

Methods in Education
Education and Training Career Cluster: Educators in Training
Course Syllabus – Saraland High School
Ms. Easley 2024-2025

Course Description: Methods in Education focuses on the role of educators as facilitators of learning. Students will explore the methods and strategies that enhance learning, as well as current trends in education and instructional technology. This course strongly emphasizes the sciences of literacy and numeracy. Students will apply their learning in the classroom and create research-based lessons and activities for a variety of populations.

Prerequisite: Practices in Education

Program/ Instructional Plan: The Education and Training program of Career and Technical Education focuses on preparing students for teaching careers serving children and youth from birth through high school and for education-related careers outside of the traditional classroom setting. Courses in this program introduce concepts of brain development, pedagogy, classroom practices, and professional expectations. Certain fundamental understandings which support the Education and Training program must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Education and Training program.

Course Goal:

- Identify current trends in teaching strategies.
- Use strategies to increase meaningful engagement in cooperating classrooms.
- Use instructional technologies.
- Develop a lesson plan using the Alabama Course of Study: Mathematics and English Language Arts.
- Analyze types of assessments.
- Assess reading level of text.
- Observe and reflect on practices observed in cooperating classrooms.

Assessment Procedures: Students will be assessed by their performance on projects, reports, presentation, lesson planning, and teaching.

Safety Test: There is ONE formal test in the class that MUST be passed with 100% in order to receive credit. Students may take the test up to two (2) times without penalty. After that, the student will receive the highest grade received during their attempts. However, the student will NOT be allowed to participate in activities in which their safety could be a concern.

Artificial Intelligence: This course will allow—in some cases, even encourage—the use of generative artificial intelligence (GAI) techniques in some assignments. Unless otherwise indicated, the default is that this kind of use is prohibited. GAI use must be recognized and referenced. Academic misconduct will be the result of breaking this policy and could result in loss of credit for the assignment(s) as referenced in the cheating policy in the Saraland City Schools' Student Handbook. It is the student's responsibility to follow the requirements of each course or assignment.

Grading Scale: 60% Summative Assessments 40% Formative Activities

CTSO: Career and technical student organizations (FCCLA) are integral, cocurricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Embedded literacy/ Numeracy: Teaching and Training STAR Event FCCLA: Students will develop a teaching portfolio with written summaries of interviews from business, industry, agency, and organizations, or a written narrative of job shadowing. Students will create a monthly budget with their future teaching salary demonstrating knowledge of mathematics.

Student Industry Credential: N/A

Course Fee: There is a required **\$25.00** course fee. Students who do not pay the course fee will not be able to participate in labs nor will they receive their schedule the following school year until the fee has been paid. Please take care of this as soon as possible.

Supply List: 3 ring binder, pens and pencils, highlighters, project supplies (when needed), cell phone, laptop

Course Outline:

Foundational Standards

- Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing
- Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Instructional Methods and Strategies

- Compare and contrast current trends in teaching strategies.
 - Examples: teacher-centered, learner-centered, inquiry-based, content-focused, flipped classroom, cooperative learning
- Compare and contrast current trends in teaching methods.
 - Examples: modeling, tiered instruction, online learning, Montessori, direct and indirect learning, jigsaw, fishbowls, behavioral management, independent study, learning modalities
- Demonstrate strategies and methods for meaningful student engagement and discourse that produce higher-order questioning.
 - Examples: Socratic circles, debates
- Demonstrate the use of instructional technology to support student learning.
 - Examples: learner management systems, online programs, projectors, smart boards, student and teacher devices

Foundations of Literacy and Numeracy

- Describe research, concepts, and teaching tools used in literacy and numeracy instruction.
 - Examples: Science of Reading, vowel-consonant combinations, blends; ordinal numbers, place value, hundred charts, number lines, number arrays
- Identify best practices in literacy and numeracy instruction, utilizing professional terminology and information on the current science of reading and mathematics.
 - Examples: providing text-rich environments, emphasizing phonological awareness, reading aloud, encouraging storytelling, providing manipulatives, utilizing small group instruction
- Using a template, develop a lesson plan that incorporates skill level and proficiency in literacy for a selected grade level utilizing standards from the Alabama Course of Study: English Language Arts.
 - a. Present an activity from the student-created lesson plan utilizing the Alabama Course of Study: English Language Arts and complete a self-evaluation and reflection.
- Using a template, develop a lesson plan that incorporates skill level and proficiency in numeracy for a selected grade level utilizing standards from the Alabama Course of Study: Mathematics.
 - a. Present an activity from the student-created lesson plan utilizing the Alabama Course of Study: Mathematics and complete a self-evaluation and reflection.

Teaching Across Curriculum

- Assess the reading levels of texts across the curriculum which have similar topics and concepts.
- Create text-dependent writing prompts based on texts selected from across the curriculum.
- Create anchor charts and graphic organizers that incorporate literacy strategies for use in non-ELA classrooms.
- Gather and report information on the strategies and scaffolding techniques used in instruction by educational professionals who work with special populations.
- Create assessments aligned to grade-level standards in Alabama State Department of Education courses of study, incorporating the latest research on appropriate skill levels.

- Examples: criterion-referenced, rubric, formative, summative
- Use a rubric to assess samples of student writing from various subject areas.

Active Learning Practice

- Write reflections on active learning practices observed in educational settings.
 - Examples: science labs, CTE labs, simulated workplaces, internships, work-based learning, project-based learning, maker spaces, learning centers, genius hours
- Provide descriptive feedback on student work.
 - Examples: using constructive terms, applying appropriate tone in written communication, coaching vs. praise