COURSE SYLLABUS

Course Number:  EDE 5262
Prerequisite(s):

Course Title:  Career Education and the Elementary School Teacher

Course Credit:

College:   Education
Department:  Elementary Education

Required Text(s):

Supplies:

Faculty Name:
Dr. Tony J. Manson

Term and Year:  Fall 2009
Place and Time:  Monday 5:30pm-8pm

Office Location:
Gore Educational Complex 305B

Telephone:  850 599-3123 or 599-8531
e-mail:  tony.manson@famu.edu

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday 4pm-5pm</th>
<th>Tuesday 4pm-5pm</th>
<th>Wednesday 4pm-5pm</th>
<th>Thursday 4pm-5pm</th>
<th>Friday</th>
<th>Saturday</th>
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</table>

Course Description
In keeping with the Unit’s conceptual framework, this course will focus on assisting teachers to attain career education teacher competences. An examination will be made of processes by which student learner outcomes in career education may be attained.

This course will address the following State, National, and Learned Societies: Florida Accomplished Practices (FAP), Association of Childhood Education International (ACEI), National Educational Technology Standards for Teachers, and English as a Second Language (ESOL).

Course Purpose
- The goal of this course is to prepare exemplary professionals who are able to enter the educational institutions of the world armed with knowledge, skills, and dispositions that will facilitate appropriate career opportunities for all students.

- Inquiry is the organizing theme used in this course to (a) facilitate teaching and learning, (b) develop process skills expertise, (c) learn about learning, coaching, and career analysis.

Conceptual Framework
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
College of Education
Conceptual Framework Outcomes Table

DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5,6,7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.2 (S,D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all students.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.4 (K)</td>
<td>Demonstrate an understanding of concepts related to software, hardware and application.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.6 (S,D)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

VALUES
• **CF3**
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2,5</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F:11,6</td>
<td>I: 9,10</td>
</tr>
<tr>
<td>CF: 3.3 (S,D)</td>
<td>Promote perspectives, ideas, people and cultures.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 3.4(D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF: 3.5(D)</td>
<td>Create learning opportunities that foster cooperation, support and individual participation among students.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

• **CF4**
  • Through this focal area, the FAMU professional education candidate will:

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<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</td>
<td>F:4,7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F:2,7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1,4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

**PROFESSIONALISM**

• **CF 5**
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F:7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition

Approved/Revised 10/30/07
5.4 (K,S) | the development of children and adults. | F: 7 | I: 2
---|---|---|---
**CF:** 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5
---|---|---|---
**CF:** 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6
---|---|---|---
**CF:** 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9
---|---|---|---
**CF:** 5.8 (K,S) | Know and use student personnel services | F:5,10,12 | I: 2,10
---|---|---|---

**URBAN/RURAL EDUCATION**

• **CF6**

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
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<th>INTASC</th>
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</thead>
<tbody>
<tr>
<td><strong>CF:</strong> 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>II. F: 9, 10, 11</td>
<td>I: 10</td>
</tr>
<tr>
<td><strong>CF:</strong> 6.2 (S,D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td><strong>CF:</strong> 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2,3</td>
</tr>
</tbody>
</table>

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
## Overall Goals of the Course

This course explores current issues and trends affecting the dignity, self-worth and worth of others in the elementary school. Students taking this course will have knowledge of the issues impacting career education in order to facilitate appropriate career choices.

## Specific Behavioral Objectives

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>STUDENT LEARNING OUTCOMES</th>
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</table>
| 1. Students will compare and contrast differences and similarities among cultures. | ➔ Identify characteristics, practices and beliefs of diverse cultural groups
| | ➔ Describe how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience.
| | (CF.1.1, 1.2, 3.1, 4.3; FEAP 5) |
| 2. Students will analyze and discuss how multiculturalism impacts students, teachers, and schools. | ➔ Demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variety of grade levels.
| | ➔ Discuss and apply reflective practices to determine how one’s personal values system, attributes, stereotypes, and prejudices may influence the teaching and learning environment for teachers and students.
| | (CF 1.1-3, .1; FEAP 5) |
| 3. Students will research and identify methods and benefits of culturally responsive teaching, including recognition of the needs of special education students and of English Language Learners. | ➔ Demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variety of grade levels.
| | ➔ Discuss and use reflective practices to determine how one’s personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students.
| | (CF 1.1-3, 2.1-2.5: FEAP 4, 11)) |
| 4. Students will define the characteristics of the various classifications of student exceptionalities, and will identify how the exceptionalities may impact student learning and achievement. | ➔ Demonstrate knowledge of the characteristics and special needs of students with exceptionalities.
| | ➔ Identify key instructional practices associated with effective teaching of students with exceptionalities.
| | (CF 1.1-3, 2.1-2.5: FEAP 4, 11)) |
| 5. Students will identify and outline federal and state laws affecting students. | ➔ Research and discuss the provisions and mandates of federal and state laws affecting educational experiences of students from diverse populations.
| | (CF 5) |
| 6. Students will review instructional practices appropriate for students with exceptionalities and | ➔ Identify key instructional practices associated with effective teaching of students with exceptionalities. |

F=Florida Educator Accomplished Practices Standards (FEAPS)
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(K)=Knowledge  (S)=Skill  (D)=Disposition

Approved/Revised 10/30/07
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<tbody>
<tr>
<td><strong>delineate the typical accommodations to make in the classroom by type of exceptionality.</strong></td>
<td><em>(CF 1.1-3, 2.1-2.5: FEAP 4, 11)</em></td>
<td></td>
</tr>
<tr>
<td><strong>7. Students will use case studies to determine and explain the influence of family and community upon the needs of diverse students in the schools.</strong></td>
<td>➔ Research and describe how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience. <em>(CF.1.1, 1.2, 3.1, 4.3; FEAP 5)</em></td>
<td></td>
</tr>
<tr>
<td><strong>8. Students will examine and describe how one’s personal value system, attitudes, stereotypes, and prejudices can shape the teaching and learning process.</strong></td>
<td>➔ Discuss and use reflective practices to determine how one’s personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students. <em>(CF 1.1-1.3,  6.3; FEAP 2, 4, 7, 9, 10, 12)</em></td>
<td></td>
</tr>
<tr>
<td><strong>9. Students will research and analyze the effects of discrimination, bullying, alienation, and violent acts on students and the learning environment.</strong></td>
<td>➔ Identify and discuss the affects of discrimination, bullying, alienation, and violence on students and the learning environment, and determine how to help counteract the affects. <em>(CF 1.1-1.3,  6.3; FEAP 2, 4, 7, 9, 10, 12)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Interstate New Teacher Assessment and Support Consortium Standards (INTASC)**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the

Teaching Methods

The guide for instructional strategies include: problem-based learning that enables students to translate theory into effective practice.

To facilitate a desire and organizational design to promote maximum classroom discussion, the student will discover that instructional practice will be reflective and inquiry based learning to include e-learning. Most of the class session(s) will include one or more of the following:

• illustration and discussion of appropriate research concepts developed through assigned readings in the area(s) of Secondary School Curriculum
• identification/discussion of concepts in existing, published research studies, authentic research, case studies, appropriate web sites and URL’s, journal articles, simulations, and a FAMU Blackboard website
• analysis/critique of existing research, issues, trends, writings on current best practices the pedagogy of diverse populations in schools.

Course Requirements

Preparation for class discussion is required. Assignments are designed to facilitate your understanding of topics we will discuss in class. All assignments must be completed by the date given in class.

Students should be aware that problems with computers and printers (and they will happen, trust me) are not acceptable reasons for missing an assignment deadline. If a student must be absent from class for a valid reason on the day an assignment is due, it is permissible to forward your assignment to the instructor via e-mail so that it is not late. The e-mail must be received prior to the beginning of class on the date the assignment is due. Make-up and extra-credit work will not be assigned. Students are responsible for work missed due to absence and for determining what assignments are due by the next class session. Absence from a class does not excuse a student from completing the work and submitting it by the due date. It is the student’s responsibility to find out what was missed, what assignments are due, etc., when he or she is not in class.

Format for papers and assignments

These instructions apply to all written work including critiques, reviews, reports, research papers, reaction essays, or other papers. All assignments, unless otherwise indicated, must be typed. When using direct quotes and citing references, use the rules of the Publication Manual of the American Psychological Association, Fifth Edition (2001). Essays, whether a homework assignment or an assessment done in class, should include an introduction that states a thesis, a body that develops the thesis, and a conclusion. Attention should be given to correct grammar usage and spelling. All essays must be double spaced with only 12-point font size of text and the use of Italics for offsetting headings or titles of published writing. The following depiction illustrates the essay report format you will use in this class, which is APA style.

All assignments completed outside of class must be typed (double-spaced) unless otherwise noted. The student must proofread, make corrections neatly, and pay close attention to correct punctuation and grammar; points will be taken from papers that are written poorly. Neatness, style, and appearance will also influence the grade received on assignments. All major papers must conform to the American Psychological Association (APA) format. The APA publication manual is available in the FAMU Library, and you may also refer to the following websites for assistance:

Students will identify, examine and report on issues and trends that influence the middle and high school curriculum. Students will practice techniques of data collection while gathering information about specific curriculum options in order to make curricula decisions. Students will research, discuss and reflect on what constitutes “best practice” in various professional opportunities within the secondary school. Students will research and reflect on best practices in education and the secondary school.
National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Topical Outline

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>Introductions, orientation to course, expectations and method of operation</td>
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<tr>
<td>Introduction to career education</td>
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<tr>
<td>Academic learning through career awareness and exploration</td>
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<tr>
<td>Career development in the elementary school</td>
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<tr>
<td>School Community Labor Market Linkage</td>
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<tr>
<td>Bilingual Education and Career Development</td>
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<tr>
<td>Home and Family Issues and Career Education</td>
</tr>
<tr>
<td>Pre-service and In-service Training for Elementary School Teachers</td>
</tr>
<tr>
<td>Strategy and Reward</td>
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<tr>
<td>Understanding Yourself and Others in the Elementary School Profession</td>
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<tr>
<td>Role of the School Health Provider in Elementary School</td>
</tr>
<tr>
<td>Accommodations Needed for successful career exploration and development</td>
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<tr>
<td>Presentation of Student Projects</td>
</tr>
</tbody>
</table>

Course Evaluation

Course Evaluation: ASSESSMENT

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>How Objective is Presented</th>
<th>How Objective is Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will identify, examine and report on issues and trends that influence the curriculum in the secondary schools.</td>
<td>Objective is presented through lecture, assigned readings, class discussions, simulations.</td>
<td>Objective is assessed through student’s development of reports of issues and trends in the secondary schools.</td>
</tr>
<tr>
<td>2. Students will practice techniques of data collection while gathering information about specific curriculum options in order to make curricula decisions.</td>
<td>Objective is presented through lecture, assigned readings, class discussions, computer simulations, recordings.</td>
<td>Objective is assessed through student’s development of appropriate curricula and rationale for development based on gathered data.</td>
</tr>
<tr>
<td>3. Students will research, discuss and reflect on what constitutes “best practice” in various professional opportunities within the elementary school.</td>
<td>Objective is presented through lecture, assigned readings, class discussions, computer simulations, videos, and recordings.</td>
<td>Objective is assessed through student’s development of reports on “best practice” in various professional opportunities within the secondary school.</td>
</tr>
<tr>
<td>4. Students will research and reflect on best practices in education and the secondary school.</td>
<td>Content presented via use of technology.</td>
<td>Objective is assessed through student use of appropriate technologies to present researched issues/practices in career education and the secondary school.</td>
</tr>
</tbody>
</table>
Maximum Points:

<table>
<thead>
<tr>
<th>PARTICIPATION/ATTENDANCE</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>100</td>
</tr>
<tr>
<td>TERM PAPER</td>
<td>100</td>
</tr>
<tr>
<td>10 Research Articles</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Maximum Points 350

Grading
Grading Procedures

Grades will be determined using a point system. Points earned by students will be divided by the total possible points possible. Graded will be based on the following:

- 90-100% of points = A
- 80-89% of points = B
- 70-79% of points = C
- 60-69% of points = D

A grade of I will only be assigned if all previous course work has been satisfactory and unusual circumstances occur.

Course Policies

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

<table>
<thead>
<tr>
<th>CLASS MEETING</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, orientation to course, expectations and method of operation</td>
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<td>Introduction to career education</td>
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<td>Week 3</td>
<td>Academic learning through career awareness and exploration</td>
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<td>Week 4</td>
<td>Career development in the elementary school</td>
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<tr>
<td>Week 5</td>
<td>School Community Labor Market Linkage</td>
<td></td>
</tr>
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<td>Week 6</td>
<td>Bilingual Education and Career Development</td>
<td></td>
</tr>
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<td>Week 7</td>
<td>Home and Family Issues and Career Education</td>
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<td>Week 8</td>
<td>Pre-service and In-service Training for Elementary School Teachers</td>
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<td>Week 9</td>
<td>Strategy and Reward</td>
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<td>Week 10</td>
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<td>Week 11</td>
<td>Role of the School Health Provider in Elementary School</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Accommodations Needed for</td>
<td></td>
</tr>
</tbody>
</table>
successful career exploration and development

Week 13- Presentation of Student Projects

References


Murphy SE; Ensher EA. The role of mentoring support and self-management strategies on reported career outcomes. Journal of Career Development 2001 Summer; 27(4): 229-246.


Character Education Bibliography


CAREER EDUCATION COMPETENCIES

ELEMENTARY SCHOOL (K-5)

SELF-KNOWLEDGE

COMPETENCY I: Knowledge of the importance of self-concept.

1) Describe positive characteristics about oneself as seen by oneself and others.
2) Identify how behaviors affect school and family situations.
3) Describe how behavior influences the feelings and actions of others.
4) Demonstrate a positive attitude about oneself.
5) Identify personal interests, abilities, strengths and weaknesses.
6) Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.

1) Identify how people are unique.
2) Demonstrate effective skills for interacting with others.
3) Demonstrate group membership skills.
4) Identify sources and effects of peer pressure.
5) Demonstrate appropriate behaviors when peer pressures are contrary to one’s beliefs.
6) Demonstrate awareness of different cultures, lifestyles, attitudes and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

1) Identify personal feelings.
2) Identify ways to express feelings.
3) Describe causes of stress.
4) Identify and select appropriate behaviors to deal with specific emotional situations.
5) Demonstrate knowledge of good health habits.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

COMPETENCY IV: Awareness of the benefits of educational achievement.

1) Describe how academic skills can be used in the home and community.
2) Identify personal strengths and weaknesses in subject areas.
3) Identify academic skills needed in several occupational groups.
4) Describe relationships among ability, effort and achievement.
5) Implement a plan of action for improving academic skills.
6) Describe school tasks that are similar to skills essential for job success.
7) Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

1) Identify different types of work, both paid and unpaid.
2) Describe the importance of preparing for occupations.
3) Demonstrate effective study and information-seeking habits.
4) Demonstrate an understanding of the importance of practice, effort and learning.
5) Describe how current learning relates to work.
6) Describe how one’s role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

1) Describe work of family members, school personnel and community workers.
2) Identify occupations according to data, people and things.
3) Identify work activities of interest to the student.
4) Describe the relationship of beliefs, attitudes, interests and abilities to occupations.
5) Describe jobs that are present in the local community.
6) Identify the working conditions of occupations (e.g., inside/outside, hazardous).
7) Describe ways in which self-employment differs from working for others.
8) Describe how parents, relatives, adult friends and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

1) Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
2) Demonstrate positive ways of performing working activities.
3) Describe the importance of cooperation among workers to accomplish a task.
4) Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

1) Describe how work can satisfy personal needs.
2) Describe the products and services of local employers.
3) Describe ways in which work can help overcome social and economic problems.
COMPETENCY IX: Understanding of how to make decisions.

1) Describe how choices are made.
2) Describe what can be learned from making mistakes.
3) Identify and assess problems that interfere with attaining goals.
4) Identify strategies used in solving problems.
5) Identify alternatives in decision-making situations.
6) Describe how personal beliefs and attitudes affect decision-making.
7) Describe how decisions affect oneself and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

1) Describe the various roles an individual may have (e.g., friend, student, worker, family member).
2) Describe work-related activities in the home, community and school.
3) Describe how family members depend on one another, work together and share responsibilities.
4) Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

1) Describe how work is important to all people.
2) Describe the changing life roles of men and women in work and family.
3) Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

1) Describe the importance of planning.
2) Describe skills needed in a variety of occupational groups.
3) Develop an individual career plan for the elementary school level.

Links to Supports for Elementary Teachers in the Differentiated Classroom

- [Addressing Student Diversity](http://www.mhhe.com/socscience/education/diverse.mhtml)
- [Teaching Struggling Readers](http://www.readingrockets.org/)
- [Attention Deficit Disorder: What Teachers Should Know](http://www.chadd.org)
- [Learning Disabilities Information & Resources](http://www.ldonline.org/)
- [ADD, ADHD, and Learning Disabilities Resources](http://www.angelfire.com/ny/Debsimms/add.html)

Tasks of Elementary School Teachers

- Lecture, demonstrate, and use audiovisual aids and computers to present academic, social, and motor skill subject matter to class
• Teach subjects, such as math, science, or social studies
• Prepare course objectives and outline for course of study, following curriculum guidelines or requirements of state and school
• Prepare, administer, and correct tests, and record results
• Assign lessons, correct papers, and hear oral presentations
• Teach rules of conduct and maintain discipline and suitable learning environment in classroom and on playground
• Evaluate student performance and discuss pupil academic and behavioral attitudes and achievements with parents
• Keep attendance and grade records and prepare reports as required by school
• Counsel pupils when adjustment and academic problems arise
• Supervise outdoor and indoor play activities

Some Elementary School Teachers instruct a series of different classes in one subject only – commonly music, art, or physical education.

A growing number of teachers specialize in the education of children with special needs such as non-English speaking children. Some specialists instruct students in separate classes or schools. Others are Resource Teachers, who work with children individually, consult with classroom teachers, or coordinate special education programs.

WHAT SKILLS ARE IMPORTANT?

• Instructing -- Teaching others how to do something
• Speaking -- Talking to others to effectively convey information
• Learning Strategies -- Using multiple approaches when learning or teaching new things
• Reading Comprehension -- Understanding written sentences and paragraphs in work related documents
• Social Perceptiveness -- Being aware of others' reactions and understanding why they react the way they do
• Active Listening -- Listening to what other people are saying and asking questions as appropriate

Elementary Teachers need enthusiasm, creativity and patience. Teaching strategies place particular emphasis on such qualities as respect for individual differences, ability to work closely with others, and classroom management skills.

Bibliography


Murphy SE; Ensher EA. The role of mentoring support and self-management strategies on reported


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<th>Criteria</th>
<th>Excellent (100 points)</th>
<th>Average (75 points)</th>
<th>Poor (60 points)</th>
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<td><strong>Content</strong></td>
<td>Establishes and maintains clear focus, evidence of distinctive voice and/or appropriate tone; depth and complexity of ideas supported by rich, engaging, and/or pertinent details, evidence of analysis, reflection, and insight; use of references indicate substantial research; careful and/or suitable organization; variety of sentence structure and length; precise and/or rich language.</td>
<td>Focused on a purpose; evidence of voice and/or suitable tone; depth of idea development support by elaborated, relevant details; use of references indicate ample research; logical organization; controlled and varied sentence structure; acceptable, effective language; few errors in grammar or format relative to length and complexity.</td>
<td>An attempt to establish and maintain purpose and communicate it; minimal idea development, limited and/or unrelated details; few references; random or weak organization; incorrect or lack of topic and/or transition sentences; incorrect and/or ineffective wording and/or sentence structure; errors in grammar and format (e.g., punctuation, capitalization, headings).</td>
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<td><strong>Organization</strong></td>
<td>Introduction to topic, purpose is stated clearly, content is orderly, flows well, examples given,</td>
<td>Introduction not stated clearly, purpose is somewhat wark, paper not well organized, content is not orderly, confusing, text does not flow well.</td>
<td>No introduction, no clear indication of research aim, content difficult to understand, cannot follow what has been written.</td>
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<td><strong>Language/Mechanics</strong></td>
<td>Follows standard rules of grammar, no grammar or spelling errors, double spaced, easy to read</td>
<td>Misspellings, poor grammar in several places, not double spaced, somewhat difficult to read.</td>
<td>Numerous misspellings and poor grammar throughout, not double spaced, difficult to read.</td>
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<td>Comprehensible, neat, typed, headings and subheadings clearly indicated, margins</td>
<td>Fairly comprehensible, somewhat neat, some headings</td>
<td>Not comprehensible, not neat, no headings and subheadings, inconsistent margins, distracting fonts</td>
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<td>Relates to topic; knowledgeable; geared to audience; engages audience, raises or invites questions, and stimulates curiosity; well-informed, informative; valuable information; factual</td>
<td>Relates topic; informative; valuable information; minimally engages audience, raises or invites questions, and stimulates curiosity; factual</td>
<td>Topic unrelated; information of little or no value; fails to engage audience, raise or invite questions, and stimulate curiosity; not factual</td>
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<td><strong>Presentation Style</strong></td>
<td>Comprehensible; met needs of audience; voice, gestures, eye contact, grammar were strong; group members are appropriately dressed; members answer audience questions; end with effective final presentation; members not dependent on notes</td>
<td>Comprehensible most of the time; voice, gestures, eye contact, and grammar were adequate; group members not dressed appropriately; members answer some audience questions; end with mediocre final presentation; members depend on notes somewhat</td>
<td>Unclear organization; weak vocal qualities, gestures, eye contact, and grammar during presentation; group members’ attire detracts from presentation; members do not answer audience questions; ends with no final presentation; members depend almost fully on notes</td>
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<td><strong>Group Dynamics</strong></td>
<td>Entire group was present; role of each member</td>
<td>Entire group was present; each member</td>
<td>Group member(s) absent; input given by one or a few</td>
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<td>was clear and essential to the project; input was effective; group members were cooperative</td>
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<td>Used more than three credible sites/sources</td>
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**Rubric for Class Attendance & Participation**

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<tr>
<td>Participation in Class</td>
<td>Attends all but one or two class sessions; on time; always well</td>
<td>Generally well prepared for class; evident that student has completed some</td>
<td>Does not attend class on consistent basis; never prepared for class,</td>
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Language/Mechanics

| prepared for class, evident that student has completed all reading assignments prior to class; exhibits positive, supportive attitude toward course and class members; consistently contributes to class discussion, consistently contributes to in-class activities | reading assignments prior to class; exhibits ambivalent attitude toward course and class members; contributes minimally to class discussions or in-class; three absences and/or excessive tardies | evident that student has not completed reading assignments prior to class; exhibits negative attitudes toward course and class members; does not contribute to class discussions or in-class activities; four absences and/or excessive tardies |

| Follows standard rules of speech and grammar, uses anecdotal information only when relevant to topic, respects other students’ right to express their points of view; does not interrupt when others are speaking, considerate | Inappropriate speech and grammar, uses questionable anecdotal information, tendency to monopolize discussion, sometimes fails to show respect for others’ right to express ideas and opinions; uses slang | Poor speech and grammar, uses inappropriate or irrelevant anecdotal information, monopolized discussion, fails to show respect for others’ right to express ideas and opinions, rude, abrasive, uses slang, may be offensive |

How to Reference Electronic Source using APA Style

**Reference Examples for Electronic Source Materials**

**Article in an Internet-only journal**

**Article in an Internet-only newsletter**

*Use the complete publication date given on the article.
*Note that there are no page numbers.
*In an Internet periodical, volume and issue numbers often are not relevant. If they are not used, the name of the periodical is all that can be provided in the reference.
*Whenever possible, the URL should link directly to the article.
*Break a URL that goes to another line after a slash or before a period. Do not insert (or allow your word-processing program to insert) a hyphen at the break.

**Nonperiodical documents on the Internet**

**Stand-alone documents, no author identified, no date**

*If the author of a document is not identified, begin the reference with the title of the document.

**Document available on university program or department Web site**

(Source: http://www.apastyle.org)

*If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

**Other Electronic Sources**

**Electronic copy of a journal article, three to five authors, retrieved from database**

*When referencing material obtained by searching an aggregated database, follow the format appropriate to the work retrieved and add a retrieval statement that gives the date of retrieval and the proper name of the database.

**Citations in Text of Electronic Material**

To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations (see section 3.34). Note that the words page and chapter are abbreviated in such text citations:
(Cheek & Buss, 1981, p. 332)
(Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material (see section 3.39).
(Myers, 2000, ¶ 5)
(Beutler, 2000, Conclusion section, para. 1)
Outcomes

Professionalism: The Teacher Candidate demonstrates professionalism
(Please use a ✓ to indicate level of performance.)

- Punctuality
  - Does not exceed three unexcused absences, per university catalog 2009-2010
  - In class at or before specified time, per Registrar
  - Attends class, field experiences, meetings
  - Appropriate dress and grooming
  - Completes assignments on or before due date
- Emotional Management
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

Criteria for rating

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<td>The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
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Effective Communication: The Teacher Candidate demonstrates effective communication skills
(Please use a ✓ to indicate level of performance.)

- Uses standard English language in various settings
- Uses appropriate tone of voice for the setting
- Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior

Criteria for rating

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Performance.
### Respectful Behavior: The Teacher Candidate demonstrates respectful behavior

(Please use a ✓ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

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### Ethical Behavior: The Teacher Candidate demonstrates ethical behavior

(Please use a ✓ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
  - Demonstrates honesty inside and outside of the classroom
  - Demonstrates trustworthiness
  - Understands the importance of professional code of ethics
  - Advocates fairness

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### Reflective Behavior: The Teacher Candidate demonstrates reflective behavior

(Please use a ✓ to indicate level of performance.)

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding one's strengths and weaknesses

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