



Teaching Profession Internship Grade 12

Curriculum Committee Member

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Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

Teaching Profession Internship

Missouri Career Education combines academics and occupational skill training to prepare students of all ages. Training programs are offered in Agriculture, Business, Health Sciences, Family and Consumer Sciences, Skilled Technical Sciences, Technology and Engineering, and Marketing and Cooperative Education. Missouri Career Education prepares Missourians for the 21st century to better serve the needs of students, parents, educators, and employers through challenging, relevant, and accountable programs. Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels. These groupings of occupations are used as an organizing tool for curriculum design, a model for guidance and instruction, and a mechanism for seamless transition from secondary education to postsecondary and/or career. The career cluster of Human services meets the needs of students interested in the career fields of Family and Community Services, Early Childhood Development and Services, Counseling and Mental Health Services, Personal Care Services, and Consumer Services. (<https://dese.mo.gov>)

The Teaching Profession Internship serves as a capstone experience for students interested in the fields of elementary and secondary education. Students will have the opportunity to apply what they learned in the Exploring Teaching Profession course while participating in an internship in Hazelwood elementary and middle schools. Students will be prepared in this course to take the Educational Fundamentals credential offered by the American Association of Family and Consumer Sciences. Students will be able to use this credential as an entry way into the industry to allow them to work in an educational setting while attending a post-secondary institution to earn full certification.

As part of all of the Family and Consumer Science pathways, the students will be able to take this foundational knowledge and apply to various career paths within the Human Services cluster. Students in this pathway are encouraged to become members of Family, Career and Community Leaders of America (FCCLA). This is a Department of Elementary and Secondary Education approved Career and Technical Student Organization.

COURSE TITLE: Teaching Profession Internship

GRADE LEVEL: 12

CONTENT AREA: Career and Technical Education

Course Description

This course is a field based internship for students interested in a career in education that provides them with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students will learn to plan and direct individualized instruction and group activities, prepare instructional materials for educational environments, and complete other classroom responsibilities as directed by the teacher in the assigned classroom. This course will meet every day during the second semester. Students need to provide their own transportation and a parking pass. (Prerequisite: Exploring The Teaching Profession and teacher recommendation).

Course Rationale

Teaching is projected to be one of the fastest – growing occupations over the next ten years and beyond. The need for teachers is particularly great in math, science, special education foreign languages, technology applications and bilingual education. Teaching opportunities exist in a variety of settings including public private, charter and d virtual schools, as well as in corporate training and coach /trainer/consultant positions.

Nationwide, one-third of today’s teachers have more than 20 years of classroom teaching experience. It is estimated that more than 2.5 million new teachers will be needed to fill vacancies from retirements and from the estimated 12% increase in the number of teachers needed by 2016 (Bureau of Labor Statistics). According to the Missouri Economic Research and Information Center (MERIC), nearly 10,000 new teachers will be needed in Missouri and over 50% of those will be to fill new positions.

Course Scope and Sequence

Unit 1: Educational Portfolio and Professional Practice (ongoing throughout course)	Unit 2: Educational Culture and Professional Development (on going throughout course)
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Course Materials and Resources

- Family Career and Consumer Sciences, <http://dese.mo.gov/divcareered/fccla.htm>
- MSTA, <http://www.msta.org>
- NEA, <http://www.nea.org>
- AFT, <http://www.aft.org>
- Teacher’s box, <http://www.learningtoday.com/corporate/teacher-resources.asp>

- Lakeshore,
http://www.lakeshorelearning.com/general_content/free_resources/freeResources.jsp?f=m
- Teacher Created Resources, <http://www.teachercreated.com/free/#>
- Discovery Education, <http://www.discoveryeducation.com/teachers>
- FEA, www.pdkintl.org
- Missouri Connections, <http://www.missouriconnections.org/>
- *The First Days of School*. Wong, Harry. 4th Edition
- *The Hurried Child*. Elkind, Dave.

Unit Objectives

Unit 1

1. The students will be able to create a personal scope and sequence.
2. The students will be able to establish a professional working portfolio documenting skills, leadership opportunities and activities.
3. The students will be able to integrate a variety of instructional strategies within educational training settings to enhance learning.

Unit 2

1. The students will be able to participate in professional learning communities within their training location.
2. The students will be able to demonstrate knowledge of skills for working collaboratively to enhance professional development.
3. The students will be able to demonstrate effective management of diverse learners and the learning process.

Essential Terminology/Vocabulary

The following vocabulary words will be used throughout the duration of the Internship experience:

Abstract thinking, accommodations, achievement gap, advocate, alternate assessment, analogy, articulate, artifacts, at risk, behaviorism, bilingual education, Blooms Taxonomy, Career & Technical Education Teacher education programs, career goal, certified teacher, charter schools, cognition, classical conditioning, classification, cognitive development, cognizant, common schools, competency based education, concrete thinking, constructivism, context, cooperating teacher, corporate trainer, course evaluation, course plan, curriculum development, developmental theories, dexterity, differentiated instruction, diversity, due process, educational standards, educational standards, ELL, ethics, exceptional learners, executive strategies, expulsion, formative assessment, genetics, grants, guided practice, harassment, IEP, inclusion, independent practice, instructional objectives, instructional units, job shadowing, learning activities, learning styles, LEP, liability, mainstreaming, McGuffey Readers, metacognition, Montessori Method, multiple intelligences, national standards, normal schools, operant conditioning, paraprofessional, peer-evaluation, personal portfolio, philosophy, philosophy of teaching, proficient, progressives, Project Head Start, reliability, resilience, rubric, salary schedule, school based curriculum, school funding gap, self-evaluation, seriation, Socratic learning, special needs, subjective grading, summative assessment, teaching license, teaching specialist, The Dishonor Role, transitivity, validity, virtues, zero tolerance policy.