

24 HOUR PRE-SERVICE MODEL CURRICULUM

APPENDIX C

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Introduction

This pre-service program recognizes the need for many participants, to begin the process of accepting vast changes in their personal and professional lives. Respecting their expertise, the goals for the pre-service program of study are framed around two critical areas: an overview of and preparation for the skills and tools needed for the teaching profession; and essential attitudes and dispositions needed to maintain poise as novice teachers in diverse communities.

The program's primary intention is to provide a snapshot of teaching. For instance, it addresses concerns related to personal expectations and actualities. Moreover, the program prepares participants to begin their search for a new job. For many, this experience is a means by which to understand what schools are looking for in teachers, to recognize education buzz words, to prepare demonstration lessons and to familiarize the participant with the unique aspects of a "school culture".

As part of the 24 hours, it is strongly encouraged that the program should provide the participant with a "clinical" opportunity through structured observations in a school setting. Collaboration with school districts will provide both a window of opportunity for the candidate and a potential recruitment tool for the district.

The program of study is organized by "sessions" of which each one is approximately two (2) hours in length. An additional four hour "clinical" experience will afford the potential candidate the opportunity to gain true insight into the school environment and/or may serve to address issues or skills in more detail, depending on the cohort of participants.

Possibilities for the format of the 24 hours include:

- 10 sessions of 2 hour classes plus 4 hours of classroom observation, or
- 5 sessions of 4 hour classes plus 4 hours of classroom observation, or
- 4 Saturday classes of 5 hours each with 4 hours of classroom observation, or
- Blended online classes with 2-4 class meetings.

24 HOUR PROGRAM OF STUDY

The following ten (10) sessions serve as a model of a prescribed program of study both in scope and sequence.

Session 1: Overview of the Teaching Profession

The purpose of this session is to provide candidates with an understanding of teaching as a profession, focusing on the culture of schools, including expectations and the transitioning necessary for alternate route teachers.

Topics for Discussion:

- Expectations in today's schools
- No Child Left Behind legislation
- SCANS, 21st Century Partnership
Personal, state, parents, students, supervisors, administrators, colleagues
- Professional Time Management
- The importance of reflective teaching
- Professional Standards for Teachers
- Transitioning to a teaching career
- Credentials- Taking the Praxis and the 2.75 GPA
- Description of the Alternate Route Program – regulatory requirements for eligibility

Reading Assignment: *Guide for the Alternate Route Teacher*, Levin & McCullough, (2008), Pearson Education. Chapter 1

Assignment/Assessment:

Response to the readings.

Group Activity: If you could interview a teacher or administrator, what questions would you ask?

Group Activity: What is the purpose of education (college, workplace, citizenship)

Instructor's Resources: D.O.E. Webinars
Do You Believe In Me? (YouTube video)
“My Mother's Gravy” Phil Delta Kappan, 2001

Professional Vocabulary: word wall, professionalism, professional development, confidentiality, humility, knowledge, skills, dispositions, highly qualified, accountability, Certificate of Eligibility, provisional and standard license, Provisional Teacher Program, SCANS, 21st Century Partnership, NCLB

Professional Standards for Teachers – Standard Six: Learning Environment, Standard Eight: Communication, Standard Ten: Professional Development

Session 2: Classroom Management

The purpose of this session is to provide candidates with information related to procedures and routines in a classroom as well as behavior management. This session will focus on creating a positive learning environment in all classrooms.

Topics for Discussion

Classroom Management
Procedures
Routines
Classroom Design
Managing Time and Instruction
Teacher Dispositions
Managing Paraprofessionals and Co-Teaching
Motivation – intrinsic vs. extrinsic
Behavior Management Plan
Assertive Discipline
Conflict resolution
Block scheduling vs. traditional scheduling
Safety issues in the classroom

Reading Assignment: *Guide for Alternate Route Teachers*, Levin & McCullough, (2008), Pearson Education. Chapter 2.

Assignment/Assessment:

Written response to the reading.
Individual Activity: Each candidate will write a description of an ideal classroom, including procedures and behavior management.

Instructor's Resources: Classroom vignettes and case studies from MyLabSchool (MyLabSchool is an online site from Pearson Education that includes a variety of information ranging from videos on many educational topics, such as class management, educational research, classroom vignettes, booklets on topics ranging from literacy to special education, job searching skills, and much more); also Videos – Procedures and Rules

Professional Vocabulary: environmental design, classroom design, passion for teaching, co-teaching, paraprofessionals

Professional Standards for Teachers: Standard Three: Diverse Learners, Standard Four – Instructional Planning and Strategies, Standard Six: Learning Environment, Standard Seven: Special Needs

Session 3: Assessment

The purpose of this session is to provide a clear understanding of the use of assessment as a tool to inform instruction. Candidates will learn about a variety of assessments that are used in districts across New Jersey.

Topics for Discussion:

How to use assessment tools in your classroom

Types of assessment (standardized tests, running records, anecdotal records, content area tests, projects, informal assessment, etc.

Formative and summative assessments

Using rubrics in your classroom

Using portfolios

NJ Core Curriculum Content Standards

Reading Assignment: *Guide for Alternate Route Teachers*, Levin & McCullough, (2008)
Pearson Education. Chapter 4

Assignment/Assessment: Do a KWL on assessment – elements of a good lesson, how to engage children in the assessment process

Instructor's Resources: My Lab School – portfolio samples, Classroom vignettes

Professional Vocabulary: intrinsic, extrinsic, corporal punishment, community of learners, New Jersey NJASK, SRA, HSPA, assessment, authentic assessment, portfolios, rubrics, observation, formative and summative assessments

Professional Standards for Teachers: Standard Four: Instructional Planning and Strategies, Standard Five: Assessment, Standard Six: Learning Environment, Standard Eight: Communication, Standard Nine: Collaboration and Partnerships

Session 4: Lesson Planning Part One

This session will offer candidates the opportunity to learn to write and implement lesson plans as part of a unit study. Candidates will learn the elements of a good lesson and how to accommodate the individual needs of their students. The lesson will be appropriate to the age and subject matter that the candidate desires to teach.

Topics for Discussion:

Presenting a lesson as part of a unit of study
Provide candidates with samples of good lessons and do lesson plan analysis
Elements of a good lesson
Madeline Hunter's ITIP
The importance of a strong introduction (examples)
Strength and weaknesses of a lesson
Bloom's Taxonomy
Clear objectives
Sample format
Assessment
New Jersey Core Curriculum Content Standards
Questioning techniques to stimulate learning and thinking

Reading Assignment: *Guide for Alternate Route Teachers*, Levin & McCullough, (2008) Pearson Education. Chapter 3

Assignment/Assessment: Write a group lesson plan addressing content area and differentiating instruction.

Instructor's Resources: Sample Lesson Plans from My Lab School
Websites for models for lesson plan
www.masterteacher.com; www.educationworld.com;
www.teacher.scholastic.com www.adprima.com

Professional Vocabulary: Standards, objectives, assessment, learning styles, modifications, differentiated instruction, anticipatory set, Do Nows

Professional Standards for Teachers: Standard Four: Instructional Planning and Strategies, Standard Five: Assessment, Standard Seven: Special Needs, Standard Eight: Communication, Standard Three: Diverse Learners, Standard 6: Learning Environment

Session 5: Best Practices in Learning Strategies and Literacy Instruction

This session is designed to provide all teachers - elementary, middle, and secondary - with the strategies and understandings to help students to learn effectively. Candidates will learn about best instructional practices, how to teach students to read efficiently and effectively in all content areas and to foster a love of literacy.

Topics for Discussion:

Active Learning
Student Centered Learning
Problem Based learning (PBL)
Multiple Intelligences
Cooperative Learning Techniques
Graphic Organizers
All teachers are reading teachers
Components of a Balanced Literacy Classroom
Content Literacy in Middle and High School: How to read the text
Using literacy strategies for successful reading/learning
Differentiating Instruction

Reading Assignment: *Guide for Alternate Route Teachers*, Levin & McCullough, (2008), Pearson Education. Chapters 5 & 6

Assignments/Assessment: Create a file of literacy/learning strategies for your content area. Collaborative Peer Review

Instructor's Resources: "Literacy Activities in the Classroom", Vignette. MyLabSchool

Professional Vocabulary: balanced literacy, writing process, read-alouds, language arts block, differentiating instruction, literacy strategies, content literacy; PBL, multiple intelligences, cooperative learning, graphic organizers

Professional Standards for Teachers: Standard Three: Diverse Learners, Standard Four: Instructional Planning and Strategies, Standard Five: Assessment, Standard Six: Learning Environment

Session 6: Professional Responsibilities: Finding a Teaching Position

This session, which is midway through this course, addresses the issues and tools involved with securing a teaching position in New Jersey.

Topics for Discussion:

Applying for the Certificate of Eligibility (C.E.)
The role of the N.J. Department of Education (D.O.E.)
Resume writing
Interviewing Skills – role-playing

Job-hunting resources
Showcase Portfolios
Philosophy of Education
Professional Development Plan (PDP)
Provisional Teacher Program

Assignment/Assessment: Write a statement explaining your philosophy of education.

Instructor's Resources: NJHire, MyLabSchool
NJ DOE web site:
<http://www.nj.gov/education/educators/license/>
Teacher Interviews – How to Get Them and How to get Hired.
(Robert W. Pollock, Ed.D.)
101 Grade A Resumes for Teachers, Third Edition, (Rebecca
Anthony and Gerald Roe)

Professional Vocabulary: Professional development, provisional certification, standard certification

Professional Standards for Teachers: Standard Ten: Professional Development,
Standard Eight: Communication, Standard Eleven: Ethics

Session 7: The Many Faces of Diversity

The purpose of this session is to provide candidates with a clear understanding of the tremendous diversity that teachers face in classrooms every day. Candidates will learn the importance of accommodating instruction to meet the needs of students.

Topics for Discussion:

Cultural Diversity
English Language Learners
Challenges of the Urban experience
Teaching the Gifted and Talented
Teaching Students with special needs
Teaching Students with alternative lifestyles
Classifications of Special Education- Special Ed laws
– Multiple Intelligences

Reading Assignment: *Guide for Alternate Route Teachers*, Levin & McCullough,
(2008). Pearson Education. Chapter 7.

Assignments/Assessment: Group activity: developing lesson plans that reflect the needs of diverse learners.

Instructor's Resources: MyLabSchool booklet, "What Every Teacher Should Know About Special Education"
Article, "Good Teaching Matters". Thinking K-16. A Publication of the Education Trust. Summer, 1998.
Video: F.A.T. City –How Difficult Can This Be? Richard Lavoie by PBS
Differentiated Instructional Strategies, (2007), Corwin Press
Culturally Proficient Instruction: A Guide for People Who Teach, (2006), Corwin Press.
Managing Diverse Classrooms, Rothstein-Fisch & Trumbull, (2008), ASCD.

Professional Vocabulary: English Language Learners (ELLs), IEPs, multicultural literature, disability, handicap, 504 Plan

Professional Standards for Teachers: Standard Three, Diverse Learners, Standard Four, Instructional Planning and Strategies, Standard Five: Assessment. Standard Six: Learning Environment, Standard Seven: Special Needs, Standard Ten: Professional Development

Session 8: Technology: Productivity and Professional Practice

This session will address the importance and practical use of technology in the classroom. Candidates will incorporate technology into their activities.

Topics for Discussion:

Integrating technology (finding the best tools for your grade/subject)
Using the internet in your classroom
Technology and the New Jersey Core Curriculum Standards
21st century literacies
Technology resources (freeware, grants, set-up)
Harassment and cyberbullying

Reading Assignment: Prensky, M. (2001). *Digital Natives, Digital Immigrants*. MCB University Press
www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

Assignment/Assessment: Each candidate will edit a Word Document, create a graph from a spreadsheet, create a 5 slide PowerPoint, and email documents to the instructor.

Instructor's Resources: MyLabSchool

Professional Vocabulary: web 2.0, webquests, digital story, podcast, search engine, URL, flash drive, blog, wikis, cyberbullying

Professional Standards for Teachers: Standard Ten: Professional Development, Standard Five: Assessment, Standard Six: Learning Environment

Session 9: Lesson Planning Part Two

This session will provide candidates with the opportunity to present their lesson plans to their peers. Candidates will receive recommendations from their instructor as well as their colleagues.

Each candidate submits a Lesson Plan

Candidates present their Lesson Plans in small groups of 3-4 and bring copies for their group (Instructor provides rubric for written lesson plan.)

Group members complete a lesson plan checklist.

Instructor asks for a few volunteers to do demonstration lessons in front of the class.

Class critiques.

Reading Assignment: *Guide for Alternate Route Teachers*, Levin & McCullough, (2008), Pearson Education, Chapter 8.

Assignments/Assessment: Each candidate will create a lesson plan and present it to a group of colleagues.

Instructor's Resources: MyLabSchool lesson plans

Professional Vocabulary: reflective practitioner, rubrics, peer mentoring

Professional Standards for Teachers: Standard Three: Diverse Learners, Standard Four: Instructional Planning and Strategies, Standard Five: Assessment, Standard Six: Learning Environment, Standard Seven: Special Needs, Standard Eight: Communication, Standard Nine: Collaboration and Partnerships,

Session 10: Home-School Connection/Wrap-Up

This session will be divided into two sections. The first half is designed to help candidates create and foster positive ongoing relationships between the school and the home. The last section of this class is designed to help candidates assemble their Showcase Portfolio.

Topics for Discussion:

How can teachers promote family involvement?

Teacher conferences

Building Trust

Continued communication

Class newsletter

Teacher website, blog, wiki

Reading Assignment: *Guide for Alternate Route Teachers*, Levin & McCullough, (2008), Pearson Education, Chapter 8.

Assignments/Assessment: Candidates will assemble and showcase their portfolios to their colleagues.

Instructor's Resources: MyLabSchool, digital portfolios

How to Handle Difficult Parents, Tingley (2006) Cottonwood Press

Mobilizing the Community to Help Students Succeed, Price (2008), ASCD

Professional Vocabulary: newsletters, mutual trust, student-led conferences, cultural proficiency

Professional Standards for Teachers: Standard Eight: Communication

CULMINATING OUTCOMES

At the conclusion of the 24 hours, the candidate must complete the following assessments in order to receive a Certificate of Completion for submission as part of the application for a Certificate of Eligibility:

1. **Classroom Observation Report:** For participants whose program requires the classroom observations, the following format should be followed:

- Programs are strongly encouraged to require candidates to observe for 4 hours in a classroom that matches their intended Certificate of Eligibility. Elementary candidates will observe literacy and content areas in an elementary school.

- Middle and secondary candidates will observe several classes in the four hour time period in their intended content area.

- Each candidate may use the General Observation Form (see page 53).

For program providers who are offering alternative experience/study, a culminating project/assessment must be required.

2. Lesson Plan

3. Showcase Portfolio

- Resume
- Cover Letter
- Lesson Plan (see above)
- Philosophy of Education Statement
- (Copy of Certificate of Eligibility upon application and issuance)

4. Attendance/Participation

Completion of entire 24 hours is required.

General Observation Form

Adapted from: Henk, W.A., Moore, J.C., Marinak, B.A., & Tomasetti, B.W. (2000). A Reading Lesson Observation Framework for elementary teachers, principals, and literacy supervisors. *Reading Teacher*, 53(5), 358-369.

Instructions: Place a check mark on the blank closest to the word that best describes the classroom you are observing. Suggestions have been put in parentheses. Write a short narrative about what you are observing

1. **Learning Climate**
Teacher Centered _____ Student Centered _____
Is there an atmosphere of comfort in the classroom so that students freely participate in their own learning?
Narrative:

2. **Classroom Management**
Orderly _____ Disorderly _____
Are there organized routines, rules in place and are students on task?
Narrative:

3. **Lesson Clarity**
Clear _____ Unclear _____
Narrative:

4. **Instructional Variety**
Varied _____ Static _____
Teacher uses a variety of techniques, resources and materials.
Narrative:

5. **Students On Task**
Focused _____ Unfocused _____
How does the teacher use/organize his/her time?
Narrative:

6. **Student Engagement in the Learning Process**
Students Involved _____ Students Uninvolved _____
Student to student and student to teacher
Narrative:

7. **Higher Thought Processes and Performances Outcomes**
Many _____ Few _____
Analyzing, decision making, problem solving, etc.
Narrative:

Personal Reflections: