

# **ORIENTATION TO TEACHING II**

## **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 II

Grade Levels: 11, 12  
Course Code: 493290

Prerequisite: Orientation to Teaching I

Course Description: Orientation to Teaching II is a course designed to integrate psychological, sociological, and philosophical foundations which prepare students for positive field experiences. This course encourages prospective teachers to become responsible, professional, and ethical as they explore the teaching profession. The students will research and examine foundations within the educational system. Upon completion of this course, a student should have a working knowledge of and employability skills for the education profession. The student will have the opportunity to obtain the paraprofessional certification.

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# Unit 1: Foundations of Education

## Hours: 10

Terminology: Amendment, Separate But Equal, Title I, Title IX

<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 foundations of education	1.1.1 Demonstrate knowledge of 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 Examine significant legal issues in education <ul style="list-style-type: none"> <li>• Brown vs. Board of Education 1954</li> <li>• Central High 1957</li> <li>• Family Rights and Privacy Act of 1974</li> <li>• Title I 1965</li> <li>• Title IX 1972</li> </ul>	1.2.1 Compare and contrast significant legal issues in education	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]
	1.2.2 Explain how legal issues have impacted education today		Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

## Unit 2: Philosophy of Education

### Hours: 10

Terminology: Deficiency needs, Essentialism, Hierarchy, Idealism, Logic, Philosophy, Philosophy of education, Realism, Schema, Self-actualization, Sociological, Theory

<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 philosophy of education	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 Identify major educational philosophers <ul style="list-style-type: none"> <li>• Dewey</li> <li>• Erickson</li> <li>• Kohlberg</li> <li>• Maslow</li> <li>• Montessori</li> <li>• Piaget</li> <li>• Vygotsky</li> </ul>	2.2.1 Explain each philosopher's contributions to education	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
	2.2.2 Use major educational philosophies to create a personal philosophy of education		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]
			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]	

## Unit 3: Ethics and Legal Responsibility

### Hours: 10

Terminology: Copyright laws, Fair Use Guidelines, Family Educational Rights and Privacy Act (FERPA), Freedom of Information Act, Grievance, Negligence, Plagiarism, Reduction in force

<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 ethics and legal responsibility	3.1.3 Demonstrate knowledge of terms	Foundation	Listening	Comprehends ideas and concepts related to ethics and legal responsibility [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 Examine ethical and legal responsibilities of educators <ul style="list-style-type: none"> <li>• Copyright/plagiarism</li> <li>• Fair Use Guidelines</li> <li>• FERPA</li> <li>• Freedom of Information Act</li> <li>• Teacher liability</li> <li>• Code of Ethics</li> </ul>	3.2.1 Analyze how each of the legal responsibilities impacts the teacher's behavior	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]
		Personal Management	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Reasoning	Comprehends ideas and concepts related to ethics and legal responsibility [4.5.2]

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 Identify negative teacher behaviors in the classroom	3.3.1 Examine the effect that negative teacher behaviors may have on stakeholders	Foundation	Writing	Organizes information into an appropriate format [1.6.10]	
	3.3.2 Review the process in filing a grievance against a teacher	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]	
	3.3.3 Discuss ethics, legal rights, and responsibilities of teachers to stakeholders		Responsibility	Comprehends ideas and concepts related to ethics and legal responsibility [3.4.2]  Sets high standards for self in completion of a task [3.4.9]	
		Thinking	Self-Esteem	Develops/Initiates a plan for self improvement [3.5.4]  Presents positive image of personal attitudes and abilities [3.5.7]	
			Knowing How to Learn	Processes new information as related to the workplace [4.3.5]	

## Unit 4: Classroom Management and Organization

### Hours: 10

Terminology: Assertive discipline, Bell-to-bell instruction, Expulsion, Guidance, Student engagement, Suspension

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
4.1 Define terms related to classroom management and organization	4.1.1 Demonstrate knowledge of terms		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
				Writing	Takes notes from various sources [1.6.18]
4.2 Identify current classroom management authorities • Wong • Canter • Marzano • Pickering	4.2.1 Compare and contrast classroom management authorities		Foundation	Listening	Receives and interprets verbal messages [1.2.8] [1.2.2]
	4.2.2 Compile a list of classroom management techniques			Reading	Distinguishes between fact and opinion [1.3.11]
	4.2.3 Create classroom management procedures for a course			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]
			Personal Management	Integrity/Honesty/Work Ethic	Records data [1.6.16]
			Thinking	Creative Thinking	Describes desirable worker characteristics [3.2.3]
					Finds new ways of dealing with existing problems/situations [4.1.5]
4.3 Name consequences of positive and negative classroom behavior	4.3.1 Inspect student handbooks at various grade levels (elementary, middle, junior, and high schools)		Foundation	Reading	Locates pertinent information in documents such as materials, graphs, and schedules to perform tasks [1.3.18]
	4.3.2 Correlate different perspectives on classroom management procedures (4.2) with student handbooks		Thinking	Reasoning	Comprehends ideas and concepts related to classroom management and organization [4.5.2]

# Unit 5: Teacher Professionalism

**Hours: 20**

Terminology: Credentials file, Formative evaluation, Highly qualified teacher, Mentors, Merit pay, National Board Certification, Paraprofessional exam, Performance pay, Professional development, Professional growth plan, Professionalism, Summative evaluation, Teacher improvement plan

<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 teacher professionalism	5.1.1 Demonstrate knowledge of terms	Foundation  Personal Management	Reading  Speaking  Self-Esteem	Follows written directions [1.3.13]  Speaks effectively using appropriate eye contact, gestures, and posture [1.5.1]  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 List items that should be part of a credentials file	5.2.1 Develop a credentials file • Transcript • Letter of application • Resume • Letters of recommendation • Paraprofessional test score (students who are 18+)	Foundation  Personal Management	Writing  Self-Esteem	Completes form accurately [1.6.7]  Creates a positive self-image by selling self in a letter of application [3.5.2]
5.3 Examine the four domains of the Praxis • Domain A - Organizing content knowledge for student learning • Domain B - Creating an environment for student learning • Domain C - Teaching for student learning • Domain D - Teacher professionalism	5.3.1 Outline the components of the Praxis  5.3.2 List the steps in the certification process • Praxis I • Praxis II • Praxis III	Foundation	Reading   Speaking	Applies information to job performance [1.3.4]  Applies information to new situations [1.3.5]  Organizes ideas and communicates oral messages to listeners [1.5.7]

<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>
5.4 List opportunities for higher levels of certification	5.4.1 Identify steps of National Board Certification	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	5.4.2 Explain benefits of pursuing higher levels of certification			Organizes information into an appropriate format [1.6.10]
		Interpersonal	Leadership	Writes appropriate entries [1.6.22]
		Personal Management	Integrity/Honesty/Work Ethic	Directs individuals in the performance of a specific task [2.4.5]
			Responsibility	Follows established rules, regulations, and policies [3.2.5]
			Self-Esteem	Accepts responsibility for position [3.4.1]
		Thinking	Knowing How to Learn	Presents positive image of personal attitudes and abilities [3.5.7]
				Uses available resources to acquire new skills or improve skills [4.3.4]



# **Glossary**

## **Unit 1: Foundations of Education**

1. Amendment – the process of changing a document to improve or clarify the intention or meaning
2. Separate But Equal – a policy of segregating minorities in education, transportation, housing, and other areas of public life if other opportunities were considered equal to those of non-minorities. In education, the policy was evidenced by separate schools with different curricula, teaching methods, and opportunities.
3. Title I – a federal compensatory education program that funds supplemental education services for low-income students in elementary and secondary schools
4. Title IX – a federal act providing for equal athletic opportunities regardless of gender

## Unit 2: Philosophy of Education

1. Deficiency needs – in Maslow's hierarchy of needs, those needs that are critical to a person's well being and that must be satisfied first and foremost. These include physiological needs, safety and security, love and belonging, self-worth and self-esteem, and self-actualization.
2. Essentialism – an educational philosophy that emphasizes a core body of knowledge and skills necessary for effective participation in society. Proponents believe that an educated person must have this core of knowledge and skills, and that it should be taught to all children.
3. Hierarchy – an order of rank
4. Idealism – a traditional philosophy asserting that ideas are the only reliable form of reality
5. Logic – the branch of philosophy that examines the processes of deriving valid conclusions from basic principles
6. Philosophy – the study of theories of knowledge, truth, existence, and morality
7. Philosophy of education – a personal credo that identifies an individual's beliefs about education and, more specifically, about the act of teaching
8. Realism – a traditional philosophy suggesting that the features of the universe exist whether or not a human being is there to perceive them
9. Schema – cognitive structures
10. Self-actualization – the state of having become everything a person is capable of becoming; realizing one's full potential, capacities, and talents
11. Sociological – related to the study of human social behavior and the institutions of a society
12. Theory – a set of related principles that are based on observation and are used to explain additional observations

## Unit 3: Ethics and Legal Responsibility

1. Copyright laws – the exclusive right of the author or creator of a literary or artistic property (such as a book, movie, or musical composition) to print, copy, sell, license, distribute, transform to another medium, translate, record, perform, or otherwise use (or not use) their work, and to give it to another by will
2. Fair Use Guidelines – policies that specify limitations in the use of copyrighted materials for educational purposes
3. Family Educational Rights and Privacy Act (FERPA) – a federal law that protects the privacy of student education records and requires institutions to adhere strictly to the guidelines governing students' rights regarding the release of student records
4. Freedom of Information Act – a law ensuring public access to U.S. government records
5. Grievance – a formal complaint against an employer or teacher alleging unsatisfactory working conditions or unsatisfactory performance
6. Negligence – a teacher's or other school employee's failure to exercise sufficient care in protecting students from injury
7. Plagiarism – representing the writings, literary concepts (plot, characters, words), or other original work of another as one's own product
8. Reduction in force – the elimination of teaching positions in a school system because of declining student population or funding

## **Unit 4: Classroom Management and Organization**

1. Assertive discipline – a structured, systematic approach designed to assist educators in running an organized, teacher-in-charge, classroom environment
2. Bell-to-bell instruction – teaching from the tardy bell to the dismissal bell with limited down time
3. Expulsion – removing a child from the school setting for an extended period of time
4. Guidance – advice or counseling provided for students in preparing for a course of study
5. Student engagement – when students are involved in the learning process
6. Suspension – denial of a student's privilege to attend school and school activities for a specified period of time

## Unit 5: Teacher Professionalism

1. Credentials file – a collection of materials used to support the search for post-baccalaureate employment or admission to graduate or professional school. The file generally consists of a resume, unofficial transcript, and letters of recommendation.
2. Formative evaluation – a method of validating that the goals of instruction are being achieved and of ensuring improved instruction
3. Highly qualified teacher – a teacher who has been licensed (via traditional or alternative routes) and has demonstrated a high level of competence in the subjects that he or she teaches
4. Mentors – experienced teachers who provide guidance and support for beginning teachers
5. Merit pay – a supplement to a teacher's base salary intended to reward superior performance or work in a high-need area
6. National Board Certification – recognition of highly accomplished educators who have proven their instructional achievements through a defined, rigorous process
7. Paraprofessional exam – an exam which allows a person to obtain employment as a teacher's aide
8. Performance pay – a financial reward given to teachers based on the special quality of their work
9. Professional development – the process of advancing knowledge and enhancing professional practice through continuing education efforts such as district workshops
10. Professional growth plan – a structured plan for improving one's educational practices
11. Professionalism – the ethical behavior exhibited by teachers
12. Summative evaluation – the process of gathering information about a teacher's competence, often for the purpose of making administrative decisions about retention and promotion
13. Teacher improvement plan – a plan designed to provide support through communication, discussion, and collaboration in the area(s) of significant concern

## Unit 6: Practicum

1. Best practices – researched teaching strategies designed to improve student performance
2. Pacing guide – a detailed course outline that is designed to promote continuity throughout the curriculum
3. Practicum – the part of a course consisting of practical work in a particular field
4. Standards – statements specifying what students should know and what skills they should have upon completing an area of study