

Date Aug. 24, 2012
School / Department San Marcos High School

Santa Barbara High School District
NEW COURSE APPROVAL

I. The teacher proposing the new course of approval will submit this completed form, along with 10 copies of the form, to the Administrative Curriculum Committee on or by _____.

II. If a new textbook needs to be purchased for the new course, please remember to complete the 'Request for Textbook Adoption (Non- Primary State Adoption)' form.

III. Description of Proposed Course.

Before you complete this form, please make sure that you have considered the following questions:

- Is there a similar course already being taught at another site?
- Have I looked through the district course catalog to make sure that the course doesn't already exist?

- A. Title of course Introductory Teacher Education ROP
B. Length of course (semester, year long) Year long - Semester at SMHS (10 units)
C. Targeted population (please circle all that apply)
Special Education GATE English Language Learners
D. Description of the standards taught in the course:

See attached course description

If you need more room to answer the questions than what is allotted, please continue onto an additional sheet of paper and attach to form.

- E. What A-G requirement does it fulfill? (High School Course only) G-Elective
F. Does the course have targeted ability level? If so, what is the designation of the course? (AP, Honors, College Prep) No
G. Explain the rationale for the creation of the course. What need does it fulfill?

DISTRICT emphasis on Career Education.

No other course to encourage students to become teachers or work in education.

Lots of student interest and discussion about needing a course that can teach them basics for this profession.

- H. Describe the instructional materials used. Include the cost of instructional materials.

Textbook for students

Current ROP Text - The First Days of School - by Harry Wong

Enough for class of 38, with some replacements

- I. Describe any other costs associated with the course. What will be your source of funding for these materials?

Instructional Videos, video material to have students evaluate performance - SB County ROP

- J. What is the targeted grade level of this course? 11-12 Justification for targeted grade level
Students have completed some high school and career
choices and will have desire to go into education field.
- K. Describe how this course fits into the sequence of courses already being offered at your site.
No current sequence for this area of study
ROP would like to see other courses and designed pathway
in years to come
- L. What credential(s) are required to teach this course? CTE Credential - Education Additional training?
- M. Are there any partnerships with outside agencies? (businesses, community programs, colleges, grants). If yes, please explain.
SB County ROP

IV. Site Level Approval Signatures

[Signature] Date 8-24-12
 Teacher Proposing Course
[Signature] Date 9/4/12
 Additional Teacher (Same Department)
[Signature] Date 9/4/12
 Principal

[Signature] Date 8-24-12
 Department Chair
[Signature] Date 8/24/12
 Head Counselor

The Administrative Curriculum Committee will review the proposed course and forward the proposal to all secondary sites for approval and review.

V. Other Site Level Approval Signatures.

Date of meeting in which the proposed course was discussed _____
 _____ Approved
 _____ Denied (include rationale for decision if denied)

 Date _____
 Chairperson of Department

After obtaining signatures, please forward this document to the Administrative Curriculum Committee at the District Office. This committee will review the forms and forward the completed proposal to the Associate Superintendent.

 Associate Superintendent
 Date _____

SANTA BARBARA COUNTY EDUCATION OFFICE
REGIONAL OCCUPATIONAL PROGRAM
TEACHING CAREERS

COURSE DESCRIPTION

CBEDS Code: 4401

CBEDS Title: Teaching Careers

ROC/P Course Title: Introduction to Education

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED

(from Dictionary of Occupational Titles)

<u>D.O.T. Code</u>	<u>Title</u>
249.367-074	Teacher Aide (Elementary School/High School)
099.227-304	Tutor

JOB TITLES REQUIRING POSTSECONDARY EDUCATION FOR WHICH STUDENTS ARE INTRODUCED THROUGH CORE INSTRUCTION AND INTERNSHIP EXPERIENCE

<u>D.O.T. Code</u>	<u>Title</u>
092.227-010	Teacher, Elementary School
091.228-018	Teacher, Secondary School

Course Description

This is a one-year course designed to prepare enrollees for advanced training in a teacher education program.

Students will develop skills in: providing instruction/supervision of students; communicating with students, staff, and parents; utilizing resources and materials in planning developmentally appropriate curriculum; preparing lesson plans, presenting lessons, and classroom management. Classroom instruction is combined with on-the-job training at public school sites.

Students enrolled in this course will be assessed by a variety of methods including: reading quizzes, periodic tests, lesson design, journals, observations, and video taped analysis of their teaching/supervision of students. This course will have guest speakers and field trips.

Students must be aware that public school teaching requires completion of a college degree and teacher preparation program.

Course Prerequisite

This class is designed for 11th and 12th grade students. Enrollees should enjoy working with children and have an interest in entering the teaching profession.

INTRODUCTION TO EDUCATION
COURSE OUTLINE

Community

<u>Units of Instruction</u>	Core	Classroom
	<u>Hours</u>	<u>Hours</u>
I. <u>Course Introduction/The Teaching Profession</u> 3 <i>*California Teaching Standard for Developing as a Professional Educator*</i> A. Program Orientation/R.O.P. Procedures B. Overview of the Teaching Profession C. Working with Students D. Rewards of Being a Teacher E. How Schools Work		
II. <u>How to Become a Teacher</u> 3 <i>*California Teaching Standard for Developing as a Professional Educator*</i> A. Four Year College Degree B. Credentialing Programs (where they are and what they entail) C. CBEST and Praxis D. Pre-Service Hours E. Summer Experience (working with kids in various summer programs) F. Field Trip to College Teacher Preparation Program		
III. <u>Teacher Duties and Responsibilities</u> 4 10 <i>*California Teaching Standard for Creating and Maintaining Effective Environments for Student Learning*</i> A. In the Classroom 1. Hours inside and out (grading and lesson plans) 2. Acting and dressing professionally B. Coaching and Advising Clubs C. Serving on Committees C. Professional Growth Requirements D. School Climate and Culture E. Communication		
IV. <u>Classroom Management</u> 6 10 <i>*California Teaching Standard for Creating and Maintaining Effective Environments for Student Learning*</i> A. Discipline B. Record Keeping C. Atmosphere D. Architecture		

Introduction to Education Course Outline (Continued)

Core	Community Classroom
------	------------------------

		Hours	Hours
V.	<u>Diversity in the Classroom</u> <i>*California Teaching Standard for Engaging and Supporting all Students in Learning*</i>	4	10
	A. Gender B. Socioeconomic Factors C. Ethnicity, Culture and Race		
VI.	<u>Courses of Study, Curriculum Design and Lesson Plans</u> <i>*California Teaching Standards for Planning Instruction and Designing Learning Experiences for all Students*</i>		10 20
	A. Courses of Study/Curriculum Design/State Standards B. Designing Instructional Units C. Creating a Lesson		
VII.	<u>Methodologies</u> <i>*California Teaching Standard for Engaging and Supporting all Students in Learning*</i>		20 30
	A. Socratic Seminars B. Large Group/Small Group C. Learning Styles (multiple intelligences) D. Cross-curricular E. Assignments (projects, tests, quizzes, debates, simulations) F. Writing and Reading Strategies		
VIII.	<u>Technology in the Classroom</u> <i>*California Teaching Standard for Understanding and Organizing Subject Matter for Student Learning*</i>	4	5
	A. Word Processing B. Internet Research C. PowerPoint Presentations		

Core	Community Classroom
------	---------------------

Units of Instruction

		<u>Hours</u>	<u>Hours</u>
IX.	<u>Special Populations</u> <i>*California Teaching Standard for Engaging and Supporting all Student Learning*</i>	4	5
	A. Needs of the Special Education Student B. Gifted Programs (GATE, Honors, A.P.)		
X.	<u>Assessment</u> <i>*California Teaching Standard for Assessing Student Learning*</i>	4	5
	A. Standards Based Education B. S.T.A.R., G.S.E., Exit Exams, A.P.I.		
XI.	<u>Employment Readiness/General Workplace Skills</u> <i>*California Teaching Standard for Developing as a Professional Educator*</i>	10	13
	A. Job Search Fundamentals B. Résumé and Employment Skills C. The Employment Interview D. General Workplace Skills 1. Job attitudes/work ethics 2. Personal organization, goal setting and time management 3. Personal grooming 4. Oral and written communication 5. Teamwork and leadership skills 6. Common workplace rules and regulations E. Professional Organizations related to Education F. Career Opportunities in Education		
		72	108