

Introduction to Teaching 2

Course Code

Introduction to Teaching Level 2 prepares students for employment and post-secondary opportunities in the education field. The program provides instruction in the learning and environment, planning and instruction, collaborative relationships, and Education and Training career pathways. Technology and 21st Century employability skills are integrated throughout the course work. The course offers numerous opportunities for authentic and simulated experiences. Participation in student organizations Educators' Rising and Family, Careers, and Community Leaders of America (FCCLA) greatly enhance the learning experience.

The Introduction to Teaching 1 and Introduction to Teaching 2 courses can be used as a part of a four-course completer program when paired with Dual Enrollment Teacher Cadet Experiencing and Education and Dual Enrollment Teacher Cadet – Educational Psychology and Teacher Cadet 2.

Credit: 1 (120 hours), 2 (240 hours)
(R43-234--Schools may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

National Certifications: Education Fundamentals

Praxis Core

Grade Level: 10 - 11

**Recommended Maximum
Class Size:** 24

**Recommended course(s)
Prior to Introduction to Teaching 2:** Introduction to Teaching 1

Instructional Materials: [Instructional Materials and District Selections](#)

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Careers:

Less than a Baccalaureate

Degree: preschool or kindergarten teacher assistant, elementary teacher assistant, secondary teacher assistant, special education teacher assistant

Baccalaureate Degree:

preschool or kindergarten teacher, elementary teacher, secondary teacher, special education teacher, coach, child care director, certified or licensed teacher, national board certified teacher, certified trainer, child development associate (CDA)

More than a Baccalaureate

Degree: college/university lecturer, professor, child psychologist

Standards Revision Committee

Secondary Representatives

Babbett Hagans
Cyber Academy of South Carolina

Renee Silver
G. Frank Russell Technology Center

Post-secondary Representatives

Kelli Boniecki
Technical College of the Lowcountry

Anna Sumabat Turner
FCS Professional

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South Carolina Department of Education Representatives

Dana Depew

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Office of Career and Technical Education

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Academic Alignment Key

ELA – English Language Arts	ES – Earth Science
EA – Elementary Algebra	ECON – Economics and Personal Finance
G – Geometry	HG – Human Geography
PC - Pre-Calculus	USHC – United States History and Constitution
PS – Probability and Statistics	USG – United States Government
B - Biology	P - Physics
ISTE – International Society for Technology in Education	

Standards and Indicators Information

The standards integrate the Depth of Knowledge (DOK) tenets to lead to demanding cognition and high expectations in instruction and assessment. The indicators follow the Five E Instructional Model, which is a five-stage teaching sequence that helps students build their understanding and new ideas.

Five E Instructional Model

Engage is designed to pique student interest and get them personally involved in the instruction, and adding a mechanism to pre-assess prior knowledge.

Explore gets students involved in the topic and provides an opportunity to build their understanding.

Explain involves opportunities to communicate and describe what is learned at different intervals of the instruction.

Elaborate allows students to use their new knowledge and go beyond to explore the implications of the new knowledge.

Evaluate is an opportunity to determine how much learning and understanding has taken place for the students and the teachers.

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By the completion of this course, students will demonstrate 21ST Century Workplace Readiness Skills.

Personal Qualities and Abilities

1. **Creativity and Innovation:** Employs originality, inventiveness, and resourcefulness in the workplace.
2. **Critical Thinking and Problem-Solving:** Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action.
3. **Initiative and Self-Direction:** Independently looks for ways to improve the workplace and accomplish tasks.
4. **Integrity:** Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect.
5. **Work Ethic:** Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Interpersonal Skills

6. **Conflict Resolution:** Negotiates diplomatic solutions to interpersonal and workplace issues
7. **Listening and Speaking.** Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience.
8. **Respect for Diversity:** Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. **Customer Service Orientation:** Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. **Teamwork:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members

Professional Competencies

11. **Big Picture Thinking:** Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions.
12. **Career and Life Management:** Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. **Continuous Learning and Adaptability:** Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements.
14. **Efficiency and Productivity:** Plans, prioritizes, and adapts work goals to manage time and resources effectively

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Professional Competencies (cont.)

- 15. Information Literacy:** Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
- 16. Information Security:** Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities.
- 17. Information Technology:** Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
- 18. Job-Specific Tools and Technologies:** Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively.
- 19. Mathematics:** Applies mathematical skills to complete tasks as necessary
- 20. Professionalism:** Meets organizational expectations regarding work schedule, behavior, appearance, and communication
- 21. Reading and Writing:** Reads and interprets workplace documents and writes effectively
- 22. Workplace Safety:** Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

Workplace Readiness Skills for the Commonwealth was developed by the Virginia Department of Education's Office of Career, Technical, and Adult Education, in cooperation with the University of Virginia's Weldon Cooper Center for Public Service, the Career and Technical Education Consortium of States and Virginia's CTE Resource Center.

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A. Learning Environment

A1. Design learning environments that encourage and support student learning.

1. Engage: Describe characteristics of environments that encourage and support student learning.
2. Explore: Analyze how materials, furnishings, and other resources create safe and effective instructional environments.
3. Explain: Summarize requirements for maintaining a safe and healthy learning environment.
4. Extend: Implement strategies to teach health, safety, and sanitation.
5. Evaluate: Analyze ways to create an environment conducive to optimal learning.

B. Planning and Instruction

B1. Develop best practice teaching strategies for diverse learners.

1. Engage: Examine a variety of effective classroom and behavior management techniques for diverse learners.
2. Explore: Analyze a variety of curriculum and instructional models for diverse learners.
3. Explain: Create essential components of instructional plans for diverse learners.
4. Extend: Implement an integrated instructional plan for diverse learners.
5. Evaluate: Evaluate the effectiveness of the instructional plans on student achievement.

C. Collaborative Relationships

C1. Demonstrate collaborative practices and standards related to working with diverse populations.

1. Engage: Describe various ways that professional relationships can be established with diverse populations.
2. Explore: Assess support systems and resources that establish/promote positive relationships with the community.
3. Explain: Outline appropriate steps when establishing collaborative relationships that promote learning.
4. Extend: Critique appropriate and inappropriate actions that should be displayed when collaborating with colleagues.
5. Evaluate: Justify the selection of local, state, and federal resources that support the needs of diverse populations.

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D. Educational Career Pathways & Professionalism

D1. Analyze professional practices, ethics, and standards related to education careers.

1. Engage: Create a professional career portfolio.
2. Explore: Examine education career opportunities (entrepreneur, work-based learning).
3. Explain: Describe the ethical and legal responsibilities of the teaching profession.
4. Extend: Examine licensing, certification, and credentialing requirements.
5. Evaluate: Justify the importance of joining professional organizations for career growth.