



Introduction to Education

Course Description

This course is designed to help students explore professional or learning support positions in education, education related careers and training. Students will research the profession of teaching and personality and leadership traits that contribute to a successful teacher. The course will provide an overview of ethics and professionalism, societal influences, classroom management and practices, and the understanding of the educational governance structure.

Course Code: 350001

Program(s) of Study to which this course applies:

- Education and Training

Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
<p>Standard 1. Students will explore the teaching profession by investigating various career opportunities and related requirements.</p>				
<p>Benchmark 1.1 Students will reflect on personal strengths and aptitudes for the teaching profession.</p> <ul style="list-style-type: none"> • investigate self-assessment instruments (learning styles, Meyers Briggs, Gallup, Memletic, Nebraska Career Connections, i.e.) • investigate personal strength and weakness for the teaching profession 		SS.12.2.6.b–d	CR.1.B.1	



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<p>Benchmark 1.2 Students will investigate professional expectations in the field of education (such as ethics, behavior, dress, i.e).</p> <ul style="list-style-type: none"> examine the Code of Ethics for the Teaching Profession examine ethical situations relating to teaching through role plays observe a panel from areas of education interview professionals (especially those in human resources, administration) 	ELA.WHST.11–12.7-9	LA.12.4.1.a–c LA.12.1.6.j	CR.3.A.2 CR.3.B.1 CR.5.A.1 CR.5.B.1 CR.7.B.1 CR.9.A.2	The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
<p>Benchmark 1.3 Students will investigate colleges which offer education and training programs.</p> <ul style="list-style-type: none"> explore the Nebraska Career Connections invite a college representative to your class visit a college campus 	ELA.WHST.11–12.7-9	LA.12.4.1.a–c LA.12.1.6.j	CR.5.A.1 CR.5.B.1 CR.9.A.2 CR.10.A.1 CR.10.D.2	The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
<p>Benchmark 1.4 Students will explore career opportunities and job outlook within education (pre K-12, paraprofessionals, adult education, specialty areas such as speech pathology, audiology, educational trainers, administration, counseling, entrepreneurial opportunities, i.e.).</p> <ul style="list-style-type: none"> use Nebraska Career Connections observe panel presentation tour various educational settings in student's community 		SS.12.2.6.d	CR.1.B.1 CR.10.A.1 CR.10.B.1 CR.10.D.2	
<p>Standard 2. Students will explore a variety of instructional techniques used to meet the needs of all learners by examining current practices and research.</p>				
<p>Benchmark 2.1 Students will investigate the technology options to enhance classroom instruction.</p>	ELA.WHST.11–12.7-9	LA.12.4.1.a–c LA.12.1.6.j	CR.5.A.1 CR.5.B.1	The depth of students’ investigations, and thus the research standards that apply, will be determined by



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<ul style="list-style-type: none"> examine educational software (lesson plans, grade programs, i.e) examine educational hardware (LCD, Interactive White Board, document cameras, cell phones, e-reader, i.e) examine uses of web-based instructional tools (Skype, distance learning, student/class management programs) 			CR.9.A.2 CR.9.B.1 CR.9.B.3	the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Benchmark 2.2 Students will investigate current instructional techniques which impact student learning. <ul style="list-style-type: none"> Investigate current instructional techniques which impact student learning attend teacher in-service/training program/workshop observe various teacher classroom instruction 	ELA.WHST.11–12.7-9	LA.12.4.1.a–c LA.12.1.6.j	CR.5.A.1 CR.5.A.4 CR.5.B.1 CR.9.A.2 CR.9.B.1 CR.9.B.3	The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Benchmark 2.3 Students will identify and discuss different assessment techniques. <ul style="list-style-type: none"> examine written formats for assessment observe variety of presentations on assessment procedures examine and discuss lab work / project relating to assessment strategies examine various assessment rubrics 	ELA.11–12.SL.1	LA.12.3.3	CR.2.A.2–4	
Benchmark 2.4 Students will compare and contrast various lesson plan and unit plan styles and resources. <ul style="list-style-type: none"> review different examples (colleges, secondary schools, websites i.e.) use rubrics to compare lesson and unit plans 	RST.11–12.5	LA.12.1.6.d	CR.5.A.1 CR.5.A.3	



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<p>Standard 3. Students will explore the impact of effective classroom management and discipline strategies on student learning.</p>				
<p>Benchmark 3.1 Students will identify the relationship between effective instructional strategies and classroom management.</p> <ul style="list-style-type: none"> • attend in-service / workshop / training session • observe classrooms or videotapes • create reflective writing of the observations • create reflective writing on learning activities and effect upon classroom management • review of student handbook • develop a list of classroom rules 			CR.5.A.4	
<p>Benchmark 3.2 Students will identify different discipline strategies in various classroom situations.</p> <ul style="list-style-type: none"> • review various discipline strategies • observe video clips or actual classroom behavior • participate in role play scenarios • compare and contrast various discipline strategies to classroom situations 			CR.4.A.2 CR.4.B.2 CR.5.A.3	
<p>Benchmark 3.3 Students will compare and contrast the current theories/trends in education.</p> <ul style="list-style-type: none"> • review current theories / trends in education • participate with a group for examination of research theories/trends • participate in group sharing • interview of teacher (the effect of current theory / trend) 			CR.1.C.2 CR.4.A.1 CR.4.A.2 CR.5.A.1	
<p>Benchmark 3.4 Students will recognize the impact of interpersonal</p>			CR.5.A.4	



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<p>relationships on classroom management.</p> <ul style="list-style-type: none"> examine rapport building activities review NDE Website (interpersonal relationships) reflect on ethics by speaker (teacher/administrator; teacher/student; and student/student) evaluate scenarios for positive and negative interpersonal relationships 				
<p>Standard 4. Students will explore how political, social, and cultural influences impact education.</p>				
<p>Benchmark 4.1 Students will examine the history and philosophy of education.</p> <ul style="list-style-type: none"> discuss history and philosophy with speakers create a time line of the history of education and significant cultural influences discuss philosophy of education with various teachers compare and contrast teacher's philosophy of education from various age groups 		SS.12.4.1.b–c	CR.1.C.2 CR.5.A.1 CR.5.A.4	
<p>Benchmark 4.2 Students will identify the roles of local, state, and federal government in education.</p> <ul style="list-style-type: none"> examine current events related to education and training review current legislative bills affecting education participate in scavenger hunt using the contents of the NDE or other websites for roles of government in education report on the role of government in education from an interview of superintendent attend and report on issues discussed at board meeting 		SS.12.1.2.d	N/A	



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<p>Benchmark 4.3 Students will investigate the relationship between social issues and educational policy.</p> <ul style="list-style-type: none"> review laws affecting education (discuss social issues involved) investigate significant social / cultural issues (bullying, sexting, etc.) develop a time line on significant social events affecting educational policy 	ELA.WHST.11–12.7-9	LA.12.4.1.a–c LA.12.1.6.j	CR.5.A.1 CR.5.A.4 CR.5.B.1 CR.9.A.2	The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
<p>Standard 5. Students will examine the preparation needed for education and training professions.</p>				
<p>Benchmark 5.1 Students will examine the need for strong academic skills.</p> <ul style="list-style-type: none"> review information on Nebraska Career Connections interview teachers (need for training and academic skills) practice the PPST 			CR.5.A.1	
<p>Benchmark 5.2 Students will identify the career readiness skills (punctuality, communication, respect for all staff, dependability, background checks, i.e.).</p> <ul style="list-style-type: none"> examine self-assessment and goal setting investigate CALS on the Nebraska Career Connections site interview with administrators/human resources regarding career readiness participate in Mock interviews 			CR.3.B.1-4	
<p>Benchmark 5.3 Students will create an ongoing professional portfolio.</p> <ul style="list-style-type: none"> develop resume, cover letter obtain and display examples of course work obtain and display work and/or service learning experience samples (performance reviews, pictures, i.e.) 	ELA.WHST.11-12.10		CR.10.C.2	



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<ul style="list-style-type: none"> display test scores – PPST, ACT, SAT, etc. develop and display reflection and belief statements display involvement in leadership organizations (FEA, FBLA, FCCLA, FFA, Skills USA, FBLA, DECA, i.e.) display involvement in professional organizations (NSEA-SEAN, specific subject matter organizations, i.e.) 				



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<p>Standard 6. Students will complete field experiences.</p>				
<p>Benchmark 6.1 Students will identify and practice observation skills.</p> <ul style="list-style-type: none"> • identify classroom behavior using case study • use scenarios for developing observational skills • observe classroom behavior using a variety of rubrics for observation 				
<p>Benchmark 6.2 Students will observe various educational environments to identify interest areas.</p> <ul style="list-style-type: none"> • observe educational environments (laboratory settings, pre-K to 16 classrooms, discipline area or subject matter) • observe educational environments at business and/or industry training sites 				
<p>Benchmark 6.3 Students will document, assess and reflect on instructional experiences.</p> <ul style="list-style-type: none"> • document any instruction experience • complete reflective writing • obtain feedback from supervising teacher • obtain signed statement of experience 	<p>ELA.WHST.11-12.4</p>	<p>LA.12.2.2</p>	<p>CR.5.A.2</p>	



Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- CC = Nebraska’s Core Competencies for Early Childhood Professionals
- AAFCS = American Association of Family and Consumer Science

Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none">• Marzano (author)
Related assessments:	<ul style="list-style-type: none">• Meyers-Briggs
Extended learning opportunities:	<ul style="list-style-type: none">• Take courses in psychology, sociology, or history of education• Be a teacher’s aide• Tutor• Participate in service learning project• First Aid/CPR• Babysitting