

The Teaching Academy of Maryland

Course Title: Teaching as a Profession (1 Credit)

Teacher Education Outcomes for the AAT

- Teacher candidates know the major approaches to (theories of) human learning.
- Teacher candidates recognize valid sources of educational information.
- Teacher candidates know and understand the roles of secondary school teachers.
- Teacher candidates distinguish between the roles of middle school and high school teachers.
- Teacher candidates understand schools as organizations.
- Teacher candidates understand the impact of culture, privilege, and oppression, as they influence personal growth and development.
- Teacher candidates relate issues to their historical, social, cultural, philosophical, education antecedents or analyze the historical, social, cultural, philosophical, and educational antecedents in relation to contemporary issues.
- Teacher candidates know a variety of patterns of secondary school organization.
- Teacher candidates know fundamental/basic rudiments of school law.
- Teacher candidates relate culture, privilege and oppression to their impact on schooling, student performance and success.
- Teacher candidates understand factors that may contribute to behaviors/conditions resulting in at-risk students.
- Teacher candidates identify contemporary education issues.
- Teacher candidates know the history of education.
- Teacher candidates know, understand, and give reason for the ethical standards of the teaching profession.
- Observation of teachers in action.
- Characteristics of adult learner US K-12
- Teacher candidates reflect on the approaches to learning/teaching.
- Teacher candidates develop a philosophy of education and relate this to purposes of education.
- Teacher candidates know the various ways that teachers collaborate with others.
- Teacher candidates know and articulate the value of life-long learning.
- Teacher candidates continue to add to an INTASC-based “developmental portfolio” that includes reflections on their developing schema of the teaching profession.
- Teacher candidates understand the important role of family in learning and recognize teachers’ vital role in creating a partnership with families.
- Teacher candidates engage successfully in critical thinking and problem solving in a variety of content areas.

Students will:

1. Identify the roles of teachers at various levels of education.
2. Investigate the impact of contemporary education issues on the role of teachers and operation of schools.
3. Compare and contrast the major approaches to theories of human learning.

4. Recognize valid sources of educational information.
5. Describe characteristics and patterns of schools as organizations.
6. Identify fundamental/basic rudiments of school law.
7. Chart major events in the history of education.
8. Analyze factors that promote and hinder student performance and success.
9. Explain and justify the ethical standards of the teaching profession.
10. Articulate a philosophy of education and relate this to purposes of education.
11. Perform guided observations at the elementary and secondary levels to identify characteristics of an effective classroom and teacher and to reflect upon their own personal career goals.
12. Participate in one-on-one tutoring and small group instruction under the supervision of the classroom teacher.
13. Examine the educational and licensing requirements for entering and advancing in educational careers including a variety of content areas and critical shortage areas.