

# **ORIENTATION TO TEACHING I**

## **Curriculum Content Frameworks**

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

**ATTENTION:** A new Program of Study, Education and Training, must be approved for a school district before this course can be taught. This course also requires special training and the purchase of additional equipment. For more information concerning the approval to teach this course, contact Suellen Ward at 501/682-1115 or by email at [suellen.ward@arkansas.gov](mailto:suellen.ward@arkansas.gov)

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# Curriculum Content Frameworks

## ORIENTATION TO TEACHING I

Grade Levels: 10, 11, 12  
Course Code: 493240

Prerequisite: Foundation

Course Description: Orientation to Teaching I is a one-year course designed to provide students with information and experiences in the field of education. Students will plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and experience other responsibilities of classroom teachers. Students are involved in observations as well as direct student instruction; placement rotations are utilized to allow students to have experiences in various education career roles, grade levels, subject areas, and ability groups. Upon completion of the course, students should have identified areas of special interest that may be pursued further, have a better understanding of the teaching profession, and have enhanced employability skills which will be of benefit regardless of the occupation or career in which employed.

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# Unit 1: Understanding Self

## Hours: 10

Terminology: Aptitudes, Hemisphericity, Learning styles, Multiple intelligences, Peer pressure, Peers, Self-concept, Self-esteem

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terms related to understanding one's self	1.1.1 Create a personal reflection using terms	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.2 Identify strengths and weaknesses as a learner and as a potential teacher	1.2.1 Analyze data from various personal inventories	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Self-Esteem	Identifies personality assets [3.5.6]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.3 Identify learning styles	1.3.1 Evaluate characteristics of each style	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	1.3.2 Evaluate self as a learner			Comprehends written information and applies it to a task [1.3.8]
	1.3.3 Determine factors contributing to self-esteem	Personal Management	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Self-Esteem	Evaluates the importance of a positive self-concept [3.5.1]
			Thinking	Problem Solving
	Thinking	Reasoning	Comprehends ideas and concepts related to learning styles [4.5.2]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
1.4 Identify multiple intelligences	1.4.1 Interpret assessments of the various intelligences	Foundation	Reading	Applies/Understands technical terms that pertain to multiple intelligences [1.3.6]
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]

## Unit 2: Characteristics of Learners

**Hours: 20**

Terminology: Advanced placement classes, At-risk students, Attention Deficit Disorder (ADD), Attention span, Behavior disorder, Child abuse, Child neglect, Cognitive/Intellectual development, Confidentiality, Diversity, Dyslexia, English Language Learner (ELL), Emotional development, Gifted and talented, Heterogeneous, Homogeneous, Inclusion, Individualized Education Plan (IEP), Intelligence, Large motor skills, Learning disability, Least restrictive environment, Mainstreaming, Moral development, Multiculturalism, Perception, Physical development, Psychosocial development, Self-contained classroom, Sensory motor skills, Small motor skills, Social development, Special education

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terms related to characteristics of learners	2.1.1 Demonstrate knowledge of terms	Foundation	Reading	Applies/Understands technical words that pertain to the characteristics of learners [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.2 Describe ways the learner develops from birth to age five <ul style="list-style-type: none"> <li>• Cognitive/Intellectual</li> <li>• Emotional</li> <li>• Moral</li> <li>• Physical</li> <li>• Social</li> </ul>	2.2.1 Interpret ways the learner develops from birth to age five	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
			Reading	Comprehends written information for main ideas [1.3.7]	
				Draws conclusions from what is read [1.3.12]	
				Uses written resources to obtain factual information [1.3.23]	
			Science	Constructs model to depict basic concept of developmental stage of learner [1.4.11]	
	Speaking		Communicates a thought, idea, or fact in spoken form [1.5.5]		
	Writing		Organizes information into an appropriate format [1.6.10]		
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
2.3 Describe ways the learner develops from age six through age ten <ul style="list-style-type: none"> <li>• Cognitive/Intellectual</li> <li>• Emotional</li> <li>• Moral</li> <li>• Physical</li> <li>• Social</li> </ul>	2.3.2 Interpret ways the learner develops from age six through age ten	Foundation	Listening  Reading   Science  Speaking  Writing	Receives and interprets verbal messages [1.2.8]  Comprehends written information for main ideas [1.3.7]  Draws conclusions from what is read [1.3.12]  Uses written resources to obtain factual information [1.3.23]  Constructs model to depict basic concept of developmental stage of learner [1.4.11]  Communicates a thought, idea, or fact in spoken form [1.5.5]  Organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
2.4 Describe the ways the learner develops during adolescence <ul style="list-style-type: none"> <li>• Cognitive/Intellectual</li> <li>• Emotional</li> <li>• Moral</li> <li>• Physical</li> <li>• Social</li> </ul>	2.4.1 Interpret the ways the adolescent learns	Foundation	Reading  Science  Writing	Comprehends written information and applies it to a task [1.3.8]  Constructs model to depict basic concept of learning [1.4.11]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Creative Thinking	Creates new design by applying specific criteria [4.1.3]

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
2.5 Identify major emotional, environmental, physical, social, and personal challenges that delay learning <ul style="list-style-type: none"> <li>• Abuse</li> <li>• Child neglect</li> <li>• Death, dying, and grief</li> <li>• Depression</li> <li>• Eating disorders</li> <li>• Latch key environment</li> <li>• Sleep deprivation</li> <li>• Substance abuse</li> </ul>	2.5.1 Explain how instructional techniques may be differentiated/modified to meet the needs of students  2.5.2 Conduct a child abuse prevention project such as FCCLA's Stop the Violence National Program	Foundation	Reading  Writing	Comprehends written information for main ideas [1.3.7]  Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]  Takes notes from various sources [1.6.18]
2.6 Identify special needs and exceptionalities of learners <ul style="list-style-type: none"> <li>• Attention Deficit Disorder</li> <li>• Autism</li> <li>• Gifted and talented</li> <li>• Hearing impaired</li> <li>• Learning disabled</li> <li>• Orthopedically impaired</li> <li>• Speech impaired</li> <li>• Visually impaired</li> </ul>	2.6.1 Examine a plan for exceptional students and explain how the plan would change instructional strategies  2.6.2 Complete a leadership project such as FCCLA's Dynamic Leadership Project, Special Olympics	Foundation	Reading  Writing  Speaking	Analyzes and applies what has been read to a specific task [1.3.2]  Takes notes from various sources [1.6.18]  Asks questions to clarify information [1.5.3]
2.7 Identify diverse backgrounds of learners in educational environments	2.7.1 Compare effects of diverse backgrounds on the learning process <ul style="list-style-type: none"> <li>• Ability diversity</li> <li>• Cultural diversity</li> <li>• Gender diversity</li> <li>• Language diversity</li> <li>• Socioeconomic diversity</li> </ul>	Thinking	Reasoning  Knowing How to Learn	Comprehends ideas and concepts related to diverse backgrounds of learners [4.5.2]  Applies knowledge and skills to analyze effects of diverse backgrounds on the learning process [4.3.1]







## Unit 3: Learning to Teach

### Hours: 35

Terminology: Assessment, Bloom's Taxonomy, Classroom climate, Classroom culture, Classroom management, Cooperative learning, Core curriculum, Corporal punishment, Curriculum, Departmentalization, Discipline, Discovery learning, Evaluation, Feedback, Frameworks, Higher-order questions, Integrated curriculum, Learning objectives, Lesson plan, Manipulatives, Negative reinforcement, Objectives, Observation, Performance assessment, Positive reinforcement, Reflection, Rubric, Scaffolding, Strategy

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define terms related to learning to teach	3.1.3 Demonstrate knowledge of terms	Foundation	Listening	Comprehends ideas and concepts related to learning to teach [1.2.1]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 Identify components of effective classroom climate, management, and discipline	3.2.1 Predict benefits of effective classroom climate, management, and discipline	Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information for main ideas [1.3.7]
	Speaking		Communicates a thought, idea, or fact in spoken form [1.5.5]	
	Writing		Organizes information into an appropriate format [1.6.10]	
	3.2.2 Develop a plan for effective classroom climate		Interpersonal	Teamwork
Thinking		Knowing How to Learn	Applies new knowledge and skills to plan effective classroom climate [4.3.1]	
		Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.3 Explain levels of Bloom's Taxonomy	3.3.1 Analyze the levels of Bloom's Taxonomy	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Processes new information as related to the workplace [4.3.5]
3.4 Identify various teaching methods • Lecture • Cooperative Learning • Questioning • Hands-on Activities	3.4.1 Compare and contrast teaching methods	Foundation	Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
			Reading	Applies information to new situations [1.3.5]
				Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
		Thinking	Problem Solving	Comprehends main ideas and concepts related to effective teaching [4.4.1]
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 Identify various assessment techniques	3.5.1 Develop assessment techniques for a lesson and/or unit	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Communicates thoughts, ideas, or facts in written form in clear, concise manner [1.6.6]
				Organizes information into an appropriate format [1.6.10]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
			Knowing How to Learn	Applies new knowledge and skills to assessment techniques [4.3.1]
			Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
3.6 State elements of an effective lesson <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Anticipatory Set</li> <li>• Standards/expectations</li> <li>• Teaching</li> <li>• Guided practice</li> <li>• Closure</li> <li>• Independent practice</li> </ul>	3.6.1 Prepare lesson plans utilizing various teaching methods	Foundation	Reading	Applies information to job performance [1.3.4]	
	3.6.2 Deliver a lesson		Writing	Draws conclusions from what is read [1.3.12]	
	3.6.3 Critique the teaching of one's own lesson		Speaking	Organizes information into an appropriate format [1.6.10]	
	3.6.4 Reflect on lesson/presentation and list strengths and weaknesses		Leadership	Organizes ideas and communicates oral messages to listeners [1.5.7]	
			Responsibility	Directs individuals in the performance of a specific task [2.4.5]	
		Personal Management	Self-Esteem	Sets high standards for self in completion of a task [3.4.9]	
		Thinking	Creative Thinking	Develops/initiates a plan for self-improvement [3.5.4]	
			Seeing things in the Mind's Eye	Prepares presentation based on subject research, interviews, and surveys [4.1.10]	
				Visualizes a finished product [4.6.4]	
3.7 Explain the effective use of technology in the classroom	3.7.1 Develop lesson plans using technology in the classroom	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
			Reading	Identifies relevant details, facts, and specifications [1.3.16]	
			Writing	Uses appropriate materials and techniques as specified [1.3.20]	
			Creative Thinking	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
		Thinking	Knowing How to Learn	Uses imagination to create something new [4.1.1]	
				Applies new knowledge and skills to lesson planning using technology [4.3.1]	

## Unit 4: The Role of the Teacher

**Hours: 10**

Terminology: Accountability, Character, Code of Ethics, Due process, Empathy, Licensure, Praxis, Professional, Teacher contract, Tenure

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Define terms related to the role of the teacher	4.1.1 Demonstrate knowledge of terms	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Constructs hypothesis [1.4.10]
			Writing	Takes notes from various sources [1.6.18]
4.2 Examine personal and professional characteristics of the successful teacher	4.2.1 Analyze ways a teacher's personality impacts instructional styles and interaction	Foundation	Listening	Receives and interprets verbal messages [1.2.8] [1.2.2]
			Reading	Distinguishes between fact and opinion [1.3.11]
			Speaking	Asks questions to clarify information [1.5.3]
				Asks questions to obtain information [1.5.4]
		Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
	Records data [1.6.16]			
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]
4.3 Identify steps to obtain licensure	4.3.1 Explain the process of licensure • Praxis I • Praxis II • Praxis III	Foundation	Reading	Locates pertinent information in documents such as materials, graphs, and schedules to perform tasks [1.3.18]
		Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]
		Thinking	Reasoning	Comprehends ideas and concepts related to teacher certification [4.5.2]

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
4.4 Review the Arkansas Code of Ethics for teachers	4.4.1 Evaluate the Code of Ethics	Foundation Personal Management	Reading Integrity/Honesty/ Work Ethic	Draws conclusions from what is read [1.3.12] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]

## Unit 5: Student Practicum

### Hours: 40

Terminology: Block scheduling, Collaboration, Field experiences, Letter of application, Mentor, Modeling, Networking, Observation, Portfolio, Resume´

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Define terms related to the student practicum	5.1.1 Demonstrate knowledge of terms	Foundation	Reading	Follows written directions [1.3.13]
			Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.1]
			Writing	Completes form accurately [1.6.7]
				Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Self-Esteem	Creates a positive self-image by selling self in a letter of application [3.5.2]
				Presents positive image of personal attitudes and abilities [3.5.7]
5.2 Examine the job application process and interview skills	5.2.1 Complete a job application and interview for student practicum	Foundation	Speaking	Adapts presentation to audience [1.5.1]
			Writing	Completes form accurately [1.6.7]
		Personal Management	Self-Esteem	Creates a positive self-image by selling self in a letter of application [3.5.2]

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
5.3 Develop knowledge of classroom teaching	5.3.1 Participate in teaching in an actual classroom	Foundation	Reading	Applies information to job performance [1.3.4] Applies information to new situations [1.3.5]	
	5.3.2 Document field experience activities in a portfolio		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	5.3.3 Evaluate field experience		Writing	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]	
	5.3.4 Demonstrate ability to explore and experience the career of teaching and training through an event such as FCCLA STAR event Teach and Train				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	5.3.5 Provide after school tutoring such as an FCCLA Community Service project				Organizes information into an appropriate format [1.6.10] Writes appropriate entries [1.6.22]
			Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]
			Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
				Responsibility	Accepts responsibility for position [3.4.1]
				Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
			Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
	Problem Solving	Tracks and evaluates results [4.4.10]			



# **Glossary**

## **Unit 1: Understanding Self**

1. Aptitudes – the natural talents or capacities to do something
2. Hemisphericity – dominance by the right or left side of the brain which affects learning style
3. Learning styles – cognitive, affective, and physiological behaviors through which an individual learns most effectively
4. Multiple intelligences – the many different ways of using the mind and body to experience the world
5. Peer pressure – persuasion to conform to the group and go along with group activities
6. Peers – the other people in a person's age group
7. Self-concept – the mental picture that people have about themselves; their opinion about themselves
8. Self-esteem – the sense of worth a person attaches to oneself

## Unit 2: Characteristics of Learners

1. Advanced placement classes – courses students take in high school that allow them to earn college credit, thereby making college less time-consuming and less expensive
2. At-risk students – students in danger of failing to complete their education with the skills necessary to survive in modern society
3. Attention Deficit Disorder (ADD) – a learning disability characterized by difficulty in concentrating on learning
4. Attention span – the length of time a person can concentrate on any one thing
5. Behavior disorder – refers to any visible activities done by a child that are inappropriate in nature
6. Child abuse – physical, emotional, or sexual violence against children
7. Child neglect – failure to meet a child's physical or emotional needs
8. Cognitive/Intellectual development – a developmental process that refers to the growth of the brain and the use of mental skills
9. Confidentiality – ensuring that information is accessible only to those authorized to have access
10. Diversity – refers to the great variety of people and their backgrounds, experiences, opinions, religions, ages, talents, and abilities
11. Dyslexia – a learning disability in which a person is unable to understand printed symbols in a normal way
12. English Language Learner (ELL) – a general instructional approach involving programs in which students are provided with supplementary English instruction or modified instruction in content areas
13. Emotional development – a developmental process that refers to the ability to experience, express and control emotions
14. Gifted and talented – exceptional learners who demonstrate high intelligence, high creativity, high achievement, or special talent(s)
15. Heterogeneous – the grouping of students by their different abilities, skills, and levels of knowledge
16. Homogeneous – the grouping of students who have the same basic abilities, skills, and levels of knowledge
17. Inclusion – enrolling special needs children into all areas of the curriculum
18. Individualized Education Plan (IEP) – a plan for meeting an exceptional learner's educational needs
19. Intelligence – the ability to learn; the cognitive capacity for thinking
20. Large motor skills – the use and control of the muscles of the back, legs, shoulders, and arms
21. Learning disability – a problem in a person's mental process that prevents learning in a normal way

22. Least restrictive environment – an educational program that meets a disabled student's special needs in a manner that is as identical as is possible to that provided to students in general education classrooms
23. Mainstreaming – the policy and process of integrating disabled or otherwise exceptional learners into regular classrooms with non-exceptional students
24. Moral development – a developmental process that refers to the ability to know right from wrong; the process of acquiring the standards of behavior considered acceptable by a society
25. Multiculturalism – a set of beliefs based on the importance of seeing the world from different cultural frames of reference and valuing the diversity of cultures in the global society
26. Perception – the ability to learn from the senses
27. Physical development – a developmental process that refers to the physical growth of a person's body. This growth affects height, weight, and internal body systems.
28. Psychosocial development – the progression of an individual through various stages of psychological and social development
29. Self-contained classroom – an organizational structure of schools in which one teacher instructs a group of students in a single classroom
30. Sensory motor skills – skills that are developed through the interaction of the senses and the environment; sensory information is organized and processed in order to produce the appropriate motor response.
31. Small motor skills – the use and control of the small muscles of the wrists, fingers, and ankles
32. Social development – a developmental process that refers to the way people relate to others around them
33. Special education – a teaching specialty for meeting the special educational needs of exceptional learners

## Unit 3: Learning to Teach

1. Assessment – the process of gathering information related to how much students have learned
2. Bloom's Taxonomy – a hierarchy of levels of thinking which categorizes the skills required at each level according to difficulty
3. Classroom climate – the atmosphere or quality of life in a classroom, determined by how individuals interact with one another and the teacher
4. Classroom culture – the "way of life" characteristic of a classroom group, determined by the social dimensions of the group and physical characteristics of learning
5. Classroom management – day-to-day teacher control of student behavior and learning, including discipline
6. Cooperative learning – an approach to education in which students work in small groups or teams, sharing the work and helping one another complete assignments
7. Core curriculum – a set of fundamental courses or learning experiences that are part of the curriculum for all students at a school
8. Corporal punishment – physical punishment applied to a student by a school employee as a disciplinary measure
9. Curriculum – a prescribed study of materials offered in a child care or educational facility
10. Departmentalization – the process of grouping teachers by similarity of subjects in order to facilitate collaboration
11. Discipline – training that corrects, molds and perfects one's actions
12. Discovery learning – an approach to teaching that gives students opportunities to inquire into subjects so that they discover knowledge for themselves
13. Evaluation – a judgment about something; a critique of a person, project, activity, decision, or event
14. Feedback – a return message in response to a communication; comments about, or corrections to an action, process or presentation
15. Frameworks – a basic structure of objectives and goals required to meet the criteria of an individual course
16. Higher-order questions – questions that require the ability to engage in complex modes of thought
17. Integrated curriculum – a school curriculum that draws from two or more subject areas and focuses on a theme or concept rather than on a single subject
18. Learning objectives – specific, measurable outcomes of learning that students are to demonstrate
19. Lesson plan – a written plan outlining specific actions and activities that will be used to meet the goals of learning
20. Manipulatives – tactile object used to help students grasp mathematical concepts
21. Negative reinforcement – a response that tends to discourage a particular behavior from being repeated
22. Objectives – descriptions of expected outcomes of an activity; used to plan teaching strategies

23. Observation – an act of recognizing and recording behavior
24. Performance assessment – the process of determining what students can do as well as what they know
25. Positive reinforcement – a response that encourages a specific behavior
26. Reflection – the process of thinking carefully and deliberately about the outcomes of one's teaching or learning
27. Rubric – guides for evaluating the performance of a learning task
28. Scaffolding – building on previously learned concepts
29. Strategy – a method purposefully selected by the teacher to achieve a learning objective

## Unit 4: The Role of the Teacher

1. Accountability – an obligation or willingness to accept responsibility for one's actions
2. Character – personal guidelines developed as a part of the socialization process that serves as an individual's personal judge for every situation that he or she faces
3. Code of Ethics – a set of moral principles or values
4. Due process – a set of specific guidelines that must be followed to protect individuals from arbitrary, capricious treatment by those in authority
5. Empathy – the ability to understand what someone else is experiencing
6. Licensure – permission granted by an agency of government to an individual to engage in a given profession or occupation, once an applicant has met qualifications standards
7. Praxis – a series of tests used by a large number of states to examine a teacher's knowledge of subject matter and preparedness
8. Professional – a position that requires a degree from a four-year college
9. Teaching contract – an agreement between a teacher and a board of education that the teacher will provide specific services in return for a certain salary, benefits, and privileges
10. Tenure – legal safeguard that provides job security by preventing teacher dismissal without a cause

## Unit 5: Student Practicum

1. Block scheduling – a high school scheduling arrangement that provides longer blocks of time each class period with fewer periods each day
2. Collaboration – the practice of working together, sharing decision-making, and solving problems among professionals
3. Field experiences – opportunities for teachers-in-training to experience firsthand the world of the teacher, by observing, tutoring, and instructing small groups
4. Letter of application – a letter requesting an interview for a job
5. Mentor – an employee who has a solid understanding of his or her job and helps tutor or train new employees
6. Modeling – the process by which the teacher completes a behavior for students to mimic
7. Networking – making use of personal connections to achieve one's career goals
8. Observation – an act of recognizing and recording behavior
9. Portfolio – a collection of samples of work that highlight one's interests, talents, contributions, and studies
10. Resume´ – a summary of one's qualifications for a job

## Unit 6: Foundations of Education

1. Academic freedom – the right of teachers to teach free from external constraint, censorship, or interference
2. Administrator – someone that will manage or direct others to carry out tasks
3. Alternative school – a small, highly individualized school separate from a regular school, designed to meet the needs of students at risk
4. Charter school – an independent school, often founded by teachers, that is given a charter to operate by a school district, state, or national government, with the provision that students must demonstrate mastery of predetermined outcomes
5. Desegregation – the process of eliminating schooling practices based on the separation of racial groups
6. Distance learning – the use of technology such as video transmissions that enables students to receive instruction at multiple, often remote, sites
7. Home school – an educational option in which parents educate their children at home
8. Magnet school – a school offering a curriculum that focuses on a specific area such as the performing arts, mathematics, science, or technology
9. Mastery learning – an approach to instruction based on the assumptions that virtually all students can learn material if given enough time and if taught appropriately and that learning is enhanced if students can progress in small, sequenced steps
10. Montessori school – a school providing children freedom within limits by a rather structured approach and a fixed method in which materials are presented
11. Outcome-based education – an educational reform that focuses on developing students' ability to demonstrate mastery of certain desired objectives or performances
12. Parochial school – a school founded on religious beliefs
13. Performance-based education – a type of educational reform that focuses on developing students' ability to demonstrate mastery of certain desired performances or outcomes
14. School board – the primary governing body of a local school district
15. School choice – various proposals that allow parents to choose the schools which their children attend
16. Segregation – the practice of separating students by racial groups
17. Voucher system – a system that provides a check or piece of paper to parents that allows them to purchase educational services; designed to provide parents with alternatives to regular public schools