze social, political, and economic influences on the development of curriculum.
- d. Explain the influence of assessment including high stakes testing on what is taught in schools.
- e. Examine the impact of technology on the development and delivery of curriculum.

Goal 2:Students will examine influences on curriculum development and reform within individual content areas.

Objectives – The student will:

- a. Cite recent issues and trends affecting five academic content areas: English, Reading, Mathematics, Science and Social Studies.
- b. Cite recent issues and trends affecting content areas including the Arts, World Languages, Physical Education/Health, and Career and Technology Education.

Goal 3: Students will examine the influence of increasing diversity on the curriculum.

Objectives – The student will:

- a. Analyze the impact of culture and diversity on the development of curriculum.
- b. Compare and contrast “core curriculum” and “multicultural curriculum” and cite arguments in support of and against each model.

UNIT VI: Patterns of School Organization

Goal 1: Students will explore the governance structure of schools and school systems.

Objectives – The student will:

- a. Using Howard County as a model, outline the governance of schools from the federal, state, district, and school levels.
- b. Diagram the educational leadership at the national, state, district, and school levels.
- c. Compare and contrast the governance of public, charter, and private schools.
- d. Distinguish between elected and appointed educational leaders.
- e. Analyze the influence of the business community on school governance at the state and district levels.
- f. Discuss the influence of private citizens and the community as a whole on school governance at the district level.

Goal 2: Students will explore the finance structure of schools and school systems.

Objectives – The student will:

- a. Using the Howard County Public School System budget as the model, diagram the funding sources for the school district.
- b. Using the Howard County School System budget as the model, identify the primary budget categories and the percentage of total budget funds spent in each category.
- c. Using the Howard County Public School System budget as the model, cite examples of grant funding from federal, state, local, and private sources.
- d. Discuss the influence of business and industry, private citizens, and the community as a whole on school finance at the district level.

UNIT VII: School Law

Goal 1: Students will examine the constitutional underpinnings of school law.

Objectives – The student will:

- a. Explain how the U.S. Constitution grants and distributes powers to the federal and state governments in educational matters.
- b. Describe how the U.S. Constitution and Bill of Rights guarantee the legal rights of students and teachers.
- c. Explain the significance of landmark Supreme Court decisions in relation to school policy and practice.
- d. Summarize the tension between the constitutional elements known as the **Free Exercise Clause** and the **Establishment Clause** as related to the role of religion in public education.

Goal 2: Students will explore how the legal rights of students and teachers impact school policy and practice.

Objectives – The student will:

- a. Discuss the legal rights of students and cite Supreme Court cases addressing issues such as due process, privacy rights, corporal punishment, search and seizure, and freedom of speech.
- b. Discuss the legal rights and responsibilities of teachers and cite Supreme Court cases addressing issues such as reporting of child abuse, sexual harassment, self-defense, freedom of expression, and liability.

UNIT VIII: Professional Ethics

Goal 1: Students will examine the importance of ethical standards to teaching as a profession .

Objectives – The student will:

- a. Define and give examples of professional codes of ethics.
- b. Present arguments in support of formal ethical standards for classroom teachers.
- c. Analyze case studies of ethical dilemmas for classroom teachers.

Goal 2: Students will examine the primary components for a professional code of ethics for teachers.

Objectives – The student will:

- a. Identify key issues to be addressed in a code of ethics for classroom teachers.
- b. Develop a pre-service professional code of ethics to be used during the Field Experience in Education.

UNIT IX: Comparative Education

Goal 1: Students will explore the educational systems of other countries..

Objectives – The student will:

- a. Compare and contrast the educational system in the United States with the educational systems adopted by countries in Asia, Europe, Africa, and the Middle East.
- b. Compare and contrast student achievement in the United States with performance data from other industrialized countries.

Goal 2: Students will discuss the relationship between educational policy and the structure of a school system.

Objective – The student will:

- a. Identify elements of educational policy and practice from other countries that could be adopted by and adapted to education in the United States.

UNIT X: Public Opinion and Schools

Goal 1: Students will recognize valid sources of educational information.

Objectives – The student will:

- a. Identify sources of data and information about school performance and evaluate the validity of each source.
- b. List factors which shape public opinion of schools.
- c. Analyze survey data and other summaries of public opinion of schools in the United States to identify issues and trends.

Goal 2: Students will examine local data about school performance and will evaluate the validity of each source of information.

Objectives – The student will:

- a. Identify sources of data and information about Howard County school performance and evaluate the validity of each source.
- b. Using a variety of data and information sources, describe local public opinion about Howard County schools.

UNIT XI: The Future of the Profession

Goal 1: Students will investigate the impact of contemporary education issues on growing the number of students interested in teaching as a career.

Objectives – The student will:

- a. Discuss major challenges in the recruitment of new teachers.
- b. Identify incentives currently used to recruit potential teachers and suggest additional incentives that could be implemented.
- c. Cite examples of programs designed to increase and diversify the student population preparing for teaching careers.
- d. Describe teacher recruitment programs and incentives used by the Howard County Public School System.

Goal 2: Students will investigate the impact of contemporary education issues on the retention of teaching professionals.

Objectives – The student will:

- a. Discuss major challenges to the retention of beginning teachers.
- b. Identify tools and strategies designed to enhance teacher retention and evaluate the success of each.
- c. Describe teacher retention tools and strategies used by the Howard County Public School System.

Goal 3:Students will investigate the impact of technology on education.

Objectives – The student will:

- a. Analyze the impact of technology on the teacher's role.
- b. Predict how technology will impact learning and teaching in the near future.

Goal 4:Students will investigate the impact of social issues on education.

Objectives – The student will:

- a. Examine the influence of increasing student diversity on current pedagogy.
- b. Describe how the classroom teacher's role and responsibilities have been altered by social trends and issues including poverty, differing parenting styles, changes in family structure, school violence and generational differences.

Goal 5:Students will synthesize their knowledge about the teaching as a profession with their own personal goals.

Objective – The student will:

- a. Create an individual professional development plan beginning with preparation for Field Experience and continuing through completion of the initial teacher certification.