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Teacher Academy

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The Research and Curriculum Unit (RCU), located in Starkville, Mississippi, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Mr. Howell "Hal" N. Gage
Dr. O. Wayne Gann
Ms. Rebecca Harris
Mr. Charles McClelland
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Ms. Chris Wall, Director of Instructional Programs and Student Organizations, Office of Vocational Education and Workforce Development, Mississippi Department of Education

Finally, standards in the *Teacher Education Curriculum Framework and Supporting Materials* are based on the following:

National Board Professional Teaching Standards and the PRAXIS Standards

These standards advance the quality of teaching and learning by:

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- Providing a national voluntary system certifying teachers who meet these standards; and
- Advocating related education reform to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

These standards are based on five proposition areas: teachers are committed to students and learning, teachers know the subjects they teach and how to teach those subjects to students, teachers are responsible for managing and monitoring student learning, teachers think systematically about their practice and learn from experience, and teachers are members of learning communities.

Academic Standards

Mississippi Department of Education Subject Area Testing Program

ACT College Readiness Standards

The College Readiness Standards are sets of statements intended to help students understand what is expected of them in preparation for the ACT. These standards are integrated into teaching and assessment strategies throughout the curriculum framework.

21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: Global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical thinking, and self-directional skills; and Information and Communication Technology (ICT) Literacy.

National Educational Technology Standards for Students

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Preface

Secondary vocational–technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Teacher Academy Executive Summary

Program Description

Teacher Academy is a pathway for students in the Human Science, Art, and Humanities career cluster. The Teacher Academy program is a high school course designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

The Teacher Academy is a pathway course that will do the following:

1. Recruit and hook high-quality high school students for the teaching profession
2. Give qualified high school students an opportunity to begin successful career paths to teaching
3. Offer the opportunity to recruit and train high-quality students who may return to the district as tomorrow's high-quality teachers. This is a "grow your own" solution to the current and looming shortage in the teaching profession.
4. Provide a framework for building solid partners with area institutions of higher education and offer exciting challenges and opportunities for the district's students

Industry Certification

This curriculum was written to incorporate the National Council for Accreditation of Teacher Education (**NCATE preprofessional)** learning standards. The Teacher Academy curriculum includes three major units: Teachers as Professionals; Principles of Teaching, Learning, and Assessment; and The Learning Environment.

Assessment

Students will be assessed using Teacher Academy MS-CPAS2 test. The MS-CPAS2 blueprint can be found at http://info.rcu.msstate.edu/services/curriculum.asp. If there are questions regarding assessment of this program, please contact the Human Sciences, Arts, and Humanities Instructional Design Specialists at the Research and Curriculum Unit at 662-325-2510.

Suggested Student Prerequisites

1. Proficient or advanced on MCT
2. 92% attendance rate
3. Minimum GPA 2.5
4. C or higher in English from the previous year
5. Application (Including short essay)
6. Interview process

7. Discipline (No more than three referrals from the previous year; severity of infractions to be determined according to the Mississippi Discipline Codes)
8. Instructor approval

Retention in Program (Semester/Annual Review)

1. C average or better
2. Attendance review (maintain 92% ADA)
3. Grade review
4. Discipline review
5. Work ethic review
6. Teacher interview/conference

Proposed Applied Academic Credit

The academic credit is still pending for this curriculum.

Licensure Requirements

The 971 licensure endorsement is needed to teach the Teacher Academy pathway. The requirements for the 971 licensure endorsement are listed below:

1. Applicants must hold a 4-year college degree (bachelor's degree) from an accredited institution of higher education with a currently valid 5-year standard (or higher) teaching license.
2. Applicant must enroll immediately in the Vocational Instructor Preparation (VIP) or the Redesign Education Program (REP).
3. Applicant must complete the individualized professional development plan (PDP) requirements of the VIP or REP prior to the expiration date of the 3-year vocational license.
4. Applicants must have successfully completed or be in the process of completing the National Board Teacher Certification process or have a terminal degree in the field of education.
5. Applicants must successfully complete an MDE-approved computer literacy certification exam.
6. Applicants must successfully complete certification for an online learning workshop, module, or course that is approved by the MDE.
7. Applicants must successfully complete the Teacher Academy certification workshop, module, or course that is approved by the MDE.

Admission to Teacher Education Requirements

Contact hours required for admission to teacher education can be met by completing Teacher Academy (four Carnegie units) including documentation of 100 hours of field experience required.

Professional Learning

The Professional Learning itinerary for the middle school or individual pathways can be found at http://redesign.rcu.msstate.edu. If you have specific questions about the content of each training session provided, you will need to contact the Research and Curriculum Unit at 662-325-2510 and ask for the Professional Learning Specialist.

Course Outlines

This curriculum framework allows options for local school districts to meet student needs and scheduling demands. Option one groups units into four one-Carnegie-unit courses. The second option groups units into two two-Carnegie-unit courses. Further discussion of each option is presented below.

Option 1

This option groups units into four one-Carnegie-unit courses that should be completed in the following sequence:

1. Foundations of an Educator (Course Code: 996302)
2. Practices of an Educator (Course Code: 996303)
3. Exploring Diversities and Communication (Course Code: 996304)
4. Progressive Practices of Teacher Academy (Course Code: 996305)

Course Description: Foundations of an Educator provides students with the opportunity to gain foundational skills needed to enhance them as learners, future educators, and communicators. Students receive history, theory, and professionalism needed to understand the educational system. Students should have the opportunity to observe skills learned in class at various educational settings (one Carnegie unit).

Course Description: Practices of an Educator provides students with the opportunity to gain knowledge and practice needed to enhance themselves as future educators. Students receive practice in communication skills, planning, teaching, and assessment strategies needed to understand the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings using school-to-career skills obtained in class (one Carnegie unit).

Course Description: Exploring Diversities and Communication provides students with the opportunity to gain knowledge and understand advanced information that must be instilled in educators. Students receive information pertaining to advanced communication skills, diverse learners, and various subject areas needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings using school-to-career skills obtained in class (one Carnegie unit). Before students can enroll in the Exploring Diversities and Communication course, they must meet the following requirements:

1. Score 80% or higher on the MC-CPAS2 summative assessment

2. Attendance rate of 92% or better in the Foundations of an Educator (Course Code: 996302) and the Practices of an Educator (Course Code: 996303)
3. Successfully complete a grade, discipline, and work ethic review by the teacher
4. Present an updated portfolio during the review by teacher session

Course Description: Progressive Practices of Teacher Academy provides students with the opportunity to gain knowledge and understand progressive practices that must be instilled in educators. Students receive information pertaining to advanced planning instruction, teaching strategies, assessment, and professional learning needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings (one Carnegie unit).

Foundations of an Educator (One Carnegie Unit)

Course Code: 996302

Unit		Title	Hours
1		Orientation and Safety	15
2		History and Trends in American Education	25
3		Human Growth and Development	30
4		Communication Skills I	30
5		Learning Environment	30
13		Observation Experience	10
			140

Practices of an Educator (One Carnegie Unit)

Course Code: 996303

Unit		Title	Hours
6		The Effective Teacher	40
7		Planning Instruction I	40
8		Assessing, Teaching, and Learning I	40
13		Field Experience/Observation	20
			140

Exploring Diversities and Communication (One Carnegie Unit)

Course Code: 996304

Unit		Title	Hours
9		Orientation and Safety	15
10		Communication Skills II	20
11		Appreciating Diverse Learners	40
12		Subject Area Knowledge	30
13		Field Experience/Observation	30

			135

Progressive Practices of Teacher Academy (One Carnegie Unit)

Course Code: 996305

Unit		Title	Hours
14		Planning Instruction II	30
16		Assessing, Teaching and Learning II	30
17		Professional Learning	30
13		Field Experience/Observation	40
			130

Option 2

This option groups units into two-Carnegie-unit courses that should be completed in the following sequence.

1. Teacher Academy I (Course Code: 996300)
2. Teacher Academy II (Course Code: 996301)

Course Description: Teacher Academy I is an entry-level course. Students in Education I gain foundation competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences (two Carnegie units).

Course Description: Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experiences (two Carnegie units).

Teacher Academy I (Two Carnegie Units)

Course Code: 996300

Unit		Title	Hours
1		Orientation and Safety	15
2		History and Trends in American Education	25
3		Human Growth and Development	30
4		Communication Skills I	30
5		Learning Environment	30
6		The Effective Teacher	40
7		Planning Instruction I	40
8		Assessing Teaching and Learning I	40
13		Field Experience/Observation	30
			280

Teacher Academy II (Two Carnegie Units)

Course Code: 996301

Unit		Title	Hours
9		Orientation and Safety	15
10		Communication Skills II	20
11		Appreciating Diverse Learners	40
12		Subject Area Knowledge	30
13		Field Experience/Observation	70
14		Planning Instruction II	30
15		Assessing Teaching and Learning II	30
17		Professional Learning	30
			265

Blueprint

You will find the blueprint that corresponds to this document at
http://redesign.rcu.msstate.edu/curriculum/.

Research Synopsis

There is an urgent need not only to attract more people into the teaching profession but also to build a more diverse, highly qualified, and culturally sensitive teaching workforce that can meet the needs of a rapidly changing school-age population. The projected number of elementary, secondary, and community college teachers that will be needed in Mississippi significantly outweighs the number of students enrolled in teacher preparation programs throughout the state.

The Teacher Academy course is a 2-year, four-Carnegie-unit course that will do the following:

- Recruit high-quality high school students for the teaching profession
- Give qualified high school students an opportunity to begin a successful career path to teaching
- Offer the opportunity to recruit and train quality students who may return to the district as tomorrow's high-quality teachers. This is a "grow your own" solution to the current and looming shortage in the teaching profession
- Provide a framework for building solid partners with area institutions of higher education and offer exciting challenges and opportunities for the district's students

Industry Job Data – Employment Projections 2004 to 2014 for Mississippi

Note: Compiled by Mississippi Department of Employment Security and Labor Market Information Department

Occupation	2004 Employment	2014 Projected Employment	Projected Employment Growth 2004 to 2014		Total Projected Avg. Annual Job Openings
			Number	Percent	
Postsecondary Teachers	10,900	13,210	260	21.2%	480
Primary, Secondary, and Special Education School Teachers	49,510	55,230	5,720	11.6%	1,700
Other Teachers and Instructors	7,430	8,360	930	12.5%	185
Librarians, Curators, and Archivists	2,540	2,700	160	6.3%	535
Other Education, Training, and Library Occupations	15,040	17,530	2,490	16.6%	535
TOTAL	85,420	97,030	9,560	13.59%	3,435

Industry Comments and Quotes

- Currently, there are approximately 33,000 teachers in the state of Mississippi.
- There are currently about 350 teacher vacancies, and 16% (5,300) of the current education workforce is eligible for retirement.
- Thirty to fifty percent of all teachers will drop out of the teaching profession within the first 5 years.
- Teachers who discontinued work in the profession indicated that their reason for leaving was that they were not properly prepared for the teaching profession.
- According to the Mississippi Department of Education, past data indicates that approximately 500 people went through teacher preparation programs but are not teaching.

Academic Integration

The Education Pathway will depend upon the subject matter for the courses to be taught.

Course Content

Teachers as Professionals	Principles of Teaching, Learning, and Assessment	The Learning Environment
• Orientation to the Teaching Profession o Knowledge and skills related to the profession o Personal characteristics o Licensing exam requirements • School/Society Relationships o Relationship of school and society o Role of advocacy o Utilizing school and community resources o Support learning through advocacy • Professional Learning o Continued professional growth o Professional organizations, journals, etc. • Communication Skills o Analyzing communications o Evaluating the importance of communication o Personal communication o Professional communication • Subject Matter Knowledge o Integrated learning	• Planning Instruction o Components of instructional planning o Instructional goals and objectives • Teaching Strategies o Effective instructional strategies o Higher order thinking skills o Implementation of teaching strategies • Assessing Teaching and Learning o Using assessment to foster learning o Formative assessment o Summative assessment o Research-based assessment strategies	• Understanding the Learner o Learning process o Behaviors that facilitate the learning process o Student developmental stages o Learning styles • Learning Environment o Effective learning environments o Teacher characteristics that promoting learning environments o Personal skills that promote the learning environment o Managing an effective learning environment • Technology Integration o Role of technology in the instructional process o Use of technology to support learning
Employment Skills • Portfolio • Resume • Job application • Interview skills • Letter of application, follow-up, and resignation • Nonverbal communication • Effective body language • Customer service • Allocation of resources • Time management • Self-esteem • Personal traits • Decision making		

Assessment

Students will be assessed using the *Secondary Teacher Academy MS-CPAS2 Test*.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- Business and industry internships
- How to use the program BRIDGE site on Blackboard
- Differentiated instruction – To learn more about differentiated instruction, please access http://www.paec.org/teacher2teacher/additional_subjects.html, and click on Differentiated Instruction. Work through this online course, and review the additional resources.

Professional Organizations

American Alliance for Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 22091
(800) 213-7193
http://www.aahperd.org

American Association of Physics Teachers
One Physics Ellipse
College Park, MD 20740-3845
(301) 209-3311
http://www.aapt.org

American Council of the Teaching of Foreign Languages
6 Executive Plaza
Yonkers, NY 10701-6801
(914) 963-8830

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001
(202) 879-4400
http://www.aft.org

American Library Association
50 E. Huron Street
Chicago, IL 60611
(800) 545-2433
http://www.ala.org

American School Counselor Association
801 N. Fairfax Street, Suite 310
Alexandria, VA 22314
(703) 683-2722
http://www.schoolcounselor.org

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(800) 638-8255
http://www.asha.org

Association of Career and Technical Education
1410 King Street
Alexandria, VA 22314
(800) 826-9972
http://www.acteonline.org

Association for Childhood Education International
17904 Georgia Avenue, Suite 215
Olney, MD 20832
(301) 942-2443
http://www.udel.edu/bateman/acei

Association for Education Communications and Technology
1800 N. Stonelake Drive, Suite 2
Bloomington, IN 47408
(877) 677-2328
http://www.aect.org

Association for Experimental Education
2305 Canyon Boulevard, Suite 100
Boulder, CO 80302-5651
(303) 440-8844
http://www.aee.org

Association for Supervision and Curriculum Development
1703 N. Beauregard Street
Alexandria, VA 22311
(800) 933-2723
http://www.ascd.org

Council for Exceptional Children
1110 North Glebe Road, Suite 300
Arlington, VA 22201
(703) 620-3660
http://www.ced.sped.org

Council for Learning Disabilities
P.O. Box 4014
Leesburg, VA 20177
(571) 258-1010
http://www.cldinternational.org

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(302) 731-1600
http://www.reading.org

International Society for Technology in Education
480 Charnelton Street
Eugene, OR 97401-2626
(800) 336-5191
http://www.iste.org

Kappa Delta Pi
3707 Woodview Trace
Indianapolis, IN 46268-1158
(800) 284-3167
http://www.kdp.org

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515
http://www.ldanatl.org

Modern Language Association
26 Broadway, Third Floor
New York, NY 10004-1789
(646) 576-5000
http://www.mla.org

Music Teachers National Association
The Carew Tower
441 Vine Street, Suite 505
Cincinnati, OH 45202-2814
(888) 512-5278
www.mtna.org

National Alliance of Black School Educators
310 Pennsylvania
Washington, DC 20003
(800) 221-2654
http://www.nabse.org

National Art Educators Association
1916 Association Drive
Reston, VA 22091
(703) 860-8000
http://www.naea-reston.org

National Association for Bilingual Education
Union Center Plaza
1220 L Street, NW, Suite 605
Washington, DC 20005
(202) 898-1829
http://www.nabe.org

National Association for Gifted Children
1707 L Street, NW, Suite 550
Washington, DC 20036
(202) 785-4268
http://www.nagc.org

National Association for the Education of Young Children
1509 16th Street, NW
Washington, DC 20036-1426
(800) 424-2460
http://www.naeyc.org

National Association of Biology Teachers
12030 Sunrise Valley Drive, Suite 110
Reston, VA 20191
(800) 406-0775
http://www.nabt.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314
(800) 386-2377
http://www.naesp.org

National Association of School Psychologists
4340 East West Hwy., Suite 402
Bethesda, MD 20814
(301) 657-0270
http://www.nasponline.org

National Association of Secondary School Principals

1904 Association Drive
Reston, VA 22091-1596
(703) 860-0200
http://www.nassp.org

National Business Education Association
1914 Association Drive
Reston, VA 22091-1596
(703) 860 8300
http://www.nbea.org

National Catholic Education Association
1077 30th Street, NW, Suite 100
Washington, DC 20007
(202) 337-1800
http://www.ncea.org

National Council for the Social Studies
8555 Sixteenth Street, Suite 500
Silver Spring, MD 20910
(301) 588-1800
http://www.ncss.org

National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096
(217) 328-0977
http://www.ncte.org

National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091-1596
(703) 620-9840
http://www.nctm.org

National Education Association
1201 16th Street
Washington, DC 20036
(202) 833-4000
http://www.nea.org

National Middle School Association
4151 Executive Parkway, Suite 300
Westerville, OH 43081
(800) 528-6672
http://www.nmsa.org

National Rural Education Association
820 Van Vleet Oval, Room 227
University of Oklahoma
Norman, OK 73019
(405) 325-7959
http://www.nrea.net

National Science Teachers Association
1840 Wilson Boulevard
Arlington, VA 22201-3000
(703) 243-7100
http://www.nsta.org

Using this Document

Each secondary vocational–technical course consists of a series of instructional units that focus on a common theme. All units have been written using a common format that includes the following components:

Unit Number and Title

Suggested Time on Task

An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75 to 80% of the time in the course.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Suggested Teaching Strategies

This section of each unit indicates research-based strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

Suggested Assessment Strategies

This section indicates research-based strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students

This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. Researched-based teaching strategies also incorporate ACT College Readiness standards. It also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students are associated with the competencies, and suggested objectives for the unit are also identified.

References

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

Teacher Academy

Year I

Unit 1: Orientation and Safety

Competency 1: Identify and research educational, occupational, and leadership opportunities in the Teacher Academy. (DOK 1) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Introduce career opportunities and emerging technologies in education. (DOK 1)
b. Discuss the students' career and educational plans (resume, cover letter). (DOK 1)
c. Identify and describe leadership opportunities available from student youth organizations (Future Educators of America, FEA) in the school and community. (DOK 1)
d. Explain to students what the Teacher Academy is, why it is important, and how it will be delivered and assessed (course objectives and program policies). (DOK 1)

Suggested Teaching Strategies

- As students enter the room, display a PowerPoint presentation with music and quotes related to the teaching profession. Have students pick up a blank index card. Have students use five words, pictures, or inspirational song titles to describe qualities of a well prepared teacher and one that is not well prepared. Using the interactive board, have students group and analyze the characteristics. Lead a class discussion related to these characteristics, and explain that they will build these characteristics throughout the course. CS1, CS2, CS3, CS4, CS5, T1, S1, W5
- Have students complete a class KWL chart related to the teacher profession. Facilitate a classroom discussion by using the following probes: CS2, T1, T2
    - Why did you enroll in this class?
    - What do you expect to learn?
- Lead students in a discussion about various careers in the field of education and how they differ. Discuss salaries, educational requirements, working conditions, and other topics for people working in various areas. Also discuss the proportion of each gender currently working in the field. CS3, T2, T3, W5
- Assign each student (or small group) a career in the education field to research and present to the class using poster or electronic/multimedia presentation style. Explain educational and career opportunities that will be available to students after they complete the program. Have students use the Internet to research the changes in education since they were born. Have students create a multimedia presentation using the information researched. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5
- Use a learning styles inventory to determine students' learning styles and interests. Share with students their styles and the impact they have (ongoing). Teachers should search online for various inventories. CS2, CS3, T2, T3, T6
- Have students select a specified area of education and use the Internet, industry publications, and other information to research this area, skill requirements, and entry-level salaries. Have students report the findings by writing a news report, job announcement, or brochure. CS2,CS4,CS5,T1,T3,T4,T5,T6,W1,W2,W3,W4,W5
- Describe Future Educators of America, and provide an overview of opportunities to participate in leadership activities, community service projects, and competitive events. Have students work in pairs to explore the FEA Web site and develop a presentation, brochure, or display that includes the motto, creed, emblem, colors, theme, history, and alumni. Have students memorize and recite the FEA creed. Bring in FEA alumni to speak to the students. Have students create T-

shirts, signs, and pins that display the organization's theme. Choose winners, and have their design professionally printed. Conduct local officer elections modeled after the organization's process. Have candidates campaign, and allow the vote to be done by secret ballot. Have students plan an installation and induction ceremony. Have students work in pairs to develop club goals and service projects for the year. Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities. CS2,CS4,CS5,T1,T3,T4,T5,T6,W1,W2,W3,W4,W5

- Discuss the importance of a portfolio as a professional tool. Construct clear personal educational goals and objectives and plans for meeting those goals. Prepare a personal career plan. Practice reflective practice, including journaling, and peer coaching. Organize work into an electronic portfolio. CS2,CS4,T1,T2,T3,T4,T5,W1,W2,W3,W4,W5
- Take photographs of students during the first week of school to use throughout the year in classroom bulletin boards, newsletters, and other motivational materials. CS5,T1,T2,T4,T5,T6

Suggested Assessment Strategies

- Have students and parents sign a contract committing to meeting all requirements for the Teacher Academy program.
- Monitor group work using the Group Work Rubric.
- Use the Blackboard Learning System to administer a technology quiz.
- Evaluate the student poster using the Poster Assessment Rubric located at the end of this unit.
- Evaluate the multimedia presentation using the Multimedia Presentation Rubric located at the end of this unit.
- Evaluate the presentation using the Presentation Rubric located at the end of this unit.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios or hardcopy.

Competency 2: Determine knowledge, skills, and dispositions needed to work in the teaching profession. (DOK 1) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. List dispositions of effective teachers. (DOK 1)
b. Discuss the importance of self-directed learning. (DOK 1)
c. Discuss the importance that all students can learn. (DOK 1)
d. Discuss that students learn at different paces even when exposed to the same educational experience. (DOK 1)
e. Identify diverse interests of students (e.g., classic literature, automotives, family, and politics). (DOK 1)

Suggested Teaching Strategies

- Play the game Ball Toss. Have students toss the ball to each other. The one who catches the ball must state a fact from information about characteristics of effective teachers. CS5,T1,T2
- Lead a class discussion and have students define self-directed learning, apply it to their personal experience as a student and then discuss why this would be important for their students.
- Have students debate the topic "All students can learn." as a discussion board activity (Tag you're it!).
- Define learning pace and have the students write a summary about their own learning pace
- Have students begin a Blackboard Discussion Board asking the following question (eliciting

responses from certified teachers): What do you consider the most important characteristics a teacher must exhibit in order to be successful? CS1,CS3,CS4,CS5,T1,T2,T3,T4,T5,T6,W1,W2,W3,W4,W5

- Develop a professional library for students to use (at the beginning of the year). Use the suggested reference lists of resources to begin building this library. Assist students in using the resources. CS1,CS2
- Have students create a bulletin board celebrating the diverse interests of students. CS1,CS3,CS4,CS5,T1,T2,T3,T4,T5,T6,W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Use the results from the Blackboard Discussion to assess students.
- Use the Bulletin Board Rubric to assess the students' work.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios or hardcopy.

Competency 3: Analyze the importance of using technology in the instructional process (ongoing). (DOK 3) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Examine acceptable policies for use of technology in schools, including strategies for addressing threats to security. (DOK 1)
b. Identify legal/ethical behavior and safety issues regarding the use of technology and information. (DOK 2)
c. Analyze advantages and disadvantages of widespread use and reliance on technology in teaching and in society as a whole. (DOK 2)
d. Explain how technology can be used to enhance teaching and learning. (DOK 2)
e. List and discuss the various types of technology.(i.e., calculators and Wynn readers) (DOK 1)
f. Explore and use technology to solve problems and make decisions.(Blackboard Introduction and exploration) (DOK 3)

Suggested Teaching Strategies

- Share the Acceptable Use Policy (AUP), School Handbook, and Teacher Academy contract with students. Allow students to ask questions and respond to items on the contract. Have students and parents sign appropriate paperwork (contract, handbook, and AUP). CS2, CS4, CS5, T2, W5
- Show students video clips about Internet safety for teens from http://www.netsmartz.org/resources/reallife.htm#realamy. Have students create a technology safety brochure/handout and share with other classes. CS1,CS3,CS4,CS5,T1,T2,T3,T4,T5,T6,W1,W2,W3,W4,W5
- Divide students into groups, and have each group visit http://www.getnetwise.org/ to research one of several topics. Have each group teach other classmates about its chosen topic. CS5,T1,T2,T3,T4,T5,T6,W1,W2,W3,W4,W5,W6
- Have students take a technology standards survey to assess their knowledge of using technology. (Check with your local technology coordinator to help with this.) CS5,T1,T2,T3,T4,T5,T6
- In small groups, students will compare and contrast classroom technologies of the 20th and 21st centuries. CS1,CS3,CS4,CS5,T1,T2,T3,T4,T5,T6,W1,W2,W3,W4,W5
- Have students reflect in a journal (hardcopy or online) how technology can be used to enhance teaching and learning. CS1,CS3,CS4,CS5,T1,T2,T3,T4,T5,T6,W1,W2,W3,W4,W5
- Demonstrate how to use the Blackboard system and allow students to explore the system. CS5,T1,T2,T3,T4,T5,T6

Suggested Assessment Strategies

- Have students complete a Video Clip Summary.
- Use a Brochure Rubric or other rubrics to assess the students' knowledge.
- Students will be assessed using a technology standards survey.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios or hardcopy.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Teacher Academy Electronic Portfolio Checklist located at the end of each unit.

Competency 4: Apply safety procedures in the Teacher Academy classroom and lab. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Discuss the proper classroom and lab safety procedures. (DOK 1)
b. Discuss the healthy schools regulations. (DOK 2)
c. Demonstrate proper care and use of various equipment in the Teacher Academy classroom and lab (i.e., laminating machine and Die Cut Machine). (DOK 2)
d. Complete CPR/first aid certification. (DOK 4)

Suggested Teaching Strategies

- Review classroom safety (fire drill, or Complete the classroom safety test.
- Show and briefly discuss the Healthy Schools website from the Mississippi Department of Education website, http://www.healthyschoolsms.org/
- Hook: Have the students pair with a partner and go on a scavenger hunt for classroom and lab materials and equipment.
- Have the students complete the CPR and first aid certification. (card is required). CS1,CS3,CS4,CS5,T1,T2,T3,T4,T5,T6
- In groups have students create step-by-step directions/instructions for all equipment in the Teacher Academy Classroom. CS1,CS3,CS4,CS5,T1,T2,T3,T4,T5,T6
- Have students practice using the die cut machine, laminating machine, copier, opaque projector, and document camera to create a bulletin board about classroom safety. CS2,CS3,CS4,T1,T2

Suggested Assessment Strategies

- Have students receive their first aid/CPR certification.
- Observation of demonstration of proper use of equipment.
- Use the Poster or Brochure Rubric located at the end of this unit to assess students' knowledge.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

NBPTS 1: Teachers are Committed to Students and Learning.
NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism
P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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Hiatt, C., Wolven, D., Botka, G., and Richmond, J. (1994). *More alternatives to worksheets* creative. Teaching Press.

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U. S. Department of Education. (2007). *Family educational rights and privacy act*. Retrieved December 20, 2007, from http://www.ed.gov/policy/gen/guid/fpco/ferpa

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For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Book Presentation Rubric

Name: _____ Date: _____ Period: _____

_____1. Read the book or a portion of the book

- Use of expression
- Voice inflection
- Eye contact

_____2. Activity

- Clear directions
- Knowledge of subject
- Materials
- Creativity
- Student involvement

_____3. Theme sheet – four or more integrated ideas

_____4. TOTAL SCORE

5 - All criteria met
4 - Most criteria met
3 - Some criteria met
2 - Few criteria met
1 - No criteria met
0 - No attempt

Brochure Assessment Rubric

Name: _____ Date: _____ Period: _____

CATEGORY	20	18	16	14
Content /Accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Attractiveness and organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

Bulletin Board Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The bulletin board includes all required content elements as well as additional information.	All required content elements are included on the bulletin board.	All but one of the required content elements is included on the bulletin board.	Several required content elements were missing.	
Labels	All items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Almost all items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Many items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The bulletin board is exceptionally attractive in terms of design, layout, and neatness.	The bulletin board is attractive in terms of design, layout, and neatness.	The bulletin board is acceptably attractive though it may be a bit messy.	The bulletin board is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the bulletin board.	There are one to two grammatical or mechanical mistakes on the bulletin board.	There are three to four grammatical or mechanical mistakes on the bulletin board.	There are more than four grammatical or mechanical mistakes on the bulletin board.	
				Total Score	

Business Letter Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, style, audience, and tone	Accurate and complete information and very well written and presented	Well written and interesting to read	Some information provided but limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate parts	Complete with all required parts	Some elements missing	Most elements missing or out of place	Proper form for letter not used	
Grammar, punctuation, and wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information and inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following directions and guidelines	Always on task and always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				Total	

Comments:

Case Study Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Field Experience Documentation of Time Chart

Name: _____ Date: _____ Period: _____

Date	Activity	Signature	Total Hours

Group Work Rubric

Name: _____ Date: _____ Period: _____

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Group discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				Total Score	

Interview Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dresses appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
				TOTAL	

Portfolio Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 5 Points	Good 4 Points	Needs Some Improvement 3 Points	Needs Much Improvement 2 Points	Unsatisfactory 1 Point	Score
Visual appeal						
Cover page						
Table of contents						
Letter of introduction						
Letter of recommendation						
Resume						
Content						
					TOTAL	

Comments:

Poster Assessment Rubric

NAME: DATE: PERIOD:

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements is included on the poster.	Several required content elements are missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items are labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Resume Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words spelled correctly	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
Experience	Experience includes internships, entry level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
Factual	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
					TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

VIDEO SUMMARY

NAME: DATE: PERIOD:

1. Briefly discuss three things you learned from this video.

2. Tell how you feel this video will help you as you go through your class.

3. What do you feel was the most important thing in this video? Why?

4. What do you feel was the least important thing in this video? Why?

5. On the back of this paper, draw a picture that represents what the video was about.

Competency 1: Understand how the historical and social contexts of education have influenced contemporary schools. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Review the history of education (people, events). (DOK 1)
b. Understand the evolution of the educational system (one room school house to modern schools). (DOK 2)
c. Discuss events that have influenced educational reform in America. (DOK 2)
d. Examine current trends and issues that affect the future of education in different types of educational settings. (DOK 2)

Suggested Teaching Strategies

- Dress up as a teacher from long ago, and have pictures (in slide show form) of a one-room schoolhouse projected on the wall as students enter the room. (http://edsitement.neh.gov/view_lesson_plan.asp?id=319#PART1) Discuss your clothes, and compare them to modern day teacher's clothes. CS1,CS2, T1,T2,T3,T4,T5
- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms, definitions, and illustrations of the terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students watch clips from "Little House on the Prairie" to get a good basis for what schools and teachers were like in the past. Discuss and make notes as a class. In pairs, have students complete a Venn diagram comparing and contrasting education in the past to today (i.e., clothes, furniture, and multiple grades). Describe a typical one-room schoolhouse such as the interior and exterior and how it was furnished and equipped. Understand key facts about being a student and being a teacher in a one-room schoolhouse. Compare the experience of attending a one-room schoolhouse with going to school today. Have students summarize all history information by completing a comprehensive project and presenting it to various audiences. Make sure to explain how education evolved through the years (through various wars, movements, etc.) as well as key people involved so that all of this can be included into the project. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students role-play teaching from different decades. Have students create a poster time line of the history of education. Establish a pictorial time line of teaching changes in American education. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3,W1,W2,W3,W4,W5
- Research people and events in the history of education. Have the students use pictures found on the internet and choose one to create a timeline on a bulletin board/wall, create a PowerPoint, and/or written report, etc. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- The teacher will lead a discussion about trends in our society: fashion, technology, music, hobbies and education. Students will participate in a carousel activity listing items under each trend heading (e.g., fashion – bell bottom jeans). Provide the students with an article pertaining to trends in education. Have the students read the article, pair share and use the writing process to create a summary of the article. Have the students share their article with the class. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5

Suggested Assessment Strategies

- Assess reports using the Written Report Rubric and the Presentation Rubric and/or Poster Rubric located at the end of this unit**.**
- Observe students, and discuss class participation summaries using the Poster Rubric located at the end of this unit.
- Check students' journals for entries, and discuss findings with them.
- Assess students' knowledge through a summative assessment using the computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Competency 2: Discuss the relationship of school and society. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Explain the role of education in society. (DOK 2)
b. Explain governance of schools at the state, local, and building levels. (DOK 2)

Suggested Teaching Strategies

- Have students use the handbook to review the mission statement of their school. Have the students design a news report and present this material. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, R1, R2, R3, R4, R5,E1, E2, E3, E4, E5, E6, W1,W2,W3,W4,W5
- Discuss the school districts mission statement and have the students create their own personal mission statements. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Lead a discussion of who are the stakeholders in education, what is the relationship between school and society, what are the social issues that impact schools? (e.g., poverty, violence, child abuse, neglect, teen pregnancy, substance abuse). Have the students select and research a social issue using the Internet. Have the students write in outline form and share with the class. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students create an essay that addresses the role of education in society. Have students present their findings to the class. From their research, have students construct a list of factors or influences on the relationship of school and society. Lead students to see that there are different viewpoints that can be had on the different factors or influences. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Hook: Provide the hierarchy of governance of state, local and building level personnel on color coded sentence strips. Have the students put them in order. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- List the position/personnel who affect the school (governor, state superintendent, state board of education, state department of education, local school board, superintendent, building administrators, faculty, etc.). Review job descriptions of employees of the local school district. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Observe a board meeting, or obtain a copy of the agenda/minutes and identify items of concern that will affect the school and community. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Assess reports using the Written Report Rubric located at the end of this unit.

- Observe students, and discuss class participation summaries using the Class Participation Rubric located at the end of this unit.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Competency 3: Analyze the role of service learning in teaching and learning. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Define service learning. (DOK 1)
b. Research service learning opportunities in the community. (DOK 2)
c. Design and carry out a service learning project in the community.(ongoing) (DOK 3)

Suggested Teaching Strategies

- Have students gather research on different needs of the community. Have students work together to design, plan, organize, administer, and evaluate the research project. Have students then share the experiences and impact that their projects had on the community at a local school board meeting. (Ongoing) CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Assess students' presentations using the Presentation Rubric located at the end of this unit.
- Have students document community service project hours.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

NBPTS 1: Teachers are Committed to Students and Learning.
NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism
P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

Fulghum, R. (2004). *All I ever really need to know I learned in kindergarten*. Ballantine Books.

Hess, F. (2006). *No child left behind.* Peter Lang Publishing.

Johnson, J. A. (n.d.). *Foundations of American education: Perspectives on education in a changing world* (14th ed.). MyLabSchool Series.

Johnson, J. A. (2004). *Introduction to the foundations of American education.* Allyn & Bacon Publishers.

Kato, S. L. (2010). *Teaching*. Good-Heart Wilcox.

Learn and Serve Clearinghouse. Retrieved July 7, 2009. http://www.servicelearning.org/

Tozer, S. E., Senese, G., and Violas, P. C. (2008). *School and society: Historical and contemporary perspectives*. McGraw-Hill.

For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Class Participation Rubric

NAME: DATE: PERIOD:

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Presentation Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Written Report Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

Poster Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements is included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items are labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Competency 1: Identify the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Examine the developmental stages of cognitive development. (DOK 2)
b. Examine the developmental stages of physical development. (DOK 2)
c. Examine the developmental stages of emotional development. (DOK 2)
d. Examine the developmental stages of social development. (DOK 2)
e. Discuss how social issues and relationships affect students. (DOK 1)

Suggested Teaching Strategies

- Have the students use the Internet or textbook to define essential terms for this unit. Terms may include but are not limited to infancy, early childhood, middle and late childhood, adolescence, early adulthood, fine and gross motor skills. Create a Blackboard discussion forum or Wiki to post terms, definitions, and illustrations of terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have the students research the following: Kohlberg's Moral Development Theory, Maslow's Hierarchy of needs theory, Piaget's Cognitive Development Theory (sensorimotor stage, preoperational stage, concrete operational stage, formal operational stage), Erickson's socioemotional development theory, etc. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have an integration activity with the school nurse, allied health instructor, and/or guidance counselor. CS1, CS2, CS3, CS4, CS5
- Have the students create a KWL chart of human growth and development. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students work in groups to use electronic and traditional resources to research the following topics: CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
    - Parenting styles
    - The changing family and society (children of divorce and ethnic and socioeconomic variations in families)
    - School-family linkages (family management, parental involvement, and school, family, and community connections)
    - Peers (peer statuses, friendship, and development changes in peer relations)
    - Developmentally appropriate education
    - Socioemotional development (self-esteem and self-efficacy)
    - Moral development
- Have students "teach" others information related to their topics. Students should include how it affects students in their presentation. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have the students bring in pictures of themselves at each developmental stage (infant through adolescent) and create a book to define and describe each stage. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Overview the four developmental areas, and assign groups. Have students observe classrooms with students who are in one of the four developmental stages. Have students compare and contrast each of the stages when they return to the Teacher Academy classroom after the

observations. Have students choose a development area and create an informational presentation such as PowerPoint, an oral presentation, charts, a research paper, or a brochure. Each group will share information with the class. CS1,CS3,CS4,CS5,T1,T2,T3,T4,T5,T6,W1,W2,W3,W4,W5

- Have students write a summary of what they observed and add to an ongoing journal. The journals could be electronic using Blackboard or creating a Word document. T1,T2,T3,T4,T5,T6, W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Use the Presentation Rubric to assess students' knowledge of human growth areas.
- Use the Activity Rubric to assess students' book.
- Use the Guest Speaker Form at the end of this unit to assess knowledge learned from speaker.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

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E1 Topic Development in Terms of Purpose and Focus
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E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

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NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism
P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

Santrock, J. W. (2008). *Educational psychology*. New York, NY: McGraw-Hill.

For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Journal Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score	

Comments:

Teacher Academy Activity Rubric

Name: _____ Date: _____ Period: _____

CATEGORY	4	3	2	1
Content/Activities	Activity shows complete understanding of learning to be accomplished to teach this content.	Activity shows substantial understanding of learning to be accomplished to teach this content.	Activity shows some understanding of learning to be accomplished to teach this content.	Activity shows very limited understanding of the underlying learning to be accomplished to teach this content.
Terminology/ Notation	Correct terminology/ notation is always used making the activities easy to understand.	Correct terminology/ notation is usually used making the activities easy to understand.	Correct terminology/ notation is used, but it is sometimes not easy to understand what is happening in the activities.	There is little use, or inappropriate use, of terminology/ notation in the activities.
Neatness and Organization	The activities are presented in a neat, clear, organized fashion that is easy to understand.	The activities are presented in a neat and organized fashion that is usually easy to understand.	The activities are presented in an organized fashion but may be hard to understand.	The activities appear sloppy and unorganized. It is hard to understand the information.
Explanation of the Activity	The overall explanation presents a complete picture of the learning to be accomplished.	The overall explanation presents a somewhat complete picture of the learning to be accomplished.	The overall explanation presents an incomplete picture of the learning to be accomplished.	The overall explanation does not present a complete picture of the learning to be accomplished.

Points: _____/__ Grade: _____ Comments:_____

_____

_____

_____

_____

Presentation Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Competency 1: Identify, demonstrate, and evaluate communication skills in the field of education. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Explain the powerful role of language and communication in learning. (DOK 1)
b. Explain the interrelationships among reading, writing, listening, speaking, viewing, and visual representation. (DOK 2)
c. Explain methods for assessing communication skills. (DOK 2)
d. Explain concepts of communication in the educational setting. (DOK 1)
e. Become familiar with and practice active listening skills. (DOK 2)
f. Explore and practice the various ways to communicate effectively (verbal, nonverbal, and written). (DOK 2)
g. Use effective technological communication (e.g., e-mail, authoring, collaboration writing, video conferencing, publication, facsimile, and Internet). (DOK 2)
h. Review and use the five steps of the writing process. (DOK 3)

Suggested Teaching Strategies

- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms. Terms may include but are not limited to language, reading, writing, listening, active listening, speaking, visual representation, nonverbal communication, verbal communication, written communication, and technology communication. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Divide students into groups. Tell the groups that they all have a common goal: to put together a jigsaw puzzle in a limited amount of time without any verbal and written communication. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have the students complete a scavenger hunt in groups looking for a list of specified items in magazines to make a collage (letters, numbers, pictures, etc.) without talking or writing. When time is up the teacher counts how many items they obtained. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Divide students into groups of three. Near each group, place two chairs back to back. Ask two students to sit in the chairs. Tell the third student to face one of the sitting students. Ask the sitting student facing the standing student to describe a funny situation he or she has experienced. The student sitting with his or her back to the speaker should listen closely. The student facing the storyteller should carefully observe the speaker's facial expressions, gestures, and other nonverbal movements. Tell the student who sat with his or her back to the speaker to report to his or her group what the story was. Tell groups to compare perceptions of the student who watched the speaker and the participant who only listened. Discuss the following questions with the entire group: CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
    - Did the observers tend to see and hear the same message as the listener?
    - Why or why not?
    - How did the speakers feel knowing that their words and actions were being closely monitored?
    - In real-life situations, how do you handle feelings of being watched by others as you speak?
    - How does nonverbal communication affect communication with employees with

disabilities such as visual impairments or hearing impairments? CS1,CS2,CS3,CS4,CS5

- Explain and have the students role-play each of the following: CS1,CS2,CS3,CS4,CS5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
    - Wait time (Wait five seconds before anyone answers.)
    - Questioning techniques
    - Ask three before me (Ask three students before asking the teacher.)
- Show students active listening strategies such as the following: do not talk, sit still, hands on lap, and look at the speaker. Have students draw what each of these active listening strategies would look like. CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have the local newspaper editor or TV personality visit the students and talk about communication. Afterwards, have students choose a topic to submit to the newspaper (guest writer or editorial). CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students plan a school event (play, dinner theatre, etc.) and go on a local TV show to advertise for the event. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Teach students how to send e-mails, insert attachments; bring in the school technology coordinator or other instructors to work with students. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students complete a self-assessment in regard to how well they communicate. Have students set communication growth goals and periodically evaluate them to see if they are meeting their goals. CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, E6,R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Establish an international pen pal group using www.epals.com. Have students communicate with their international peers to discuss cultural similarities and differences.
- Have students write the 5 steps(writing process) on individual index cards. Give students a topic (ex. Halloween). First card –brainstorm; second card – write a sentence; third card – revise the sentence; fourth card – edit (punctuation, capitalization, grammar); five card – read aloud. CS1, CS2, CS3, CS4, CS5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5

Suggested Assessment Strategies

- Assess students' active listening pictures using the Project Rubric located at the end of this unit.
- Newsletters will be generated and assessed by the teacher using the Newsletter Rubric located at the end of this unit.
- Assess students' submission of local newspaper articles using the Article Summary Rubric located at the end of this unit.
- The special school events that are created by students will be assessed using the Project Rubric located at the end of this unit.
- Assess students during the role-play activities.
- Have students hold conferences with you about their communication self-assessments.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Competency 2: Formulate a plan for an effective job search. (DOK 4)

Suggested Objectives

a. Create a generic cover letter using the writing process. (DOK 3)
b. Create a high-quality one-page resume. (DOK 3)
c. Construct an electronic portfolio. (DOK 4)

Suggested Teaching Strategies

- Discuss the preparation of a cover letter, and identify information to be included. CS1, CS2, T2, R1
- Have students write/type an acceptable cover letter. Have students peer evaluate each other's letters. CS2, T1, T2, T3, T4, T6, R1, R2, W1,W2, W3, W4, W5
- Discuss the purpose of a resume, and provide resume samples. CS1, T1, R1
- Have each student write/type a high-quality one-page resume. In pairs have students give suggestions for revising and editing of each other's resume. CS2, T5, T6, R1, W5
- Lead a brainstorming session related to electronic portfolio development. Have one student write ideas on the interactive board. CS1, CS2, CS3, CS4, CS5, T1, T4, R1, W5
- Provide examples of electronic and paper portfolios and, as a class, discuss and begin an electronic portfolio in the Blackboard system (This portfolio will be enhanced and updated during year 2.) CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W3, W4, W5
- Have the students take pictures of participation, activities and other documents generated during the course of the year to add to their electronic portfolios. CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6

Suggested Assessment Strategies

- Monitor for participation in group work using the Group Work Assessment Rubric.
- Evaluate the cover letter by using the Business Letter Assessment Rubric.
- Evaluate the resume using the Resume Assessment Rubric.
- Evaluate the design and eye appeal of the portfolio using the Portfolio Assessment Rubric. This rubric may also be used to evaluate the portfolio upon completion.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

NBPTS 1: Teachers are Committed to Students and Learning.
NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism
P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

General teacher resources:

Blanchard, S. (n.d.). The five steps of the writing process. In ELA forms. Retrieved June 21, 2010, from the W. W. Lewis Middle School Web site: http://lewis.cpsb.org/faculty_pages/stacey.blanchard/THE%20FIVE%20STEPS%20OF%20THE%20WRITING%20PROCESS.htm

Lipkewich, A. E. (1999). ABCs of the writing process: A universal process for any writing task. Retrieved June 21, 2010, from http://www.angelfire.com/wi/writingprocess/

Oracle Education Foundation. (n.d.). The 5 step writing process. In Story writing links. Retrieved June 21, 2010, from the ThinkQuest Web site: http://library.thinkquest.org/5115/write_process.htm

Steele, K. (2007). Ideas for teaching the writing process. In Writing. Retrieved June 21, 2010, from http://www.kimskorner4teachertalk.com/writing/writingprocess/menu.html

Formal Writing resources:

International Reading Association. (2010). Resources by topic. In Resources. Retrieved June 21, 2010, from http://www.reading.org/Resources/ResourcesByTopic.aspx

National Writing Project. (2010). Resource topics: Teaching writing. In Resources. Retrieved June 21, 2010, from http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

Purdue Online Writing Lab. (2010). Grades 7–12 instructors and students. Retrieved June 21, 2010, from the Purdue University Web site: http://owl.english.purdue.edu/owl/resource/677/01/

ReadWriteThink. (2010). Classroom resources. Retrieved June 21, 2010, from http://www.readwritethink.org/classroom-resources/

For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Journal Assessment Rubric

NAME: DATE: PERIOD:

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score	

Comments:

Presentation Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Competency 1: Research, describe, and design an effective learning environment. (DOK 3) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Research and describe an effective learning environment. (DOK 2)
b. Discuss classroom climate (the importance of a community of learners). (DOK 1)
c. Explain the role of peers in a learning climate. (DOK 1)
a. Explain that individuals respond to different motivational strategies (intrinsic and extrinsic). (DOK 2)
d. Identify and discuss classroom management styles and strategies. (DOK 2)
e. Discuss and design an effective physical classroom setting. (DOK 3)

Suggested Teaching Strategies

- Hook: Role-play positive teacher/student interactions (i.e., greeting students, getting to know them, proximity, eye contact, moving around the classroom, etc.). CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5
- Have students view the movie *The Ron Clark Story*. Lead a discussion of the film incorporating the concepts of classroom management and explaining concepts of conflict resolution. Have students role-play scenarios that present discipline/behavior problems versus respectful/ cooperative situations. Lead a discussion to help the learner describe an effective learning environment. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- In field experience have students observe settings and arrangements. Journal and discuss findings as a class. Have students draw blueprints of an effective classroom setting. Arrange it so that it is attractive and efficient. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Demonstrate and discuss how elements of light, color, music and fragrance can enhance the classroom. You may want to use the *Shouting Won't Grow Dendrites* workbook as a resource.
- Discuss climate (community) of the teacher academy classroom and have the students compare it to the other school classrooms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Using resources have the students list and discuss the importance of classroom climate. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Role-play negative teacher comments/positive teacher comments. Have students turn negative teacher comments into positive comments. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students complete activities that will allow them to get to know other students. Lead students in a role-play of stating expectations. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have the student design/diagram a poster of an effective physical classroom setting using color, fabric swatches, furniture arrangement, and so forth. Using the writing process, develop a rationale for the classroom design. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students participate in a Rule Scavenger Hunt. In doing this, have students visit other classrooms to see posted rules and consequences. Have students analyze the rules and make a

report to the Teacher Academy class (looking for commonalities, differences, etc.). Send some students to elementary, middle, middle/junior high, and high school levels. Next, have students compare the results of each level of school. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

- Build the community in your Teacher Academy classroom, and have students participate in the following activities: allow students to research and make rewards to give students such as "Caught you Being Good" as well as write happy notes to students; have students establish a birthday wall and routines for recognizing and celebrating their birthdays. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Using the Harry Wong resources allow the students to identify classroom management.
- Have guest speakers (other teachers, principals, etc.) come in and speak to the class. Have students complete a Guest Speaker Form and discuss in small groups first and then with the whole class. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Using the Mississippi Department of Education website explore the physical space requirements for classrooms: http://www.mde.k12.ms.us/ACAD/Kguide.htm

Suggested Assessment Strategies

- Use the Journal Rubric to evaluate student journals.
- Use the Role-Play Rubric to assess students' knowledge.
- Use the Poster Rubric to evaluate the effective physical classroom setting. Evaluate the student rationale using the Written Report Rubric.
- Show mastery with a end of the unit test.
- Have students complete a one-page essay to reflect on their experience in the classroom. Evaluate their essays using the Written Report Rubric.
- Use the Guest Speaker Form at the end of this unit to assess students' knowledge.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

(ONGOING) Students will apply the knowledge they have gained from the course in a real-world situation by observing and assisting in a classroom setting.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M4 Expressions, Equations, and Inequalities
M5 Graphical Representations
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

NBPTS 1: Teachers are Committed to Students and Learning.
NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism

P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

Berk, R. A. (2002). *Humor as an Instructional Defibrillator: Evidence-based techniques in teaching and assessment*. Stylus Publishing.

Bothmer, S. (2003). *Creating the Peaceable Classroom*. Zephyr Press

Burgess, R. (2000). *Laughing Lessons*. Free Spirit.

Loomans, D., & Kolberg, K. (2002). *The Laughing Classroom*. HJ Kramer/New World Library.

Marzano, R. (2007). *The Art and Science of Teaching*. ASCD.

Partin, R. (2005). *Classroom Teacher's Survival Guide Second Edition*. Jossey-Bass.

Tate, M. (2006). *Shouting Won't Grow Dendrites*. Corwin Press.

Shade, R. A. (1996). *License to Laugh: Humor in the Classroom*. Teacher Idea Press.

Shalaway, L. (2005). *Learning to Teach*. Teaching Resources.

Wong, H., and Wong, R. (2004). *The first days of school: How to be an effective teacher.* Harry K. Wong Publications, Inc.

For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Brochure Assessment Rubric

NAME: DATE: PERIOD:

CATEGORY	20	18	16	14	Score
Content - accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.	
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.	
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.	
Knowledge gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.	
Attractiveness and organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.	
				Total	

Comments:

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1._____

2._____

3._____

4._____

5._____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

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_____

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_____

_____

_____

_____

_____

Poster Assessment Rubric

NAME: DATE: PERIOD:

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements is included on the poster.	Several required content elements are missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items are labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Journal Assessment Rubric

Name: _____ Date: _____ Period: _____

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score:	

Group Work Assessment Rubric

Name: _____ Date: _____ Period: _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Written Report Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Competency 1: Analyze characteristics, skills, and resources necessary for effective teaching. (DOK 2)
NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Identify personal strengths and areas for improvement as potential teachers. (DOK 1)
b. Describe characteristics of an outstanding teacher. (DOK 1)
c. Research and analyze ways in which a teacher's personality impacts instructional style and interaction. (DOK 2)
d. Explain time on task and how it relates to instructional pacing. (DOK 2)
e. Establish classroom routines. (DOK 1)
f. Identify how to maintain student attention and engage students in active learning. (DOK 2)
g. Identify components of effective classroom climate, management, and discipline. (DOK 2)
h. Use technology when selecting needed resources necessary for effective teaching. (DOK 2)
i. Exhibit collaboration and team building. (DOK 2)

Suggested Teaching Strategies

- Have students complete a class KWL chart related to the content of this competency. Differentiate instruction based on learning knowledge. Also, refer back to the KWL chart throughout the instruction related to this competency. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Make compliment chains by having each student write a compliment/strength in regards to teaching on a strip of paper. Collect all strips, and form them together to make a chain. Make the colors seasonal, i.e., orange and black for Halloween, red and green for Christmas, and so forth. Hang chains up around the room, and change out as needed. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Use photographs of students from earlier. Tape each student's picture to the top of a piece of construction paper. Students stand in front of someone else's picture, and on your cue, they write an effective teacher characteristic (fancily) under the student's picture. On your cue again, the students move to the right to the next picture, and on your cue, they do the same thing until they have had a chance to write various characteristics on everyone's picture page. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Review how a teacher's personality impacts instructional style. Make several scenario cards, and have students role-play the different situations on the cards. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- After any student presentation, teach the students to use methods other than clapping such as snapping, hitting their legs, shining their halos, clam clapping, and so forth. CS1, CS2, CS3, CS4, CS5
- Have students research the following Web site for additional activities: http://books.google.com/books?id=beGGzPNgJr4C&pg=PA63&lpg=PA63&dq=smooth+transitions+when+teaching&source=web&ots=jCPooR55tE&sig=gRGe1MqqNumrDspkreAibPrMFwM#PPA74,M1. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Continue allowing students to observe teachers by taking notes and sharing with the rest of the

class. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

- Have students research and describe teaching strategies in a cooperative group setting to assemble in a class book. Arrange the classroom in stations. In each of these stations will be various teaching resources. Allow students to rotate through each of these stations to become familiar with the strategies in each. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5

Suggested Assessment Strategies

- The Project Rubric will be used throughout the unit.
- Have a conference with each student about his or her observation notes.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Competency 2: Determine teacher characteristics that promote an effective learning environment. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. List and demonstrate positive teaching characteristics (i.e., acceptance of differences, warmth, caring, friendliness, openness, compassion, tolerance, humor, mutual respect, honesty, fairness, enthusiasm, and cheerfulness).(ongoing) (DOK 2)
b. Recognize the teacher's responsibility for the learning climate. (DOK 2)
c. Explain that a teacher is a role model. (DOK 1)

Suggested Teaching Strategies

- Have students complete a class KWL chart related to the content of this competency. Differentiate instruction based on learning knowledge. Also, refer back to the KWL chart throughout the instruction related to this competency. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students interview other teachers "What characteristics make an effective teacher?"
- Have students research various Web sites searching for characteristics of effective teachers. Have students create "Effective Teachers" posters that are creative and visually appealing. Let other teachers from the district judge for winners. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Using the Teaching Tolerance kits and handbooks, identify teaching activities at each grade level. The kits and handbook can be found at http://www.tolerance.org/teach/index.jsp. Have students work as a class to develop a checklist to go by that will remind them of positive teaching characteristics (i.e., warmth, caring, friendliness, openness, compassion, tolerance, mutual respect, honesty, fairness, enthusiasm, cheerfulness, etc.). Have students select one teacher, member of the community, family member, or friend who possesses each characteristic. Have students create an award or gift that can be given to the people they select for each characteristic. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students visit model classrooms throughout the school. Have students return to the Teacher Academy classroom to discuss lessons learned about the classroom climates from their visits. Have students create a Wiki that defines and illustrates a model classroom climate and the influence that the teacher has on the classroom climate. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5

- Have the students look at the employee handbook from the district to become familiar with rules for teachers. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Use the Text Based Seminar Protocol to facilitate the students' reading of *The Laughing Classroom* by Diane Loomans and Karen Kolberg. Have students create a product of choice to address the appropriate use of humor in teaching. Remind students that the cardinal rule is that it must never be used to harm, humiliate, ridicule, or otherwise make fun of students. Humor can be spontaneous or planned by using props, costumes, hats, masks, or unusual objects. Have students role-play various situations for peers as well as other classes and students. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students view the movie *The Ron Clark Story* and observe how he uses humor to motivate students. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5

Suggested Assessment Strategies

- Observe students working with groups/individuals in a classroom setting, noting positive teacher characteristics.
- Use the Disposition Rating Scale at the end of the unit to assess students' knowledge.
- Use the Poster Rubric located at the end of the unit to assess students' knowledge.
- Use the Role-Play Rubric located at the end of the unit to assess students' knowledge.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

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E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M4 Expressions, Equations, and Inequalities
M5 Graphical Representations
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

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NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism

P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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Virginia Teachers for Tomorrow. Fall 2006. Retrieved December 20, 2007, from http://www.doe.virginia.gov/VDOE/Instruction/CTE/cc/VTFT/

Wiggins, G., & and McTighe, J. (2007). *Schooling by design*. Association for Supervision and Curriculum Development.

For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Journal Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style which conveys meaning adequately. Some minor grammatical, syntax, and spelling errors.	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score:	

Comments:

Project Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Clarity					
Required content					
Visual aids					
Grammar/Spelling					
Technical					
Knowledge gained					
				Total Score	

Role-Play or Skit Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Competency 1: Analyze components of instructional planning. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Explore Mississippi academic and career and technical curriculum frameworks. (DOK 2)
b. Identify behavioral objective/performance indicators within the frameworks. (DOK 1)
c. Identify what the teacher will do and what the students will do within the lesson plan procedure. (DOK 2)
d. Compare and contrast the difference between guided practice and independent practice. (DOK 3)
e. Prepare an opening (hook and anticipatory set) and closing to the lesson. (DOK 3)
f. List materials, equipment, supplies, and preparations. (DOK 2)
g. Illustrate appropriate sequence of instruction. (DOK 2)
h. Identify assessment strategies. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define essential terms for this unit. Terms may include but are not limited to curriculum, assessment, competency, objective/performance indicator, teaching strategy, anticipatory set (hook), guided practice, independent practice, materials, closure, equipment, supplies, preparations, W.H.E.R.E.T.O., and so forth. Create a Blackboard discussion forum or Wiki to post terms (i.e., objective/performance indicator, assessment, curriculum, etc.). CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Using a model lesson plan, have the students identify the procedures and objectives of the lesson. CS1, CS2, CS3, CS4, CS5, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Discuss goals by playing a game. Begin with a ball of yarn. Keeping one end, pass the ball to one of the participants, and ask that person to introduce himself or herself and state one goal to accomplish as a teacher. Once this person has stated his or her goal, ask the person to pass the ball of yarn to another person in the group. The person handing over the ball must describe how he or she relates (or expects to relate) to the other person. The process continues until everyone is introduced. CS1,CS2,CS3,CS4,CS5
- Share themes/topics that will be taught for the year. Explain how the topics are turned into goals. Have students practice writing goals based on the themes and place them on paper flowers. These flowers can be put together to form a bulletin board "Blooming Good Goals." CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Allow students to become familiar with a curriculum framework. Bring in samples for them to peruse; let them research different curricula on the Internet. (http://www.mde.k12.ms.us/Curriculum/index_1.htm and http://info.rcu.msstate.edu/services/curriculum.asp) Describe a pacing calendar and how a teacher determines assignments/responsibilities. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have Teacher Academy students observe and take notes as their Teacher Academy teacher completes lesson plans. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Use the Lesson Plan Observation Checklist to assess the students' abilities to write an appropriate lesson plan.
- Have students complete journal activities that can be sent to you electronically using the Blackboard Learning System. Assess the journals by using the Journal Rubric located at the end of this unit.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Competency 2: Implement research-based instructional strategies into lesson planning. (DOK 2)

Suggested Objectives

a. Recognize effective teaching strategies. (DOK 2)
b. Discuss Bloom's Taxonomy and Webb's Depth of Knowledge (DOK 2).
c. Explain time on task and how it relates to instructional pacing. (DOK 1)

Suggested Teaching Strategies

- Play vocabulary bingo and charades with these terms. Have students randomly write down all the vocabulary words that are being studied, one word per box (a theme-based bingo card). Read the definition of each word aloud. Have students then cover the matching word on the bingo sheet with a small square of paper, dried bean, or other marker. Once they get a consecutive row, they yell "Bingo" or another word you choose. Pick a word that relates to the unit or theme being studied. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Play Password. Split the class into two teams. CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, E6, W1,W2,W3,W4,W5
    - The first person from each team comes to the front and sits in the two chairs facing the game show host (teacher). The game show host begins by giving one-word clues to both players at the same time. The first person to shout out the answer gets two points for the team. Keep repeating the clues thus far if they are stumped. If still stumped, start giving obvious clues.
    - Have students create a word find or word scramble.
    - Draw a picture of something that represents each concept. Write the words as fancily and decoratively as possible.
    - Create a cartoon strip using five or more of the words.
- Step book of Bloom's levels – students create a stepbook to label and define Bloom's levels. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Webb's Wheel – Student doing a wheel with correct levels and terms on it. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- As the students enter the room, give them a plain sheet of white paper and explain to them that they are to write three of their favorite activities they remember doing in a class from all their years in school. Once students have had a few minutes to complete this, have them crumple the paper up into a "snowball" and have a one-minute snowball fight. At the end of the minute, everyone grabs the closest snowball and has to try to find the person who wrote it. Students then introduce that person to the rest of the group, sharing the three activities. CS1,CS2,CS3,CS4,CS5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Role-play, discuss, and demonstrate the following teaching strategies for students:

CS1,CS2,CS3,CS4,CS5, R1, R2, R3, R4, R5

- Visuals
- Feedback
- Storyboarding
- Graphic organizers
- Role-play
- Humor
- Games
- Art
- Projects
- Presentations
- Music
- Drama
- Summarizing
- Note taking
- Venn diagrams
- Cooperative learning
- Teaching others
- *Alternatives to Worksheets* and *More Alternatives to Worksheets* activities
- Integrating the curriculum
- Whole group instruction
- Critical thinking
- Field trips
- Guided imagery
- Journaling
- Guest speakers

- Show students clips from Harry Wong's videos, *The Ron Clark Story*, and so forth. Complete video summaries, and discuss all together. Role-play effective and ineffective teaching strategies. Allow students to do the same. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Play Bonus Ball. Have students sit in a circle and toss a ball around the circle. Upon catching the ball, students can either tell something they have observed in regards to teaching strategies, or you can pre-write questions or discussion starters on the ball. If you do this, have students talk about the one that is closest to their left thumbs. CS1,CS2,CS3,CS4,CS5
- Students will go on a hunt for information on Bloom's Taxonomy and Webb's DOK. Instead of a lecture, have students locate information (scavenger hunt using the Internet and resource books) and take notes. Have students create charts and share their findings. Give examples of questions using the key words students found. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Beach Ball Bloom's Game – Students toss the ball and name Bloom's levels and/or definitions. CS1,CS2,CS3,CS4,CS5
- Divide students into small groups. Assign each group an instructional strategy. Have each group become an expert on its assigned instructional strategy and lead the other Teacher Academy students in understanding and developing an activity with this strategy. Have each group create a PowerPoint presentation to present information. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5

Suggested Assessments Strategies

- Use teacher observation throughout the unit to informally assess students' progress.
- Use the Presentation Rubric to assess students' knowledge and projects.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Standards

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CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

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M4 Expressions, Equations, and Inequalities
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R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
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T6 Technology Operations and Concepts

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For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Presentation Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Journal Assessment Rubric

Name: _____ Date: _____ Period: _____

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style which conveys meaning adequately. Some minor grammatical, syntax, and spelling errors.	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	

LESSON PLAN OBSERVATION CHECKLIST Lesson Plan Book

- ❑ Theme/Unit

- ❑ Materials Listed

- ❑ Procedure

- ❑ Evaluation

Comments:

Competency 1: Describe types of assessments and how they should be used as part of the learning process. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Define the purposes of assessment. (DOK 1)
b. Distinguish between formative and summative assessment. (DOK 2)
c. Identify and explain advantages and disadvantages of standardized test. (DOK 2)
d. Identify and explain performance and authentic assessments (rubric, project based, checklist, observation). (DOK 2)
e. Identify and use self-assessments. (DOK 2)
f. Identify and explain the importance of multiple measures of assessment. (DOK 2)
g. Explain how objectives, instruction, and assessment should be aligned. (DOK 3)
h. Define and use mean, median, and mode. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post and illustrate terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Ahead of time, prepare questions (one per sheet of paper—enough for half of your students) and answers to those questions (one per sheet of paper—enough for the other half of your students). Examples may be what state you live in, 5 + 5, who the president of the U.S. is, and so forth. Tape a sheet of paper to each student's back. Then have students go around the room and find their match by asking questions. This is a good way to introduce a fun way of assessing students' knowledge. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students brainstorm with the teacher about the kinds of tests they have taken throughout their school years. Explain to the students that the major reason for giving a test is to find out if students have accomplished the objectives of the assignment. Remind students that they must have been given a list of criteria or objectives at the beginning of their assignment telling them what they are responsible for accomplishing. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Define the word assessment, and discuss other ways students are assessed besides tests. (Define assessment as a means for improving instruction and learning.) Guide them to include performance tests, rubrics, questioning, and self-assessment besides the more familiar assessment formats. Assessments are categorized as being formal or informal. A comparing organizer is used to compare and contrast the types of assessments. R1, R2, R3, R4, R5
- Review concepts of various curricula (academic and career and technical), and discuss alignment of assessment and instruction. Look at various curriculum frameworks, and match the curricula with the tests that were examined earlier. R1, R2, R3, R4, R5
- Given examples of elementary, middle school, high school, academic, and occupational-specific tests, divide students into groups, and analyze the tests to determine what the students should have been taught before they took the tests. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students work in teams, using appropriate technology and the writing process, to develop a plan for teaching a simple skill (i.e., addressing an envelope) then creating an assessment that

is aligned to the instruction. Have students create at least three different assessments for the same skill. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

- Discuss appropriate techniques to determine assessment results.
    - Discuss ways you find out (progress reports, report cards, stickers, verbal feedback, self analysis, peer evaluation, rubrics, and performance indicators) as well as grading methods (letter grades, number grades, pass/fail, etc.).
    - Show examples of various assessment results.
    - Students role-play receiving good or bad reports and typical reactions of students, parents, and teachers, the concept of using assessment results to foster continuous improvement should be reviewed, and then re-play scenarios using this concept as the end product. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Lead students through the process of averaging grades.
    - Go through the process together with them using a document camera.
    - Have students set up personal digital grade books to record their progress. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
    - Using the classroom presentation station, guide students through the process of averaging grades. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, T1,T2,T3,T4,T5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
    - Write sets of grades and pretend student names on index cards. Place the cards in a bag, and let students draw a card. Have them average the grades on the card and give the pretend student a grade for that "class." Do this several times and in several ways so that the students have plenty of practice averaging. Use these to lead into a lesson on mean, mode, and median. M1, M2, M4, M5
- Give students information about WorkKeys and its implications as related to a teacher prep program. Have students work with counselors to begin establishing a long-range plan to take and pass WorkKeys. Let students interview various businesses/schools to find out more about WorkKeys. In pairs, let students prepare a written summary about WorkKeys using the writing process. They should add pictures, art projects, and so forth. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Explain the difference between formative and summative assessments. Formative assessments are ongoing, focus on a few specific skills or concepts at a time, and may be formal or informal. They assist teachers with designing instruction to meet the individual needs of their students more effectively. They also provide students (and parents) with measured feedback on their progress (i.e., teacher observation, checklists, teacher-made tests, performance assessments, project assessment, and questioning techniques). Summative assessments are one-time, formal measures covering a variety of skills and concepts. Their results are generally tabulated long after the actual test has been taken, so they are most useful for helping teachers evaluate the effectiveness of their daily instruction over a period of time (i.e., norm-referenced tests such as MCT, which is administered to compare students across the country). CS1,CS2,CS3,CS4,CS5
- Have students examine a variety of formative and summative assessments. Discuss together as a class. In pairs, have students research the two types and create a PowerPoint presentation. Have students present their projects to the class. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Explore Internet teacher resources, and collect digital assessment resources.

Suggested Assessments

- Observe and discuss project summaries with each student.
- Use teacher observation throughout the unit.

- Use the Presentation Rubric located at the end of this unit to assess students' knowledge.
- Use the Role-Play Rubric at the end of this unit to assess students' knowledge.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

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E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M4 Expressions, Equations, and Inequalities
M5 Graphical Representations
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

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NBPTS 1: Teachers are Committed to Students and Learning.
NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism

P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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Suggested Rubrics and Checklists

Presentation Assessment Rubric

NAME: DATE: PERIOD:

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Competency 1: Review educational, occupational, and leadership opportunities in the Teacher Academy. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Review student rules and regulations for the local school. (DOK 1)
b. Review career opportunities and emerging technologies in education. (DOK 1)
c. Review and update the students' career and educational plans. (DOK 2)
d. Review leadership opportunities available in FEA. (DOK 1)
e. Give an overview of the course objectives and practical field experience expectations. (DOK 2)
f. Update the students' teaching and learning professional portfolio of exemplary work. (DOK 2)
g. Review the online learning system (ex. Blackboard). (DOK 2)

Suggested Teaching Strategies

- As a review, have each student recap rules and regulations for the school, career opportunities and emerging technologies used, leadership opportunities available through the student youth organization, and the purpose and goals of the Teacher Academy. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Have students do a self evaluation of their career and educational plans. Meet with each student individually to discuss grades, absences, and so forth. Discuss students' career plans and some ideas about ways to prepare for the teaching profession. Discuss past experiences in Future Educators of America and plans to participate in the upcoming year. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Introduce the students to the content for the course and the work-based learning component. Have students develop a plan for observing in different classrooms. Talk to them about their roles in the classrooms, behavior, dress, journaling, and so forth. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Have students review content from the previous year for an online assessment. Students will receive extra training in areas of weakness. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Have students update their notebooks and portfolios. Students will self assess and do peer assessments with the Portfolio Rubric located at the end of this unit. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Grade a pencil and paper safety test.
- Have students and parents sign a contract committing to meeting all requirements for the Teacher Academy program.
- The teacher will regularly monitor group work and provide feedback as needed.
- Use the Blackboard Learning System to test students' knowledge from year 1.
- Use a rubric to evaluate the notebook and portfolio.

Competency 2: Apply safety procedures in the Teacher Academy classroom and lab. (DOK 2) NBPTS 1, NBPTS 2,

NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Review the proper classroom and lab safety procedures. (DOK 1)
b. Care for and use all equipment correctly. (DOK 1)
c. Review the Healthy schools regulations and requirements. (DOK 2)
d. Review the use of safety with technology. (DOK 1)
e. Review the procedures for using various pieces of equipment in the Teacher Academy classroom and lab, i.e., laminating machine and Die Cut Machine. (DOK 2)
f. Review regulations and licensing related to the following:
   - Family Educational Rights and Privacy Act (FERPA)
   - CPR/first aid (DOK 2)

Suggested Teaching Strategies

- Have students teach each other or provide a recap of proper classroom and safety procedures, how to care for and use equipment, Healthy schools regulations and requirements, and regulations and licensing according to FERPA and CPR. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Have students update their notebooks and portfolios. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Teacher will observe students teaching peers.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 3: Determine knowledge and skills needed to work in the teaching profession, and demonstrate personal characteristics (dispositions) needed to work in the teaching profession. (DOK 2)
NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Review characteristics of effective teachers, administrators, and school counselors. (DOK 1)
b. Continue to exhibit curiosity, cooperation, flexibility, pride in teaching, and a personal objective for continuous improvement, as well as a respect for the diverse interest of students. (DOK 2)
c. Continue to demonstrate the importance of self-directed learning, lifelong learning, and collaboration in teaching. (DOK 2)
d. Continue to demonstrate the belief that all students can learn and do so at different paces. (DOK 2)

Suggested Teaching Strategies

- Have students teach each other or recap the information in the above objectives. Ask them to research for current information to support their teaching. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Have students prepare handouts to share with classmates as updates for notebooks and portfolios. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Have students rate the most effective teacher using the disposition scale. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Use rubrics for notebooks and portfolios.
- Assess students' knowledge using a disposition rating scale or assessment.

Competency 4: Review the importance of technology in the instructional process. (Ongoing) (DOK1) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Review the social, legal, ethical, and cultural issues of using technology in the classroom. (DOK 1)
b. Review the procedures for using the various technologies. (DOK 1)

Suggested Teaching Strategies

- Have students work in groups to present a recap on the objectives above. Students should do research for any new information that can be shared with students for the notebooks and portfolios. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Have students draw from a hat an educational activity that requires the use of technology. Students are expected to work through the activity and produce the end result without assistance from others. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Have students complete a copyright scavenger hunt (Intel manual, www.intel.com/education). CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Students will take an online assessment through the Blackboard Learning System on technology and how it supports education.
- Students will complete a project to be graded by the teacher with a rubric.
- Students will complete copyright assessment.

Standards

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CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

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E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
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M2 Probability, Statistics, and Data Analysis
M5 Graphical Representations
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R5 Meaning of Words
R6 Generalizations and Conclusions
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S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
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W4 Organizing Ideas
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P4 Communication Techniques

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T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
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Bauer, K., & Drew, R. (1992). *Alternatives to worksheets*. Creative Teaching Press.

Brock, B.L., & Grady, M. L. (2007). *First-year to first-rate.* M. L. Corwin Press.

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For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Sample Dispositions Rating Scale

Name: _____ Date: _____ Period: _____

Directions: Use the Appraisal Scale to rate each Characteristic (Disposition). The explanations of the Characteristics (e.g., 1.1, 1.2) provide clarification.

Appraisal Scale:

1 – Does not meet expectations 2 – Meets a few expectations but not sufficient

3 – Meets expectations 4 – Exceeds expectation

Characteristic (Disposition)	Rating	Evidence for 1 or 2 Rating
Flexibility:		
1.1 responds promptly and effectively to unexpected occurrences in the classroom 1.2 adapts willingly to change and contributes positively to the needs of the workplace		
Poise and Confidence:		
2.1 handles self professionally in actions and speech 2.2 realistically appraises own abilities		
Maturity and Judgment:		
3.1 consults with teachers and administrators as needed and acts independently within the scope of training		

3.2 avoids personalizing conflict in emotionally charged situations 3.3 knows safety measures and how to assist in handling emergencies		
Attendance and Participation:		
4.1 attends all expected classes, meetings, and trainings required 4.2 contributes to meetings		
Punctuality:		
5.1 arrives to all expected classes, meetings, and trainings required on or before start time 5.2 completes assignments on/before due date(s)		
Dependability:		
6.1 behaves in a manner that contributes positively to the environment 6.2 shows responsibility		
Sensitivity:		
7.1 demonstrates compassion		

toward others 7.2 maintains confidentiality of sensitive information 7.3 effectively demonstrates acceptance of diversity		
Enthusiasm:		
8.1 generates excitement, passion, and interest within students 8.2 motivates self to perform well		
Grooming and Appearance:		
9.1 appears well groomed, attending to both neatness and personal hygiene 9.2 selects attire that is not distracting to students		
Attitude:		
10.1 conveys a positive (helpful, upbeat) disposition in the workplace 10.2 takes responsibility for emotional states and behavior and adjusts when needed **10.3** hears and responds appropriately to feedback from peers and supervisors without becoming defensive		
Initiative:		

11.1 is proactive and anticipates what a situation calls for and responds appropriately 11.2 consults with others when necessary		
Creativity:		
12.1 is inventive 12.2 recognizes and uses personal talents		
Resourcefulness:		
13.1 uses materials appropriately in the classroom and other professional settings 13.2 responds with flexibility		
Collaboration:		
15.2 works effectively with other students 15.3 collaborates appropriately with teachers and administrators		

My signature below indicates that I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Student's Signature_____

Date_____

Field Experience Documentation of Time Chart

Name: _____ Date: _____ Period: _____

Date	Activity	Signature	Total Hours

Competency 1: Demonstrate effective communication skills in teaching. (DOK 3) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Demonstrate communicating clear directions and the appropriate use of vocabulary in the classroom. (DOK 3)
b. Demonstrate the five steps in the writing process. (DOK 3)
c. Use a variety of literacy learning opportunities (ex. reading, writing, thinking, reacting, and responding). (DOK 2)
d. Promote cultural and gender sensitivity in communication among learners. (DOK 2)
e. Use a variety of educational media communication tools. (DOK 3)

Suggested Teaching Strategies

- Have students use the Internet and other classroom resources to research nonverbal gestures. Show students video clips of interviews found at Student CNN (http://www.cnn.com). Have students analyze the nonverbal gestures of the people who are being interviewed. Have students discuss the different gestures and possible meanings. Practice nonverbal communication techniques, such as leaning against a podium, sitting at the desk, moving around, getting in close proximity, using hand gestures, facing the audience, smiling, and so forth. CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, W1,W2,W3,W4,W5
- Have Teacher Academy students recite directions in front of the class and accept feedback from peers regarding voice, tone, speaking speed, nonverbal behaviors, and so forth. CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, W1,W2,W3,W4,W5
- Have the students read a children's book, novel excerpt to practice inflection and expression.
- Play various following direction games with Teacher Academy students; allow them to be the teacher and play following directions games with the class. CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, W1,W2,W3,W4,W5
- Students choose a specific task (such as tying a shoe, making a peanut butter and jelly sandwich, etc.) and write specific directions. To see if their directions were clear, have another student or teacher from another class try to follow them. This would be an appropriate integration activity with the culinary arts class at your school on recipes. CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, W1,W2,W3,W4,W5
- Students explore events like "Second Cup of Coffee/Juice" at least one time per nine weeks. In this, have students greet parents in the mornings with a box of juice or cup of coffee and say, "Hello. I hope you have a good day." This is also a good time to remind them of things due, events coming up. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Integrate with the Business management class to practice technological communication skills.
- Have students assist in having a parent work night (ex. powder puff class integrated with Auto Mechanics program or a computer class to teach basic Excel). CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students create a video describing how to incorporate active listening in parent, teacher, or administrator conferences. Have students give pointers and real-world examples of when to use active listening skills to their viewers throughout the video. CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

- Have students make an original children's book explaining the importance and different types of communication. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students create a Teacher Academy newsletter (carefully edited by the teacher). Have teachers send the newsletter to mentor teachers, school board members, and other educators. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students submit articles to the newspaper about the class. Have students submit the newspaper article to the local newspaper. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students discuss, explore, and create successful methods to involve parents as classroom helpers/volunteers. Have students role-play messages home using thank-you notes, phone calls, checklists, and so forth. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5,E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Use teacher observation and checklists to assess communication skills.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

(ONGOING) Students will apply the knowledge they have gained from the course in a real-world situation by observing and assisting in a classroom setting.

Competency 2: Formulate a plan for an effective job search. (DOK 4)

Suggested Objectives

a. Create a generic cover letter using the writing process. (DOK 3)
b. Create a high-quality one-page resume. (DOK 3)
c. Construct an electronic portfolio. (DOK 4)

Suggested Teaching Strategies

- Discuss the preparation of a cover letter, and identify information to be included. CS1, CS2, T2, R1
- Have students write/type an acceptable cover letter. Have students peer evaluate each other's letters. CS2, T1, T2, T3, T4, T6, R1, R2, W1,W2, W3, W4, W5
- Discuss the purpose of a resume, and provide resume samples. CS1, T1, R1
- Have each student write/type a high-quality one-page resume. In pairs have students give suggestions for revising and editing of each other's resume. CS2, T5, T6, R1, W5
- Lead a brainstorming session related to electronic portfolio development. Have one student write ideas on the interactive board. CS1, CS2, CS3, CS4, CS5, T1, T4, R1, W5
- Provide examples of electronic and paper portfolios and, as a class, discuss and begin an electronic portfolio in the Blackboard system (This portfolio will be enhanced and updated during year 2.) CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W3, W4, W5
- Have the students take pictures of participation, activities and other documents generated during the course of the year to add to their electronic portfolios. CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6

Suggested Assessment Strategies

- Monitor for participation in group work using the Group Work Assessment Rubric.
- Evaluate the cover letter by using the Business Letter Assessment Rubric.

- Evaluate the resume using the Resume Assessment Rubric.
- Evaluate the design and eye appeal of the portfolio using the Portfolio Assessment Rubric. This rubric may also be used to evaluate the portfolio upon completion.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

MS Academic Standards

H1. Explain how politics have influenced the domestic development and international relationships of the United States since 1877.
H2. Describe the impact of science and technology on the historical development of the United States.
H3. Describe the relationship of people, places, and environments through time.
H4. Demonstrate the ability to apply and interpret social studies tools.
H5. Analyze the civic contributions and responsibilities of Americans to the ongoing democratic process.

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M4 Expressions, Equations, and Inequalities
M5 Graphical Representations
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

NBPTS 1: Teachers are Committed to Students and Learning.

NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.

P1 Students as Learners

P2 Instruction and Assessment

P3 Teacher Professionalism

P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation

T2 Communication and Collaboration

T3 Research and Information Fluency

T4 Critical Thinking, Problem Solving, and Decision Making

T5 Digital Citizenship

T6 Technology Operations and Concepts

Suggested References

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Harmin, M., and Toth, M. (2006). *Inspiring active learning* (2nd ed.). Association for Supervision and Curriculum Development.

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Murray, B. (2002). *The new teacher's complete sourcebook*. Scholastic.

Partin, R. (2005). *Classroom teacher's survival guide* (2nd ed.). Jossey-Bass.

For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Article Summary Rubric

Name: _____ Date: _____ Period: _____

3 Points	2 Points	1 Point	0 Points	Score
Main points are summarized accurately and thoroughly.	Some main points are summarized.	Most main points are not addressed.	No summary is provided.	
Summary is well organized.	Summary shows some degree of organization.	Summary lacks any organization.		
Opinions are stated clearly.	Opinion(s) evident but not clearly stated	Opinion does not make sense.	Not addressed	
Neat, legible, no grammar, spelling or usage errors	Some spelling, grammar and usage errors	Many errors in spelling, grammar, and usage		
Copy of the article is provided.	No copy of the article is provided.			
Reference and citation is provided using correct style.	Reference and citation is provided but using incorrect style.	No reference or citation is provided.		
			Total Score	

Newsletter Rubric

Name: _____ Date: _____ Period: _____

	5 Points	3–4 Points	2 Points	0–1 Point	TOTAL
Content research	Complete and correct historic content; free from grammatical errors; two complete pages	Mostly complete content; few to no grammatical errors; one complete page and one incomplete page	Somewhat complete content; some grammatical errors; one complete page	Incomplete content; many grammatical errors; one incomplete page	
Cooperative efforts	No off topic talking; group cooperation; always on task	Little off topic talking; group cooperation; works well together; mostly on task	Some off topic talking; some cooperation; some off task behavior	Constant off topic talking; little to no cooperation; off task	
Layout and design	Both pages eye appealing; appropriate use of all graphics and layout is clean and font is readable; creative title	Two mostly complete pages; correct use of graphics; layout and font are somewhat appropriate; somewhat creative title	One page eye appealing; second page incomplete; graphics inserted haphazardly; good title	Incomplete layout on all pages; no graphics; poor, non-creative title	
Knowledge of software	Mastered the necessary components to complete project; can teach others	Requires minimal help from the instructor; can teach others with some assistance	Requires more assistance from the instructor; can teach others with some assistance	Requires constant assistance from instructor	
				Total	

Scale of Grades - Cumulative Points

17–20 Points .....A

12–16 Points .....B

8–11 Points C

4–7 Points .....D

0–3 Points.....F

Role-Play or Skit Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Project Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Clarity					
Required content					
Visual aids					
Grammar/Spelling					
Technical					
Knowledge gained					
				Total Score	

Competency 1: Review the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence. (DOK 1) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Review and analyze the developmental characteristics (cognitive, physical, emotional, and social) of learners. (DOK 1)

Suggested Teaching Strategies

- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Display the following quote: "A child's play is a child's work." Using the Think–Pair–Share technique, have students discuss the meaning of this quote. As pairs report to the class, use this as a spring board to introduce the physical development milestones. This information can be researched with a variety of Web resources and Web sites (i.e., child development, pediatrics, and Chip Wood's Yardstick site). Physical education teachers or physical therapists would be good resources to speak to students. Identify the importance of a healthy lifestyle and its effect on the total developmental process. CS1,CS2,CS3,CS4,CS5, T1,R1, R2, R3, R4, R5, W1, W2, W3, W4, W5
- In cooperative groups, students can research issues new mothers should consider during pregnancy. Issues should include prenatal care, smoking, drinking, using drugs, nutrition, and stress. The school nurse or nurse practitioner could serve as a resource and speak to the students on this topic. Students could also interview mothers to have them identify things they did during pregnancy to ensure the birth of healthy babies. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Have students construct a poster or other display of toys, books, and activities that represents Piaget's developmental levels. Each item that is displayed should have a student written explanation about what level is represented and why the item is appropriate for that specific level. The product will be presented to the entire class and graded with a rubric. CS1,CS2,CS3,CS4,CS5, T1,R1, R2, R3, R4, R5, W1, W2, W3, W4, W5
- Students will create a chart that depicts at least five physical milestone levels from birth to adulthood. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Display and discuss the development of a child at a particular age. Explain the developmental stages on four levels for one of the following age groups: CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
    - A 1-year-old
    - A 3-year-old
    - A 7-year-old
    - A 13-year-old
    - A 19-year-old
- Design your own child. Choose the name, age, and gender. Show your child's developmental stages on the physical, cognitive, moral, and social levels. Include real examples about what is going on in your child's life at this time. Include these examples as you answer the following questions: CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
    - What physical capabilities does your child have? What does he or she spend time doing? Why is this appropriate for his or her age group?

- Which cognitive level is your child on? Discuss two types of activities appropriate for this age level, and tell why they are cognitively appropriate.
- Which stage and sub-stage is your child on morally? How will he or she decide whether or not to take something that does not belong to him or her? Describe the situation and how your child makes that decision.
- What psychosocial crisis is he or she faced with at this time? In what situations is this evident to you? How is the significant person(s) in your child's life fostering this developmental milestone? Create four large symbols that represent these four areas of development. Attach your writing to these symbols. (For example, a body's outline or silhouette could represent physical development.) You should have four pieces of writing on four symbols. The four symbols should be connected or attached attractively in some way to form one end product. Set a due date for the students to introduce their children and discuss their development with the class. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Use the Project Rubric to assess strategies in this unit.
- Use the Participation Rubric to assess student participation in activities.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Compare and contrast various learning styles/multiple intelligences. (DOK 3) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Explore and define the role of the brain in cognitive development. (DOK 2)
b. Analyze the four learning styles (visual, auditory, tactile, and kinesthetic). (DOK 3)
c. Identify and analyze Howard Gardner's Multiple Intelligences. (DOK 2)
d. Students will formulate their own personal learning profiles in terms of both multiple intelligences and learning styles' preferences. (DOK 3)

Suggested Teaching Strategies

- Students will be given an index card to record five words that describe how they learn best. Students will report to the entire class with the teacher recording student responses on the white board/multimedia presentation board. The teacher will introduce the following four learning styles: visual, auditory, tactile, and kinesthetic. In addition, the teacher will present information regarding analytical and global learners. The responses from the initial activity will be labeled by students to indicate the learning modality preferences. Resources for this objective include National Reading Styles Institute and the work of Marie Carbo (http://www.nrsi.com), National Elementary School Principals, work of Rita Dunn, Learning to Teach (Scholastic publication), and other learning styles Web sites (Google). CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Add book and ideas for brain activities.
- Complete a multiple intelligence survey. Have students look at results of the class, and discuss how you would teach the class. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- View one of the following movies to show several different areas of multiple intelligence, and have the students discuss working with others that may learn differently:

    - Word Smart - *The Chosen*
    - Number Smart - *Little Man Tate*
    - Logic Problem Solving - *War Games*
    - Body Kinesthetic - *Pistol Pete*
    - Nature Smart - *Huck Finn*
    - Intrapersonal - *Gorillas in the Mist*
    - Interpersonal – *Pollyanna*
- Students will complete a learning styles inventory (found in resources identified above). Each student should create a self-portrait describing his or her individual preferences. The students could also write a letter to one or several of their instructors describing their individual learning styles. Pose the following question: If you know your individual learning preferences, how can this influence your success in school? If you are an auditory learner, what are the implications for studying for your next test? Why is it important for teachers to be aware of their personal learning preferences? What happens if a teacher only addresses one learning style during a lesson? What strategies should a teacher employ to meet the needs of a diverse classroom? CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Ask students to brainstorm a list of "smart" people. These individuals may be people who they know or people who are famous or infamous. Discuss the list by asking students why they said these individuals were intelligent. Pose the following to students, and give them ample time to reflect on the quotation: "It's not how smart you are; it is how you are smart." Pose the question, "Are people intelligent in different ways?" CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Have students complete the multiple intelligence survey at the following Web site: http://www.mitest.com/o2ndary.htm. Have students plot their scores on the graph. Discuss the results of each student's survey. This could be done in pairs and small groups or by journaling. Create a class profile on how this class will need to be taught. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Discuss Gardner's Theory of Multiple Intelligences using various Web sites and resource books, particularly articles by Thomas Armstrong (book: *7 kinds of Smarts*). Have students brainstorm a list of careers that fit their multiple intelligence profiles from the survey. In what areas would an effective teacher be considered intelligent? CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Have students work in small groups to identify careers for each multiple intelligence, identify a famous person who exhibits a particular multiple intelligence, and plan an activity for a class lesson that is targeted for specific multiple intelligence strengths. For example, how can you turn a multiplication fact review into a bodily/kinesthetic activity? Each group will present its project in a PowerPoint presentation or other creative manner. The project should be graded with a rubric. T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Design a lesson that addresses all four learning styles; categorize a list of activities into the four learning styles categories; or create a self-portrait or essay describing their personal learning styles.
- The teacher can create a quiz that lists a variety of multiple intelligence traits and have students label the appropriate multiple intelligence categories. Suggested traits might include the following:
    - Logical/Mathematical: reasoning, manipulate patterns, success in math courses, and sequencing steps in problems

- Verbal/Linguistic: loves to read, prefers to write essays, and enjoys words/crossword puzzles and poetry
- Musical/Rhythmic: responsiveness to music, participates in band or chorus, and sings
- Visual/Spatial: think in terms of pictures, art/craft preferences, and enjoys 3-D activities and video games
- Bodily/Kinesthetic: dances, athletic participation, and physical activities
- Interpersonal/Social: prefers to work in groups, enjoys talking, and likes to be around people
- Intrapersonal/Introspective: prefers to work alone, works at own pace, and keeps a journal or diary
- Naturalistic
- Existentialism

- Based on the information presented for objectives (a) and (b), students will formulate a description of their personal learning style/multiple intelligence. This should be done in essay, pictorial, PowerPoint, or other presentation style that is approved by the teacher. This is an example for a lesson based on the learning preferences/strengths of students. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5

- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard. CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5

Competency 3: Describe examples of diversity and how they affect the learning process (e.g., cultural, religious, regional, gender, ethnic, and physical). (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4, H1, H2, H3, H4, H5

Suggested Objectives

a. Recognize the importance of looking beyond the physical qualities of people to develop an appreciation for individuals who may be different. (DOK 2)
b. Explore how culture, religion, region, gender, and ethnic differences impact the teaching/learning process. (DOK 2)

Suggested Teaching Strategies

- Pose the following questions to small groups: What are the different cultures in our school? (Define culture.) What characteristics come to mind when you think of each group? Where do these impressions come from (experience, media, or bias)? Can you remember a time when someone made an assumption about you based on your religion, gender, or ethnicity? Describe the situation. How did this make you feel? Have you ever made an assumption based on a personal bias? What does it mean to be culturally sensitive? (Define diversity.) CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5

- Students view a video clip of a popular TV show in Spanish or by trying to read the Spanish edition of *People*. Spanish translations of many English language publications are frequently available on Web sites and at health departments, government agencies, and bookstores. Import Spanish students in as teacher assistant. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Assess the completion of a presentation assessment of key concepts presented in the book studies. Students could also complete a summary and analysis of each chapter within the text.
- Explain the importance of recognizing and appreciating the uniqueness of individuals and not

judging a person by religion, dress, appearance, and ethnicity. Present this in essay form or in a debate format (to be graded with a rubric).

Competency 4: Define types of learner exceptionality (e.g., physical and health disabilities, learning disabilities, mental retardation, emotional and behavioral disorders, and gifted learning), and summarize services and resources to meet exceptional learning needs. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4, E1, E2, E3,E4, E5, E6, M1, M2, M7, R1, R2, R5, R6,S1, S2, W1, W2, W3, W4, W5, H1, H2, H3, H4, H5

Suggested Objectives

a. Develop awareness of the obstacles that individuals with disabilities face both in school and within the community. (DOK 2)
b. Distinguish different disabilities and/or exceptionalities and how they influence the teaching learning process (special education and gifted education). (DOK 2)
c. Distinguish between the continuum of placement of options for disabled students. (DOK 2)
d. Identify methods for modifying lessons to accommodate learning differences (both special education and gifted education). (DOK 2)

Suggested Teaching Strategies

- Ask students if they have known individuals with disabilities. If so, discuss the disabilities, and probe as to what difficulties they may have experienced, such as navigating stairs on crutches when no elevator was available. Divide students in pairs, and give them the opportunity to participate in simulations where they experience what a disabled person may experience. (1) Visual Impairment: One student covers his or her eyes with a bandana or smears Vaseline on a pair of swim goggles, and another classmate must assist the student with walking, picking up items, and so forth. (2) Hearing Impairment: A student wears headphones or earmuffs and another classmate attempts to talk to that student in a low voice. (3) Physical Impairment: One student is on crutches, in a wheelchair, or has one arm behind his or her back. Have another classmate help the student maneuver around the room. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Divide students into small groups to research the following various disabilities: visual impairment, hearing impairment, speech impairment, paralysis, autism, cerebral palsy, spinal bifida, dwarfism, and so forth. The teacher should generate a list/rubric that will provide parameters for the research (i.e., description of disability, cause, limitations, or assistive devices). Interview a person with a disability. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Have a panel discussion, or interview teachers of exceptional students. Prior to the interviews, have students work in small groups to determine core questions (reach consensus as a class). Once the interviews are conducted, students may chart/graph responses to determine similarities/differences in teaching learning-disabled students, students with physical handicaps, and gifted students. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Reflection Activity/Journal: Do Expectations Matter? The teacher should briefly discuss No Child Left Behind legislation and its emphasis on the accountability and high expectations of all students. Is it important to have high expectations for exceptional learners? Why or why not? What can/should teachers do to ensure that they provide quality learning experiences for all students? CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Visit at least three exceptional elementary education classrooms (gifted education, self-contained special education, and inclusion class). Describe what you saw in each setting in an

essay or other teacher-approved format. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5

- Using the multimedia presentation board, visit http://www.nichcy.org/pubs/genressc/gr3.htm to view and discuss the 13 definitions of disability as designated by Individuals with Disabilities Education Act (IDEA). Students should take notes regarding each disability. This could also be a research project for small groups or individuals. View a movie clip of students with disabilities. Have students respond to the following questions:
  "What disability is depicted in the movie? How was the individual with a disability portrayed in the movie? Have things changed for individuals with this type of disability since this movie was made with respect to how individuals are treated by society? How did the person's family and friends in the movie respond to the disability?" Students should discuss what they learned from the movie about children with exceptionalities. Suggested movies include the following: *Radio, I am Sam, Simon Burch, The Miracle Worker, The Secret Garden, Little Man Tate, Forrest Gump, Mr. Holland's Opus, Searching for Bobby Fisher, The Cure, Helen Keller, The Boy Who Could Fly, Rudy*. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Students will participate in a special education terminology scavenger hunt. Students may use any reliable source (Web sites, textbooks, etc.) to define the terms. The first student or team to complete the list of terms will be recognized in a manner identified by the teacher. Examples of special education/exceptional education terms include the following: inclusion, IDEA, IEP, FERPA, self-contained, ADHD, gifted, talented, accommodation, modification, disability, Section 504, NCLB, mild/moderate, severe/profound, and FAPE. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Students should think about lessons they have observed in elementary classrooms and how successful students who have disabilities might have been in participating in the activities. Students will be put into one of three groups (visual impairment, hearing impairment, or physical impairment). Each group will be given a copy of a lesson plan. Each group will discuss ways to modify the lesson plan for each of the three disability categories. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Reports from research and essays regarding students' reflection of their experiences during the disability simulations can be scored using the Written Report Rubric located at the end of this unit.
- Students will complete a teacher-constructed assessment of special education terms.
- Have lesson plans with modifications for students with exceptionalities.
- Use the computer response system (clickers) to assess students' understanding of key concepts.
- Use the observation checklist of items seen in the movie.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

NBPTS 1: Teachers are Committed to Students and Learning.
NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism
P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

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For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Competency 1: Analyze the importance of subject matter knowledge and integrated learning. (DOK 2)
NBPTS 1, NBPTS 2, NBPTS 3, NBPTS

Suggested Objectives

a. Explain a specific discipline's place in the school-wide curriculum. (DOK 2)
b. Identify content standards and their source(s) for a specific discipline. (DOK 2)

Suggested Teaching Strategies

- Make a class graph of each student's favorite subject. Use the photos of the students you took earlier in the year as the grid (e.g., Sally's photo above her favorite subject, John's above his, etc.). Extend this by having the students go around the school asking each teacher his or her favorite subject and graphing these results too. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Have students select a subject, explore the national website for information on standards from the professional organizations as well as additional information on best practices in the content areas. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
    - http://www.nctm.org (National Council of Teachers of Mathematics)
    - http://www.nsta.org (National Science Teachers Association)
    - http://www.reading.org (International Reading Association)
    - http://iweb.aahperd.org/naspe/ (National Association for Sports & Physical Education)
    - http://www.ncte.org/ (National Council of Teachers of English)
    - http://www.socialstudies.org/ (National Council for the Social Studies)
    - http://www.naeyc.org/ (National Association for the Education of Young Children)
    - http://www.acei.org/ (Association for Childhood Education International)
    - http://www.iste.org/ (International Society for Technology in Education)
    - http://rcu.msstate.edu (Research and Curriculum Unit)
- Have students search the Mississippi Department of Education (MDE) Web site (www.mde.k12.ms.us) for the various K–12 and career and technical frameworks. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Have students participate in a fun activity in each subject area for familiarization. (The teacher will provide the activity.) CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Have students (individually or pairs) generate an activity for each subject and teach it to the other students. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Have students explore the HotChalk Web site http://www.hotchalk.com/index_new.html to see online lesson plan development and classroom management. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4, R5, S1, S2, S3, W1, W2, W3, W4, W5
- Have students adapt a lesson plan found on the Internet. CS1,CS2,CS3,CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4,

R5, S1, S2, S3, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Use the Lesson Plan Rubric to assess lesson plans.
- Use the teacher observation checklist to assess students.

Competency 2: Explore a minimum of two content area classrooms. (DOK 4) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Identify content and grade level the student wants to teach. (DOK 1)
b. Observe lessons at your content and grade level. (DOK 2)
c. Investigate co-teaching model. (DOK 2)
d. Design a lesson to co-teach in the content and grade level class. (DOK 4)

Suggested Teaching Strategies

- Observe a simulation of a master teacher.
- Have students compile resources for their teacher tool kit. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Have students write and teach a lesson on a specific theme using all resources available. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Have specific subject area teachers as guest speakers. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Take field trips to various places related to specific subjects (i.e., science museum, history museum, etc.). CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Have students assist in chaperoning elementary or middle school field trips. CS1,CS2,CS3,CS4,CS5,
- Have students research virtual field trips for the various subject areas. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Guide elementary or middle school classes through a virtual field trip. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Create a graphic organizer resource book. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Engage students in a cooperative learning environment. CS1, CS2,CS3, CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5
- Based on Mississippi curriculum standards for academic and vocational education, have students write and teach lesson for one subject area. (Ongoing) CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Use the Lesson Plan Rubric.
- Use the Presentation Rubric.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M3 Numbers: Concepts and Properties
M5 Graphical Representations
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

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NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment

P3 Teacher Professionalism

P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation

T2 Communication and Collaboration

T3 Research and Information Fluency

T4 Critical Thinking, Problem Solving, and Decision Making

T5 Digital Citizenship

T6 Technology Operations and Concepts

Suggested References

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For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Presentation Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Competency 1: Participate in preschool, elementary, and secondary classroom experiences. (DOK 3) NBPTS

1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4, H1, H2, H3, H4, H5

Suggested Objectives

a. Work under the guidance of the Teacher Academy instructor and the classroom teacher. (DOK 3)
b. Display effective interpersonal skills. (DOK 2)
c. Demonstrate the ability to relate to students in a classroom setting. (DOK 3)
d. Exercise tact, discretion, and confidentiality. (DOK 3)
e. Submit a resume and cover letter to the principal and supervising teacher prior to beginning field experience. (DOK 4)
f. Observe and record the classroom teacher's actions, the students' progress, and classroom procedures. (DOK 3)
g. Discuss assigned duties with classroom teacher. (DOK 2)
h. Prepare lesson materials, bulletin boards, displays, and instructional games. (DOK 4)
i. Prepare lesson plans according to guidelines set by the Teacher Academy instructor and the classroom teacher. (DOK 3)
j. Tutor and assist students individually or in small groups, as directed by the teacher. (DOK 4)
k. Distribute teaching materials to students (textbooks, papers, and supplies). (DOK 3)
l. Present mini-lessons/ activities to students under the direction and guidance of the teacher. (DOK 4)
m. Assist students with technology in the classroom. (DOK 4)
n. Provide extra assistance to students with special needs (those with physical or mental disabilities; non-English-speaking students). (DOK 3)

Suggested Teaching Strategies

- Throw out a roll of toilet paper, and tell the students to take as much as they need. (Do not tell them what it is for.) After the students have taken a few pieces, have them tear the toilet paper at the perforations. For each square of paper in their possession, they have to share one fact about an application letter, a resume, a follow-up letter, a job application, and an interview. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Use technology to show students examples of good and bad resumes, cover letters, and follow-up letters. Have students identify errors in the examples. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Have students update their portfolios. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Have students use the Internet to choose a job for which they are qualified and prepare a resume and cover letter that can be used. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Discuss appropriate interview techniques, and have students participate in mock interviews with local personnel working in administrative positions as the teacher interviews. Have students prepare and send follow-up letters to mock interviewers. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5

- Discuss job-keeping skills as well as the proper procedures for resigning from a job. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Define ethics and etiquette as well as related terms, and discuss their importance in the workplace. Include honesty, confidentiality, integrity, punctuality, commitment, accountability, dependability, cooperation, willingness to learn, and proper notice of resignation. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Have local school personnel speak to the class about qualities that an employer looks for in an applicant. Have each student follow up with a summary of what was learned. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5
- Provide each student with a copy of a job application. Lead the class through the completion of the application. CS1, CS5, T1, R1
- Have each student complete a college and job application form. CS1, CS5, T1, R1, W5
- Discuss the skills necessary to effectively complete a college and job application form. CS3, CS5, T4
- Lead a discussion related to identifying people who can provide information about job opportunities. CS1, CS5, T4, R1
- Use a video to display correct interviewing skills, and then have a class discussion on the dos and don’ts of interviewing. CS1, CS2, CS3, CS4, CS5, T1, T2, T4, T5
- Divide students into groups, and have each group develop, list, and discuss steps to an effective job interview. CS1,CS2, CS3, CS4, CS5, T1, T4, T5
- Have students participate in a role-play and/or mock interview. CS1, CS2, CS3, CS4, CS5, T1, T4, T5
- Discuss and list the proper procedures for resigning from a job. CS1, T1, R1, W5
- Divide the class into groups, and provide each group a case study that involves an employee resignation. Have the students analyze the case study to determine if the employee followed the proper steps when resigning. Have each group discuss the negative effects of an improper resignation. CS1, CS2, CS3, CS4, CS5, T1, T4, R1, R2, W5
- Have students write/type a letter of resignation. CS1, T1, R1, W5
- Have a principal visit the classroom to discuss needs, training and tasks performed by personnel and future outlook. CS1,CS2,CS3,CS4,CS5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M7,R1, R2, R3, R4, R5 S1, S2, S3 W1, W2, W3, W4, W5

Suggested Assessments

- Evaluate cover letters using a Business Letter Assessment Rubric.
- Evaluate resumes using a Resume Assessment Rubric.
- Evaluate interviews using an Interview Assessment Rubric.
- Evaluate summaries to ensure that relevant points presented by guest speakers are included.
- Observe role-play to assess whether students demonstrated appropriate human relation skills.
- Assess school visits using a modified interview and/or Teaching Rubric.
- Use the Role-Play or Skit Assessment Rubric to evaluate the role-play.
- Evaluate the letter of resignation using the Business Letter Assessment Rubric.
- Evaluate the mock interview using the Interview Assessment Rubric.
- Using the templates on Blackboard, have students complete an electronic portfolio, and evaluate based on Performance Rubric for Portfolio.
- Evaluate the list of contacts for each student based on effectiveness.
- Evaluate the college and job application forms for accuracy, completeness, grammar, spelling, neatness, and so forth.

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CS4 Productivity and Accountability
CS5 Leadership and Responsibility

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E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M3 Numbers: Concepts and Properties
M5 Graphical Representations
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

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P4 Communication Techniques

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T1 Creativity and Innovation

T2 Communication and Collaboration

T3 Research and Information Fluency

T4 Critical Thinking, Problem Solving, and Decision Making

T5 Digital Citizenship

T6 Technology Operations and Concepts

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For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Business Letter Assessment Rubric

Name: _____ Date: _____ Period: _____

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, style, audience, and tone	Accurate and complete information very well written and presented	Well written and interesting to read	Some information is provided, but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate parts	Complete with all required parts	Some elements may be missing	Most elements are missing or out of place	Proper form for a letter is not used	
Grammar, punctuation, and wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Grammar, punctuation, and wording poor	
Following directions and guidelines	Always on task, always follows directions.	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				Total	

Comments:

Resume Assessment Rubric

Name: _____ Date: _____ Period: _____

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words spelled correctly	Contains at least 6 of the criteria, no more than two spelling errors	Contains at least 5 of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment was not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment was not submitted	
Experience	Experience includes internships, entry level jobs, current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment was not submitted	
Factual	Contains factual names and dates, is believable	Resume is fairly believable with factual names or dates	Resume has unrealistic dates or names	Resume is unrealistic and contains conflicting information.	Assignment was not submitted	
					TOTAL	

Interview Assessment Rubric

Name: _____ Date: _____ Period: _____

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language displays confidence					
Eye contact maintains good eye contact with interviewer					
Introduction provides a self-introduction					
Handshakes extends hand and shakes firmly					
Dress appropriate for an interview, business attire					
Language concise and grammatically correct					
Questions asks appropriate questions, demonstrates a knowledge of the business					
Closure responds appropriately					
				TOTAL	

Role-Play or Skit Assessment Rubric

Name: _____ Date: _____ Period: _____

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his/her character "saw" things differently than other characters	Can clearly explain one way in which his/her character "saw" things differently than other characters	Cannot explain any way in which his/her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used 1 or 2 appropriate props that made the presentation better	Used 1 or 2 props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Competency 1: Develop lesson plans that identify the elements of an effective lesson for all learners. **(ongoing)** (DOK 3) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Locate competencies and objectives within the Mississippi Curriculum Framework. (DOK 2)
b. State clear long-term and short-term educational goals and objectives for learners. (DOK 2)
c. Create a lesson plan to aid learners in meeting competencies and objectives. (DOK 3)
d. Explain the alignment of specific goals, instructional plans, and assessment. (DOK 3)
e. Identify strategies for instructional planning for diverse learners. (DOK 2)
f. Locate and use instructional resources. (DOK 3)

Suggested Teaching Strategies

- Give each student a blank lesson plan template; discuss and review the layout. Show students examples of filled out lesson plans. Let students work in pairs to peruse these and discuss. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Hook: Put a puzzle together of Bloom's Taxonomy chart.
- Using a document camera, review the process of writing a lesson plan with the students (they should write along with you). Have students illustrate the process using Smart Art in a word processing program or Inspiration. T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Use http://www.coun.uvic.ca/learn/program/hndouts/bloom.html, and http://faculty.washington.edu/krumme/guides/bloom.html to find key words. Use technology to create a chart of these key words. Use technology tools to make a Bloom's and/or Webb's key word wheel that can be used throughout the year. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Provide students with notebooks and storage boxes to begin organizing their materials for various themes. Have them keep notebooks for such topics (bell ringers, warm ups, team builders, etc). CS1,CS2,CS3,CS4,CS5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Explain the basic rule for orally framing a question: ask the question, pause, and call on a student to answer. Explain Think-Pair-Share. Explain the use of Popsicle sticks to determine who answers a question. Review questioning techniques, and have students role-play various ones (randomly calling on students, "Ask, Pause, Call", "Think-Pair-Share," probing of incorrect answers, Bloom's Taxonomy, and Webb's DOK). R1, R2, R3, R4, R5
- Read *The Three Little Pigs* (or another children's book). Ask questions, and conduct a short group discussion asking about the progression from low to higher level questions. Discuss how diverse needs are met when asking different levels of questions. R1, R2, R3, R4, R5
- Have students choose a children's book to be the topic of a graphic organizer. Using the Bloom's word list, have students write 12 questions or tasks about the book, two for each level of the taxonomy**.** R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have student teams build learning centers appropriate for elementary, middle, and high school students. Have student teams implement these centers in their own class or in other classrooms.

- Have students collect 10 strategies to add to their resource box/book. CS1,CS2,CS3,CS4,CS
- Discuss appropriate classroom teaching strategies for specific classroom environments. R1, R2, R3, R4, R5
- Have students jigsaw research articles for teaching strategies; share with the class. R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students use a blog or journal to reflect on all they have learned and do the following activities to showcase:
    - Quilts, puzzles, accordion books, buttons, bumper stickers, cartoons, charts, cubes, mobiles, paper bag activities, pennants and banners, posters, recipes, menus, shape books, triaramas and quadraramas, vests, visors, board games, cereal box reports, dioramas, eyeglasses, fact plates, flip-flop books, headbands, magazine cut ups, murals, necklaces, paper dolls, sentence strip books, time lines, T-shirts, and puppets
    - Multimedia presentations, Web site development (http://www.scholastic.net), and videos
    - Use the Blackboard Content System to build a classroom library of videos of current Teacher Academy students for future Teacher Academy students. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Assign a topic to each pair of Teacher Academy students. Have the students begin developing lesson plans for this topic. Encourage Teacher Academy students to use electronic and traditional resources when planning their projects. Have students work in pairs or groups, under the supervision of the teacher, to develop specific lesson plans. Have students peer review and make suggested changes to the lesson plan before submitting for teacher evaluation. (Ongoing) CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Continue to use the Lesson Plan Observation Checklist to assess the students' progress.
- Use teacher observation throughout the unit to assess the students' progress.

Standards

21st Century Skills Standards

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CS5 Leadership and Responsibility

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M2 Probability, Statistics, and Data Analysis
M3 Numbers: Concepts and Properties
M5 Graphical Representations
M7 Measurement
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R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
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W1 Expressing Judgments
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P4 Communication Techniques

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T3 Research and Information Fluency

T4 Critical Thinking, Problem Solving, and Decision Making

T5 Digital Citizenship

T6 Technology Operations and Concepts

Suggested References

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For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Competency 1: Analyze assessment results as part of the learning process. (DOK 3) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4, E1, E2, E3,E4, E5, E6, M1, M2, M7, R1, R2, R5, R6,S1, S2, W1, W2, W3, W4, W5, H1, H2, H3, H4, H5

Suggested Objectives

a. Define assessment as a means for improving instruction and learning. (DOK 2)
b. Observe and determine when the classroom teacher provides feedback and re-teaches. (DOK 2)
c. Discuss mastery learning. (DOK 2)
d. Maintain personal records of assignments and progress (the student's personal grades). (DOK 3)

Suggested Teaching Strategies

- Post the quotes "Assessment *of* Learning" and "Assessment *for* Learning." Divide students in two groups, and have them debate the differences between these quotes.
- Have students discuss the reason for giving a test is to find out if the students have accomplished the objectives of the assignment. Remind them that students must have been given a list of criteria or objectives at the beginning of their assignment telling them what they are responsible for accomplishing.
    - The purpose of a test is to assess a student's performance against learning criteria, not to provide the teacher with the basis for a grade.
    - When you test for grading purposes, you are labeling a student. When you assess for accomplishment, you are helping the student achieve.
    - Both the assignment and the test are to be written in tandem at the beginning of the assignment. Each assignment must have a set of criteria or objectives that state the specifics of student achievement to be demonstrated.
    - Each assignment must have a set of questions written for each objective.
    - The test must be written at the beginning of the assignment when the objectives were written.
    - The test must be given when the students finish the assignment. CS1,CS2,CS3,CS4,CS5
- Have students use data from assessments to supplement observations. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5
- Have students create a folder containing their work with an attached grading chart to calculate averages. The students may maintain this chart for a grading period.
- Create assessments for assigned objectives/skills.
- Discuss how the outcome of the lesson is the basis for instructional planning. (Assessment is created first – UbD).
- Have students use technology resources to define and create a product (song, drawing, graphic organizer, poem, etc.) describing the term mastery learning. CS1,CS2,CS3,CS4,CS5,T1,T2,T3,T4,T5, E1, E2, E3, E4, E5, E6, M1, M2, M4, M5, R1, R2, R3, R4, R5, W1,W2,W3,W4,W5

Suggested Assessments

- Assess student-generated assessments throughout the course. (Ongoing)
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

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CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

MS Academic Standards

H1. Explain how politics have influenced the domestic development and international relationships of the United States since 1877.
H2. Describe the impact of science and technology on the historical development of the United States.
H3. Describe the relationship of people, places, and environments through time.
H4. Demonstrate the ability to apply and interpret social studies tools.
H5. Analyze the civic contributions and responsibilities of Americans to the ongoing democratic process.

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E4 Sentence Structure and Formation
E5 Conventions of Usage
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Wiggins, G., & and McTighe, J. (2007). *Schooling by design*. Association for Supervision and Curriculum Development.

Wong, H., & Wong, R. (2004). *The first days of school: How to be an effective teacher.* Harry K. Wong Publications, Inc.

For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Competency 1: Research and analyze professional learning in the field of education. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Suggested Objectives

a. Identify the purpose of the INTASC (Interstate New Teachers Assessment and Support Consortium) National Standards for New Teachers. (DOK 2)
b. Identify professional learning resources. (DOK 2)

Suggested Teaching Strategies

- Give students a small package of M&Ms, and instruct them to eat all but one color. They must then answer the question coded with the color of the candy they saved. Make up your own questions, or use the following:
  Red: What things do you think teachers do to learn more?
  Orange: What kind of personality do you have?
  Yellow: What gets on your nerves about teaching?
  Green: What is one of your strengths as a student teacher?
  Blue: What is one of your weaknesses as a student teacher?
  Brown: What is an example of a good teacher?
  *This activity will lead you into a discussion of professional learning.
- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1,W2, W3, W4, W5
- Explore the INTASC Web site at http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium. T1,T2,T3,T4.T5,T6
- Showcase various periodicals and DVDs/videos as well as explore Web sites that are used for professional learning. CS1,CS3,T2,T3,T6
- Assign a professional article to each student and allow him or her to share with the class. CS2,CS4,CS5,T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5

Suggested Assessment Strategies

- Have students complete a Video Summary to assess their knowledge.
- Have students complete an Article Summary to assess their knowledge.
- Use the Presentation Rubric located at the end of this unit to assess the students.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

Competency 2: Develop a plan for professional growth. (DOK 3) [NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4]

Suggested Objectives

a. Participate in student-teaching focused organizations such as Future Educators of America (FEA). (DOK 3)
b. Have students update their teaching and learning portfolios. (DOK 3)

Suggested Teaching Strategies

- Have students create a plan for professional growth, with teacher assistance. See Professional Growth Plan at the end of the unit. [CS2,CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5]
- Encourage continued membership in various professional organizations, ex. FEA. [CS2,CS4, CS5, T1,T2,T3,T4,T5,T6,E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S1,S3,W1,W2,W3,W4,W5]
- Discuss with students the research-based tips for becoming an effective teacher, and have them create an Effective Teacher Checklist; include results in Professional Growth Plans. [CS2, CS5, T1]

Suggested Assessment Strategies

- Professional Development Plan rubric.
- Document all contact/field experience/community service/service learning hours.
- Assess student's knowledge through a summative assessment using a computer response system and/or Blackboard.
- Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.

(ONGOING) Students will apply the knowledge they have gained from the course in a real-world situation by observing, assisting, and teaching in a classroom setting.

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

NBPTS 1: Teachers are Committed to Students and Learning.
NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.
P1 Students as Learners
P2 Instruction and Assessment
P3 Teacher Professionalism
P4 Communication Techniques

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

Action Research at Queen's University. (2006). *Action research project.* Retrieved December 20, 2007, from http://Educ.queensu.ca/projects/action_research

Arhar, J. H., & Kasten, W.C. (2000). *Action research for teachers: Traveling the yellow brick road.* Prentice Hall.

Bauer, K., & Drew, R. (1992). *Alternativests to worksheets.* Creative Teaching Press.

Gill, V. (2005). *The ten commandments of professionalism for teachers*. Corwin Press.

Harrell, D. D., Hillis, B., Jasmine, J., and Rice, D. H. (1999). *Jumbo book of teacher tips and timesavers.* Teacher Created Resources, Inc.

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Networks. (2005). *An on-line journal for teacher research*. Retrieved December 22, 2007, from http://Education.ucsc.edu/faculty/gwells/networks/

Research for Education and Learning. (2006). *Action research/teacher as researcher mid-continent research for education and learning.* Retrieved December 20, 2007, from http://www.mcrel.org/lesson-plans/action.asp

Shalaway, L. (2005). *Learning to teach*. Teaching Resources.

Taylor and Francis Group. (2006). *Educational action research.* Retrieved December 29, 2007, from http://www.triangle.co.uk/ear/

For additional references, activities, and web resources, please refer to: Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Suggested Rubrics and Checklists

Article Summary Rubric

Name: _____ Date: _____ Period: _____

3 Points	2 Points	1 Point	0 Points	Score
Main points are summarized accurately and thoroughly.	Some main points are summarized.	Most main points are not addressed.	No summary is provided.	
Summary is well organized.	Summary shows some degree of organization.	Summary lacks any organization.		
Opinions are stated clearly.	Opinion(s) evident but not clearly stated.	Opinion does not make sense.	Not addressed	
Neat, legible, no grammar, spelling or usage errors	Some spelling, grammar and usage errors	Many errors in spelling, grammar, and usage		
Copy of the article is provided.	No copy of the article is provided.			
Reference and citation is provided using correct style.	Reference and citation is provided, but using incorrect style.	No reference or citation is provided.		
			Total Score	

Presentation Assessment Rubric

Name: _____ Date: _____ Period: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Action Research Rubric

Name: _____ Date: _____ Period: _____

Criteria	4	3	2	1	Score
Summary of research project briefly and appropriately describes research project.					
Statement of problem and its significance The problem must be related to a "big idea" related to education.					
Relevant research and how it applies to your problem Use your references to describe what others have done to investigate this question or problem and how your research builds upon existing research.					
Carefully worded research question or problem The question or problem addressed must be related to the scientific "big idea" of the capstone course.					
Section includes description of the students that you worked with and a step-by-step plan for investigating the problem or question.					
What are your overall conclusions? (Relate this back to your research question/problem and to the relevant research.) Raw data (can be numbers in table format, quotes, etc.) that illustrates how you reached your conclusion					
Description of your feelings about the project and additional projects on related topics that you might do in the future					
How will the project impact your teaching?					
Reflection on learning gains indicated by the posttest/pretest gains					
Plans for changing assessments/lessons or for next steps					
Lesson plans that reflect the results of the analysis, interview questions, questionnaires, observation checklists, etc. are included. In addition, the quality and appropriateness of the assessment will be judged.					
Sentences are complete, grammar is excellent, no spelling errors, and organization is clear – in short the piece is well written.					
				Total Score	

Journal Assessment Rubric

Name: _____ Date: _____ Period: _____

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style which conveys meaning adequately. Some minor grammatical, syntax, and spelling errors.	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score:	

Teacher Academy Student Competency Profile

Student Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation and Safety

_____ 1 Identify and research educational, occupational, and leadership opportunities in the Teacher Academy.

_____ 2 Determine knowledge, skills, and dispositions needed to work in the teaching profession.

_____ 3 Analyze the importance of using technology in the instructional process (ongoing).

_____ 4 Apply safety procedures in the Teacher Academy classroom and lab.

Unit 2: History and Trends in American Education

_____ 1 Understand how the historical and social contexts of education have influenced contemporary schools.

_____ 2 Discuss the relationship of school and society.

_____ 3 Analyze the role of service learning in teaching and learning.

Unit 3: Human Growth and Development

_____ 1 Identify the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence.

Unit 4: Communication Skills I

_____ 1 Identify, demonstrate, and evaluate communication skills in the field of education.

_____ 2 Formulate a plan for an effective job search.

Unit 5: Learning Environment

_____ 1 Research, describe, and design an effective learning environment.

Unit 6: The Effective Teacher

_____ 1 Analyze characteristics, skills, and resources necessary for effective teaching.

_____ 2 Determine teacher characteristics that promote an effective learning environment.

Unit 7: Planning Instruction I

_____ 1 Analyze components of instructional planning.

_____ 2 Implement research-based instructional strategies into lesson planning.

Unit 8: Assessing Teaching and Learning I

_____ 1 Describe types of assessments and how they should be used as part of the learning process.

Unit 9: Orientation and Safety

_____ 1 Review educational, occupational, and leadership opportunities in the Teacher Academy.

_____ 2 Apply safety procedures in the Teacher Academy classroom and lab.

_____ 3 Determine knowledge and skills needed to work in the teaching profession, and demonstrate personal characteristics (dispositions) needed to work in the teaching profession.

_____ 4 Review the importance of technology in the instructional process.

Unit 10: Communication Skills II

_____ 1 Demonstrate effective communication skills in teaching.

_____ 2 Formulate a plan for an effective job search.

Unit 11: Appreciating Diverse Learners

_____ 1 Review the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence.

_____ 2 Compare and contrast various learning styles/multiple intelligences.

_____ 3 Describe examples of diversity and how they affect the learning process (e.g., cultural, religious, regional, gender, ethnic, and physical).

_____ 4 Define types of learner exceptionality (e.g., physical and health disabilities, learning disabilities, mental retardation, emotional and behavioral disorders, and gifted learning), and summarize services and resources to meet exceptional learning needs.

Unit 12: Subject Area Knowledge

_____ 1 Analyze the importance of subject matter knowledge and integrated learning.

_____ 2 Explore a minimum of two content area classrooms.

Unit 13: Observation and Field Experience

_____ 1 Participate in preschool, elementary, and secondary classroom experiences.

Unit 14: Planning Instruction II

_____ 1 Develop lesson plans that identify the elements of an effective lesson for all learners (ongoing).

Unit 15: Assessing Teaching and Learning II

_____ 1 Analyze assessment results as part of the learning process.

Unit 16: Professional Learning

_____ 1 Research and analyze professional learning in the field of education.

_____ 2 Develop a plan for professional growth.

Teacher Academy Electronic Portfolio Checklist

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation and Safety		
	1	**Create a resume.**
	2	**Create a cover letter.**
	3	**Career research report**
	4	**Pictures from participation in this unit**
	5	**Journal reflecting on unit 1.**
Unit 2: History and Trends in American Education		
	1	**Pictures from participation in this unit**
	2	**Post a pictorial time line of teaching changes in American education.**
	3	**Journal reflecting on unit 2.**
Unit 3: Human Growth and Development		
	1	**Pictures from participation in this unit**
	2	**Upload a developmental checklist for specific/various age groups.**
	3	**Journal reflecting on unit 3.**
Unit 4: Communication Skills I		
	1	**Update resume.**
	2	**Pictures from participation in this unit**
	3	**Upload original children's book.**
	4	**Journal reflecting on unit 4.**
Unit 5: Learning Environment		
	1	**Pictures from participation in this unit**
	2	**Upload classroom rules, bulletin board ideas, and information for an effective learning environment.**

	3	**Journal reflecting on unit 5.**
Unit 6: The Effective Teacher		
	1	**Pictures from participation in this unit**
	2	**Upload copies or videos of students reporting their research and rewards made for students.**
	3	**Journal reflecting on unit 6.**
Unit 7: Planning Instruction I		
	1	**Pictures from participation in this unit**
	2	**Post a completed lesson plan to their portfolio.**
	3	**Journal reflecting on unit 7.**
Unit 8: Assessing Teaching and Learning I		
	1	**Pictures from participation in this unit**
	2	**Upload a list of teaching strategies.**
	3	**Include a blog pertaining to this unit.**
	4	**Journal reflecting on unit 8.**
Unit 9: Orientation and Safety		
	1	**Update resume.**
	2	**Pictures from participation in this unit**
	3	**Journal reflecting on unit 9.**
Unit 10: Communication Skills II		
	1	**Update resume.**
	2	**Update cover letter.**
	3	**Pictures from participation in this unit**
	4	**Journal reflecting on unit 10.**
Unit 11: Appreciating Diverse Learners		
	1	**Pictures from participation in this unit**
	2	**Upload videos or documents created to successfully involve parents into the classroom.**
	3	**Journal reflecting on unit 11.**

Unit 12: Subject Area Knowledge		
	1	**Pictures from participation in this unit**
	2	**Milestone chart**
	3	**Journal reflecting on unit 12.**
Unit 13: Observation and Field Experience		
	1	**Pictures from participation in this unit**
	2	**Place adapted lesson plan in portfolio.**
	3	**Insert an example of a graphic organizer.**
	4	**Journal reflecting on unit 13.**
Unit 14: Planning Instruction II		
	1	**Update resume.**
	2	**Pictures from participation in this unit**
	3	**List qualities needed of an employer.**
	4	**Copy of the Student Field Experience Log**
	5	**Journal reflecting on unit 14.**
Unit 15: Assessing Teaching and Learning II		
	1	**Pictures from participation in this unit**
	2	**Place an adapted lesson plan in portfolio.**
	3	**Journal reflecting on unit 15.**
Unit 16: Professional Learning		
	1	**Pictures from participation in this unit**
	2	**Insert an example of a graphic organizer.**
	3	**Journal reflecting on unit 16.**

Recommended Tools and Equipment

RECOMMENDED EQUIPMENT LIST

1. Personal computers(laptop or desktop) (Windows 2000 Pro operating system or later edition); Celeron or Pentium IV processor (3 GHz); 1GB RAM; 256 Mb video; 48x CD-RW/DVD combo drive; 80 GB SATA 150 hard drive; 17-in. color monitor; keyboard; mouse; internal 1.44Mb diskette drive; 1GB Ethernet card; parallel, serial, and USB ports; NIC (network interface card); 3-year parts and labor warranty (1st year on-site) (1 per student, 18 maximum)
2. Network switch with wiring and installation (24 port switch with wiring and installation of computers and printers) (1)
3. Laser printer (HP LaserJet 2420 or equal) (1)
4. Color laser printer (HP Color LaserJet 3800n or equal) (1)
5. Full page flat bed scanner (HP ScanJet 5990 or equal) (1)
6. Digital color camera (8 Megapixel, 3x Optical Zoom, Standard Point and Shoot, Video Capability Included, 2.4 in. LCD Panel) (1)
7. Internet connection (For all computers in the classroom/teaching area) (1)
8. Application software (Microsoft Office latest edition or equal B License) (up to 18)
9. Document camera (e.g. Elmo)
10. T.V. (mounted)
11. DVD
12. File cabinets (locking)
13. Computer tables/Chairs (equipment for up to 18 computers)
14. Book binding machine
15. Clickers
16. Electric stapler
17. Copy machine
18. Book display cases
19. Locking storage cabinets
20. Teacher desk and chair
21. Video camera
22. Tripod
23. Smart Board
24. Die Cut Machine (Pressure cutter)
25. Ellison cutouts
26. Paper cutter
27. Laminator
28. Laminator film
29. Floor chart stands
30. Table chart stands
31. Easels
32. Inspiration software
33. Textbooks/Resources
    a. Parkay, F.W., & Standford, B.H. *Becoming a teacher* (7th ed.). Pearson Publishing. (class set)
    b. Santrock, J. *Educational psychology* (one copy for instructor) ISBN-10: 0073525820; ISBN-13: 978-0073525822

c. Morrison, G.S. *Teaching in America* (5th ed.). Prentice Hall.(one copy for instructor) ISBN-10: 0205642675; ISBN-13: 978-0205642670
d. Allyn & Bacon. *The joy of teaching.* (one copy for instructor) ISBN# 0205405592
e. Tate, M. *Worksheets don't grow dendrites*. ISBN: 1-4129-2472-3.
f. Wong, H. *The effective teacher*. DVD set, http://www.harrywong.com/product/tet.htm

Recommended Supply List

Funded by local district:

1. Finger paints
2. Tempera paints
3. Scissors (class set)
4. Crayons (class set)
5. Copy paper
6. Notebook paper
7. Binders
8. File boxes
9. Construction paper
10. Washable markers (Class set)
11. Glue
12. Paint brushes
13. Bulletin board paper and holder
14. 3-prong folders w/pockets
15. Dry erase markers
16. Pocket charts

Appendix A: 21st Century Skills Standards[1]

CLS1 Flexibility and Adaptability
CLS2 Initiative and Self-Direction
CLS3 Social and Cross-Cultural Skills
CLS4 Productivity and Accountability
CLS5 Leadership and Responsibility

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

CS 1 Flexibility and Adaptability

- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

CS 2 Initiative and Self-Direction

- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels towards a professional level
- Defining, prioritizing, and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

CS 3 Social and Cross-Cultural Skills

- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

CS 4 Productivity and Accountability

- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

CS 5 Leadership and Responsibility

- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

[1] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

Appendix B: Mississippi Academic Standards

FRAMEWORKS COMPETENCIES

Math Courses

Algebra I

ALGI 1 Understand relationships between numbers and their properties and perform operations fluently.

ALGI 2 Understand, represent, and analyze patterns, relations, and functions.

ALGI 3 Understand how algebra and geometric representations interconnect and build on one another.

ALGI 4 Demonstrate and apply various formulas in problem-solving situations.

ALGI 5 Represent, analyze, and make inferences based on data with and without the use of technology.

Algebra II

ALGII 1 Understand relationships among numbers and compute fluently. Verify with technology.

ALGII 2 Use algebraic concepts to identify patterns, use multiple representations of relations and functions, and apply operations to expressions, equations, and inequalities.

ALGII 3 Use coordinate geometry to specify locations, describe relationships, and apply transformations to analyze algebraic relationships.

ALGII 4 Understand measurable attributes of objects and apply appropriate techniques and formulas to determine measurements.

ALGII 5 Use technology to represent, analyze, and make inferences based on data.

Geometry

GEO 1 Compute and determine the reasonableness of a result in mathematical and real-world situations with and without technology.

GEO 2 Understand relations, functions, and patterns. Analyze change using various geometric properties.

GEO 3 Investigate, apply, and prove properties and theorems from postulates and definitions related to angles, lines, circles, polygons, and two- and three dimensional figures. Explore applications of patterns and transformational geometry.

GEO 4 Select and apply various strategies, tools, and formulas to calculate length, surface area, volume, and angle measurements.

GEO 5 Represent, analyze, and make inferences based on data with and without the use of technology.

Trigonometry

TR 1 Represent and compare numbers in various forms, and perform operations.

TR 2 Investigate basic concepts of vectors and operations with vectors.

TR 3 Compare and produce equivalent forms of trigonometric expressions, and solve trigonometric equations.
TR 4 Use geometric modeling to analyze trigonometric relationships.
TR 5 Select and apply formulas to determine length and area.

Statistics
ST 1 Explore phenomena using probability and simulation. Compute appropriate statistical and probabilistic measures.
ST 2 Analyze one- and two-variable data using algebraic concepts and methods.
ST 3 Design an appropriate form of displaying data collected, whether in tabular or graphic form.
ST 4 Collect, read, interpret, and analyze data as it relates to the real world.
ST 5 Design a study by clarifying a question and deciding upon a method of data collection and analysis.

Survey of Mathematical Topics
MT 1 Compute, analyze, and develop a variety of skills necessary to manage personal and business finance to include aspects of employer-employee decision making and consumer credit.
MT 2 Identify and apply the practices that affect employer and employee decision making.
MT 3 Demonstrate an understanding of the impact of consumer credit.
MT 4 Collect and apply information for planning a trip.

<u>Science Courses</u>
Aquatic Science
AQ 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
AQ 2 Analyze the physical and chemical properties of water and how they affect the organisms that live in it.
AQ 3 Describe major geologic features of specific aquatic environments.
AQ 4 Describe the biodiversity and interactions among aquatic life.
AQ 5 Examine the unique properties of selected aquatic ecosystems.
AQ 6 Identify the impact of natural and human activity on aquatic ecosystems.
AQ 7 Investigate applications of modern technology in aquatic systems.

Biology I
BIOI 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
BIOI 2 Investigate the biochemical basis of life.
BIOI 3 Investigate cell structures, functions, and methods of reproduction.
BIOI 4 Investigate the transfer of energy from the sun to living systems.
BIOI 5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
BIOI 6 Investigate concepts of natural selection as they relate to diversity of life.
BIOI 7 Investigate the interdependence and interactions that occur within an ecosystem.

Biology II

BIOII 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.

BIOII 2 Investigate chemical processes of the cell that maintain life.

BIOII 3 Explore the molecular basis of heredity.

BIOII 4 Investigate the role that natural selection plays in maintaining diversity.

BIOII 5 Apply principles of classification to groups of organisms.

BIOII 6 Examine the behavior of organisms.

Botany

BO 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.

BO 2 Examine plant cell structures and functions to include the formation of specialized tissue.

BO 3 Identify plant products that impact humans.

BO 4 Compare and contrast the characteristics of different plant divisions.

BO 5 Identify the major structures of seed-bearing plants, relating them to overall plant function.

BO 6 Analyze the physical and chemical processes of plants.

BO 7 Identify the structures and processes of sexual and asexual reproduction in plants.

BO 8 Describe the ecological importance of plants.

BO 9 Apply the modern classification scheme utilized in naming plants.

BO 10 Explore the principles of plant genetics.

Chemistry I

CHI 1 Explain how the properties of matter relate to structure and changes in structure.

CHI 2 Solve numerical chemistry problems using the International System of Measurement (SI) units, mathematical expressions, and factor labeling.

CHI 3 Develop a visual conceptualization of atomic structure based on theory and knowledge of fundamental particles.

CHI 4. Analyze patterns and trends in organization of elements in the periodic table.

CHI 5 Compare the properties of compounds according to their type of bonding.

CHI 6 Write names and formulas of covalent and ionic compounds.

CHI 7 Interpret chemical change in terms of chemical reactions.

CHI 8 Explore the relationship between mass and quantity through various stoichiometric relationships.

CHI 9 Apply understanding of the interactions of matter and energy.

CHI 10 Analyze the nature and behavior of gaseous, liquid, and solid substances using Kinetic Molecular Theory.

CHI 11 Describe and explain the solution process.

CHI 12 Analyze the factors that affect equilibrium with an emphasis on visualizing its dynamic nature at the macroscopic and molecular levels.

CHI 13 Visualize and explain acid-base interactions applying concepts of chemical bonding and solutions.

Chemistry II

CHII 1 Visualize and interpret the atomic structure in terms of quantum theory.
CHII 2 Explain the variations in chemical bonding types (covalent, ionic, and metallic) in terms of the fundamental principles of electrostatic attraction and repulsion and atomic orbital overlap.
CHII 3 Explain observed physical properties of solids and liquids to their intermolecular forces.
CHII 4 Apply stoichiometric principles to reactions that occur in aqueous solution.
CHII 5 Explain the thermodynamics of chemistry, including the interconversion of one form of energy to another.
CHII 6 Link the reaction pathway (mechanism) and the rate law for simple reactions.
CHII 7 Analyze chemical equilibrium expressions and the effect of contributing factors.
CHII 8 Apply oxidation-reduction and aqueous reaction chemistry to the interconversion of chemical and electrical energy (electrochemistry).
CHII 9 Analyze nuclear changes in matter.
CHII 10 Describe the structure, reactions, and uses of selected organic compounds.

Environmental Science

ES 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
ES 2 Explain the flow of matter and energy in ecosystems.
ES 3 Describe the relationships and changes within an ecosystem.
ES 4 Investigate the major biomes of the world's ecosystems.
ES 5 Summarize the interrelationships among the resources and human activities in the local environment.
ES 6 Research various environmental topics, such as major events, careers, history, and significant contributions.

Genetics

G 1 Use critical thinking and scientific problem solving in designing and performing biological research and experimentation.
G 2 Review the structure and function of the cell as it applies to genetics.
G 3 Analyze the structure and function of DNA and RNA molecules.
G 4 Apply classical genetics principles to solving basic genetic problems.
G 5 Describe the techniques used to determine patterns of inheritance.
G 6 Discuss genetic diversity in humans.
G 7 Apply the concept of population genetics to both microbial and multicellular organisms.

Physical Science

PS 1 Demonstrate the proper use of scientific methods and investigative techniques.
PS 2 Perform measurements and mathematical calculations using metric units.

PS 3 Identify basic structure of matter.
PS 4 Investigate physical and chemical changes in matter.
PS 5 Investigate matter in motion.
PS 6 Describe sources, uses, and effects of energy.
PS 7 Discuss general properties and characteristics of waves.
PS 8 Explain the continuum of the electromagnetic spectrum.
PS 9 Recognize the interrelationships of electricity and magnetism.

Physics I

PHYI 1 Apply fundamental mathematics used in physical concepts.
PHYI 2 Investigate the kinematics of physical bodies.
PHYI 3 Investigate physical dynamics.
PHYI 4 Explore the concepts and relationships among work, power, and energy.
PHYI 5 Describe the characteristics and properties of mechanical waves.
PHYI 6 Investigate the principles related to electromagnetic radiation.
PHYI 7 Measure and calculate the properties of static and current electricity.

Physics II

PHYII 1 Investigate mechanics of physical motion (review of Physics I).
PHYII 2 Investigate the principles related to thermal energy.
PHYII 3 Investigate properties and principles of fluids.
PHYII 4 Investigate the principles and applications of magnetism.
PHYII 5 Investigate the principles of the Quantum Theory.
PHYII 6 Investigate the principles of nuclear physics.
PHYII 7 Investigate relativity.
PHYII 8 Investigate current theories of physics.

Spatial Information Science

SP 1 Demonstrate the basic concepts of global positioning systems (GPS).
SP 2 Demonstrate the basic concepts of remote sensing.
SP 3 Demonstrate the basic concepts of data and image processing.
SP 4 Demonstrate the basic concepts of geographic information systems.
SP 5 Demonstrate the proper use and care of scientific equipment.

Zoology

ZO 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
ZO 2 Review the general characteristics and phylogeny of animals.
ZO 3 Compare and contrast the anatomy and physiology of the nine major phyla of the animal kingdom with special attention to the following:
- symmetry
- digestion

- support
- germ layers
- circulation
- locomotion
- body plan
- coordination
- reproduction
- embryonic development
- excretion

ZO 4 Relate the life histories of groups of animals to the success of the groups.

ZO 5 Explain how behavior and symbiosis are related to the success of a group of animals.

Social Studies

Economics

EC 1 Identify and apply basic economic concepts.

EC 2 Explain how people organize for the production, distribution, and consumption of goods and services.

EC 3 Discuss relationships among the various economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations, etc.).

EC 4 Understand global connections, conflicts, and geographic interdependence.

EC 5 Compare and contrast how values and beliefs influence economic decisions in different societies.

EC 6 Demonstrate the ability to apply and interpret social studies tools. (e.g., time lines, maps, globes, graphs, charts, a compass, technology, primary and secondary documents, political cartoons, etc.).

U. S. History from 1877[2]

Competencies and Suggested Objective(s)

H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.

a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).
c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).

[2] *Mississippi social studies framework—U.S. History from 1877*. (2003). Retrieved February 5, 2008, from http://www.mde.k12.ms.us/Curriculum/index_1.htm

d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).

H2 Describe the impact of science and technology on the historical development of the United States in the global community.

a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
b. Examine the continuing impact of the industrial revolution on the development of our nation (e.g., mass production, computer operations, etc.).
c. Describe the effects of transportation and communication advances since 1877.

H3 Describe the relationship of people, places, and environments through time.

a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
b. Analyze how changing human, physical, or geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).

H4 Demonstrate the ability to use social studies tools (e.g., time lines, maps, globes, resources, graphs, a compass, technology, etc.).

a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
b. Analyze technological information on graphs, charts, and time lines.
c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).
d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

<u>Language Arts Courses</u>

English I–IV

ENG 1 The student will develop and apply expansive knowledge of words and word meanings to communicate.

ENG 2 The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

ENG 3 The student will produce, analyze, and evaluate effective communication.

ENG 4 The student will use Standard English grammar, mechanics, and sentence structure to communicate.

Appendix C: ACT College Readiness Standards

English

E1 Topic Development in Terms of Purpose and Focus

- Identify the basic purpose or role of a specified phrase or sentence.
- Delete a clause or sentence because it is obviously irrelevant to the essay.
- Identify the central idea or main topic of a straightforward piece of writing.
- Determine relevancy when presented with a variety of sentence-level details.
- Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal.
- Delete material primarily because it disturbs the flow and development of the paragraph.
- Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.
- Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material.
- Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation.
- Determine whether a complex essay has accomplished a specific purpose.
- Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay.

E2 Organization, Unity, and Coherence

- Use conjunctive adverbs or phrases to show time relationship in simple narrative essays (e.g., then, this time, etc).
- Select the most logical place to add a sentence in a paragraph.
- Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response).
- Decide the most logical place to add a sentence in an essay.
- Add a sentence that introduces a simple paragraph.
- Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, in addition).
- Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic.
- Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward.
- Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.
- Rearrange sentences to improve the logic and coherence of a complex paragraph.
- Add a sentence to introduce or conclude a fairly complex paragraph.
- Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay.

E3 Word Choice in Terms of Style, Tone, Clarity, and Economy

- Revise sentences to correct awkward and confusing arrangements of sentence elements.
- Revise vague nouns and pronouns that create obvious logic problems.
- Delete obviously synonymous and wordy material in a sentence.
- Revise expressions that deviate from the style of an essay.
- Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled").
- Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
- Determine the clearest and most logical conjunction to link clauses.
- Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
- Identify and correct ambiguous pronoun references.
- Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay.
- Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint").
- Correct vague and wordy or clumsy and confusing writing containing sophisticated language.
- Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.

E4 Sentence Structure and Formation

- Use conjunctions or punctuation to join simple clauses.
- Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences.
- Determine the need for punctuation and conjunctions to avoid awkward sounding sentence fragments and fused sentences.
- Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
- Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers).
- Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.
- Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
- Use sentence combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.
- Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.
- Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.

E5 Conventions of Usage

- Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives.

- Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts.
- Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead.
- Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to).
- Ensure that a verb agrees with its subject when there is some text between the two.
- Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences.
- Identify the correct past and past participle forms of irregular and infrequently used verbs, and form present-perfect verbs by using have rather than of.
- Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom.
- Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun).
- Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.
- Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb.

E6 Conventions of Punctuation

- Delete commas that create basic sense problems (e.g., between verb and direct object).
- Provide appropriate punctuation in straightforward situations (e.g., items in a series).
- Delete commas that disturb the sentence flow (e.g., between modifier and modified element).
- Use commas to set off simple parenthetical phrases.
- Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause).
- Use punctuation to set off complex parenthetical phrases.
- Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by and).
- Use apostrophes to indicate simple possessive nouns.
- Recognize inappropriate uses of colons and semicolons.
- Use commas to set off a nonessential/nonrestrictive appositive or clause.
- Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical).
- Use an apostrophe to show possession, especially with irregular plural nouns.
- Use a semicolon to indicate a relationship between closely related independent clauses.
- Use a colon to introduce an example or an elaboration.

Math

M1 Basic Operations and Applications

- Perform one-operation computation with whole numbers and decimals.
- Solve problems in one or two steps using whole numbers.
- Perform common conversions (e.g., inches to feet or hours to minutes).

- Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.
- Solve some routine two-step arithmetic problems.
- Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.
- Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).
- Solve word problems containing several rates, proportions, or percentages.
- Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings).

M2 Probability, Statistics, and Data Analysis

- Calculate the average of a list of positive whole numbers.
- Perform a single computation using information from a table or chart.
- Calculate the average of a list of numbers.
- Calculate the average, given the number of data values and the sum of the data values.
- Read tables and graphs.
- Perform computations on data from tables and graphs.
- Use the relationship between the probability of an event and the probability of its complement.
- Calculate the missing data value, given the average and all data values but one.
- Translate from one representation of data to another (e.g., a bar graph to a circle graph).
- Determine the probability of a simple event.
- Exhibit knowledge of simple counting techniques.*
- Calculate the average, given the frequency counts of all the data values.
- Manipulate data from tables and graphs.
- Compute straightforward probabilities for common situations.
- Use Venn diagrams in counting.*
- Calculate or use a weighted average.
- Interpret and use information from figures, tables, and graphs.
- Apply counting techniques.
- Compute a probability when the event and/or sample space are not given or obvious.
- Distinguish between mean, median, and mode for a list of numbers.
- Analyze and draw conclusions based on information from figures, tables, and graphs.
- Exhibit knowledge of conditional and joint probability.

M3 Numbers: Concepts and Properties

- Recognize equivalent fractions and fractions in lowest terms.
- Recognize one-digit factors of a number.
- Identify a digit's place value.
- Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor.
- Find and use the least common multiple.
- Order fractions.
- Work with numerical factors.

- Work with scientific notation.
- Work with squares and square roots of numbers.
- Work problems involving positive integer exponents.*
- Work with cubes and cube roots of numbers.*
- Determine when an expression is undefined.*
- Exhibit some knowledge of the complex numbers.†
- Apply number properties involving prime factorization.
- Apply number properties involving even/odd numbers and factors/multiples.
- Apply number properties involving positive/negative numbers.
- Apply rules of exponents.
- Multiply two complex numbers.†
- Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.
- Exhibit knowledge of logarithms and geometric sequences.
- Apply properties of complex numbers.

M4 Expressions, Equations, and Inequalities

- Exhibit knowledge of basic expressions (e.g., identify an expression for a total as b + g).
- Solve equations in the form x + a = b, where a and b are whole numbers or decimals.
- Substitute whole numbers for unknown quantities to evaluate expressions.
- Solve one-step equations having integer or decimal answers.
- Combine like terms (e.g., 2x + 5x).
- Evaluate algebraic expressions by substituting integers for unknown quantities.
- Add and subtract simple algebraic expressions.
- Solve routine first-degree equations.
- Perform straightforward word-to-symbol translations.
- Multiply two binomials.*
- Solve real-world problems using first-degree equations.
- Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions).
- Identify solutions to simple quadratic equations.
- Add, subtract, and multiply polynomials.*
- Factor simple quadratics (e.g., the difference of squares and perfect square trinomials).*
- Solve first-degree inequalities that do not require reversing the inequality sign.*
- Manipulate expressions and equations.
- Write expressions, equations, and inequalities for common algebra settings.
- Solve linear inequalities that require reversing the inequality sign.
- Solve absolute value equations.
- Solve quadratic equations.
- Find solutions to systems of linear equations.
- Write expressions that require planning and/or manipulating to accurately model a situation.
- Write equations and inequalities that require planning, manipulating, and/or solving.
- Solve simple absolute value inequalities.

M5 Graphical Representations

- Identify the location of a point with a positive coordinate on the number line.
- Locate points on the number line and in the first quadrant.
- Locate points in the coordinate plane.
- Comprehend the concept of length on the number line.*
- Exhibit knowledge of slope.*
- Identify the graph of a linear inequality on the number line.*
- Determine the slope of a line from points or equations.*
- Match linear graphs with their equations.*
- Find the midpoint of a line segment.*
- Interpret and use information from graphs in the coordinate plane.
- Match number line graphs with solution sets of linear inequalities.
- Use the distance formula.
- Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
- Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle).†
- Match number line graphs with solution sets of simple quadratic inequalities.
- Identify characteristics of graphs based on a set of conditions or on a general equation such as y = ax2 + c.
- Solve problems integrating multiple algebraic and/or geometric concepts.
- Analyze and draw conclusions based on information from graphs in the coordinate plane.

M6 Properties of Plane Figures

- Exhibit some knowledge of the angles associated with parallel lines.
- Find the measure of an angle using properties of parallel lines.
- Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°).
- Use several angle properties to find an unknown angle measure.
- Recognize Pythagorean triples.*
- Use properties of isosceles triangles.*
- Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles.
- Use the Pythagorean theorem.
- Draw conclusions based on a set of conditions.
- Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.
- Use relationships among angles, arcs, and distances in a circle.

M7 Measurement

- Estimate or calculate the length of a line segment based on other lengths given on a geometric figure.
- Compute the perimeter of polygons when all side lengths are given.
- Compute the area of rectangles when whole number dimensions are given.
- Compute the area and perimeter of triangles and rectangles in simple problems.
- Use geometric formulas when all necessary information is given.

- Compute the area of triangles and rectangles when one or more additional simple steps are required.
- Compute the area and circumference of circles after identifying necessary information.
- Compute the perimeter of simple composite geometric figures with unknown side lengths.*
- Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.
- Use scale factors to determine the magnitude of a size change.
- Compute the area of composite geometric figures when planning or visualization is required.

M8 Functions

- Evaluate quadratic functions, expressed in function notation, at integer values.
- Evaluate polynomial functions, expressed in function notation, at integer values.†
- Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths.†
- Evaluate composite functions at integer values.†
- Apply basic trigonometric ratios to solve right-triangle problems.†
- Write an expression for the composite of two simple functions.†
- Use trigonometric concepts and basic identities to solve problems.†
- Exhibit knowledge of unit circle trigonometry.†
- Match graphs of basic trigonometric functions with their equations.

Notes

- Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.
- Standards followed by an asterisk (*) apply to the PLAN and ACT Mathematics Tests only.
- Standards followed by a dagger (†) apply to the ACT Mathematics Test only.

Reading

R1 Main Ideas and Author's Approach

- Recognize a clear intent of an author or narrator in uncomplicated literary narratives.
- Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages.
- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages.
- Summarize basic events and ideas in more challenging passages.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages.
- Infer the main idea or purpose of more challenging passages or their paragraphs.
- Summarize events and ideas in virtually any passage.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage.

- Identify clear main ideas or purposes of complex passages or their paragraphs.

R2 Supporting Details

- Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- Locate simple details at the sentence and paragraph level in uncomplicated passages.
- Recognize a clear function of a part of an uncomplicated passage.
- Locate important details in uncomplicated passages.
- Make simple inferences about how details are used in passages.
- Locate important details in more challenging passages.
- Locate and interpret minor or subtly stated details in uncomplicated passages.
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.
- Locate and interpret minor or subtly stated details in more challenging passages.
- Use details from different sections of some complex informational passages to support a specific point or argument.
- Locate and interpret details in complex passages.
- Understand the function of a part of a passage when the function is subtle or complex.

R3 Sequential, Comparative, and Cause-Effect Relationships

- Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages.
- Recognize clear cause-effect relationships described within a single sentence in a passage.
- Identify relationships between main characters in uncomplicated literary narratives.
- Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives.
- Order simple sequences of events in uncomplicated literary narratives.
- Identify clear relationships between people, ideas, and so on in uncomplicated passages.
- Identify clear cause-effect relationships in uncomplicated passages.
- Order sequences of events in uncomplicated passages.
- Understand relationships between people, ideas, and so on in uncomplicated passages.
- Identify clear relationships between characters, ideas, and so on in more challenging literary narratives.
- Understand implied or subtly stated cause-effect relationships in uncomplicated passages.
- Identify clear cause-effect relationships in more challenging passages.
- Order sequences of events in more challenging passages.
- Understand the dynamics between people, ideas, and so on in more challenging passages.
- Understand implied or subtly stated cause-effect relationships in more challenging passages.
- Order sequences of events in complex passages.
- Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.
- Understand implied, subtle, or complex cause-effect relationships in virtually any passage.

R5 Meaning of Words

- Understand the implication of a familiar word or phrase and of simple descriptive language.
- Use context to understand basic figurative language.

- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages.
- Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.
- Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.
- Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.

R6 Generalizations and Conclusions

- Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.
- Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages.
- Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages.
- Draw simple generalizations and conclusions using details that support the main points of more challenging passages.
- Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives.
- Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.
- Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.
- Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage.
- Understand and generalize about portions of a complex literary narrative.

Science

S1 Interpretation of Data

- Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram).
- Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels).
- Select two or more pieces of data from a simple data presentation.
- Understand basic scientific terminology.
- Find basic information in a brief body of text.
- Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.
- Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram).
- Compare or combine data from a simple data presentation (e.g., order or sum data from a table).
- Translate information into a table, graph, or diagram.

- Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table).
- Compare or combine data from a complex data presentation.
- Interpolate between data points in a table or graph.
- Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- Identify and/or use a simple (e.g., linear) mathematical relationship between data.
- Analyze given information when presented with new, simple information.
- Compare or combine data from a simple data presentation with data from a complex data presentation.
- Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data.
- Extrapolate from data points in a table or graph.
- Compare or combine data from two or more complex data presentations.
- Analyze given information when presented with new, complex information.

S2 Scientific Investigation

- Understand the methods and tools used in a simple experiment.
- Understand the methods and tools used in a moderately complex experiment.
- Understand a simple experimental design.
- Identify a control in an experiment.
- Identify similarities and differences between experiments.
- Understand the methods and tools used in a complex experiment.
- Understand a complex experimental design.
- Predict the results of an additional trial or measurement in an experiment.
- Determine the experimental conditions that would produce specified results.
- Determine the hypothesis for an experiment.
- Identify an alternate method for testing a hypothesis.
- Understand precision and accuracy issues.
- Predict how modifying the design or methods of an experiment will affect results.
- Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results.

S3 Evaluation of Models, Inferences, and Experimental Results

- Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.
- Identify key issues or assumptions in a model.
- Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why.
- Identify strengths and weaknesses in one or more models.
- Identify similarities and differences between models.
- Determine which model(s) is(are) supported or weakened by new information.
- Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion.

- Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model.
- Determine whether new information supports or weakens a model and why.
- Use new information to make a prediction based on a model.
- Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a complex hypothesis or conclusion, and why.

Writing

W1 Expressing Judgments

- Show a little understanding of the persuasive purpose of the task, but neglect to take or to maintain a position on the issue in the prompt.
- Show limited recognition of the complexity of the issue in the prompt.
- Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but not maintaining that position.
- Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position.
- Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt.
- Show some recognition of the complexity of the issue in the prompt by:
    - acknowledging counterarguments to the writer's position and
    - providing some response to counterarguments to the writer's position.
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion.
- Show recognition of the complexity of the issue in the prompt by:
    - partially evaluating implications and/or complications of the issue, and/or
    - posing and partially responding to counterarguments to the writer's position.
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion.
- Show understanding of the complexity of the issue in the prompt by:
    - examining different perspectives; and/or
    - evaluating implications or complications of the issue; and/or
    - posing and fully discussing counter-arguments to the writer's position.

W2 Focusing on the Topic

- Maintain a focus on the general topic in the prompt through most of the essay.
- Maintain a focus on the general topic in the prompt throughout the essay.
- Maintain a focus on the general topic in the prompt throughout the essay, and attempt a focus on the specific issue in the prompt.
- Present a thesis that establishes focus on the topic.
- Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a thesis that establishes a focus on the writer's position on the issue.
- Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay.

- Present a critical thesis that clearly establishes the focus on the writer's position on the issue.

W3 Developing a Position

- Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas.
- Show little or no movement between general and specific ideas and examples.
- Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas.
- Show little movement between general and specific ideas and examples.
- Develop ideas by using some specific reasons, details, and examples.
- Show some movement between general and specific ideas and examples.
- Develop most ideas fully, using some specific and relevant reasons, details, and examples.
- Show clear movement between general and specific ideas and examples.
- Develop several ideas fully, using specific and relevant reasons, details, and examples.
- Show effective movement between general and specific ideas and examples.

W4 Organizing Ideas

- Provide a discernible organization with some logical grouping of ideas in parts of the essay.
- Use a few simple and obvious transitions.
- Present a discernible, though minimally developed, introduction and conclusion.
- Provide a simple organization with logical grouping of ideas in parts of the essay.
- Use some simple and obvious transitional words, though they may at times be inappropriate or misleading.
- Present a discernible, though underdeveloped, introduction and conclusion.
- Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas.
- Use some simple and obvious, but appropriate, transitional words and phrases.
- Present a discernible introduction and conclusion with a little development.
- Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas.
- Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas.
- Present a somewhat developed introduction and conclusion.
- Provide unity and coherence throughout the essay, often with a logical progression of ideas.
- Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas.
- Present a well-developed introduction and conclusion.

W5 Using Language

- Show limited control of language by doing the following:
    - correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding
    - using simple vocabulary
    - using simple sentence structure
    - correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding

- using simple but appropriate vocabulary
- using a little sentence variety, though most sentences are simple in structure
- correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding
- using appropriate vocabulary
- using some varied kinds of sentence structures to vary pace
- correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding
- using some precise and varied vocabulary
- using several kinds of sentence structures to vary pace and to support meaning
- correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- using precise and varied vocabulary
- using a variety of kinds of sentence structures to vary pace and to support meaning

Appendix D: National Industry Standards

National Board Professional Teaching Standards

NBPTS 1: Teachers are Committed to Students and Learning

1.1 NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
1.2 They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
1.3 NBCTs understand how students develop and learn.
1.4 They respect the cultural and family differences students bring to their classroom.
1.5 They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
1.6 NBCTs are also concerned with the development of character and civic responsibility.

NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

2.1 NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
2.2 They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
2.3 They are able to use diverse instructional strategies to teach for understanding.

NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.

3.1 NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
3.2 They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
3.4 NBCTs know how to assess the progress of individual students as well as the class as a whole.
3.5 They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.

4.1 NBCTs model what it means to be an educated person – they read, they question, they create, and they are willing to try new things.
4.2 They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
4.3 They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

NBPTS 5: Teachers are Members of Learning Communities.

5.1 NBCTs collaborate with others to improve student learning.
5.2 They are leaders and actively know how to seek and build partnerships with community groups and businesses.
5.3 They work with other professionals on instructional policy, curriculum development and staff development.

5.4 They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
5.5 They know how to work collaboratively with parents to engage them productively in the work of the school.

PRAXIS Standards

P1 Students as Learners

- Student Development and the Learning Process
- Students as Diverse Learners
- Student Motivation and the Learning Environment

P2 Instruction and Assessment

- Instruction and Assessment
- Planning Instruction
- Assessment Strategies

P3 Teacher Professionalism

- The Reflective Practitioner
- The Larger Community

P4 Communication Techniques

- Basic, effective verbal and nonverbal communication techniques
- Effect of cultural and gender differences on communications in the classroom
- Types of communication and interactions that can stimulate discussion in different ways for particular purposes.

Appendix E: National Educational Technology Standards for Students[3]

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

T2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. develop cultural understanding and global awareness by engaging with learners of other cultures.
d. contribute to project teams to produce original works or solve problems.

T3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

T4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.

[3] International Society for Technology in Education. (2000). *National educational technology standards for students (NETS).* Retrieved February 27, 2008, from http://www.iste.org/

b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

T5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

T6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

Appendix F: Glossary

Unit 1 – Orientation and Safety

Artifact: a material that is used from a relationship of something in the past

Associate degree: an earned education certificate track after an individual has successfully completed the necessary course requirements for a particular field at a community college

Bachelor's degree: an earned education track after an individual has successfully completed the necessary course requirements for a particular field at a university or 4-year college

Career: the occupation or occupational field a person works in over a lifetime

Certified teacher: an individual who has obtained all the necessary educational requirements and licensures to teach or instruct in a certain grade level or subject area

Compression: the act of pushing on the chest during cardiopulmonary resuscitation

Cover letter: a document that accompanies a résumé or other materials in search for employment used to introduce a person and highlight his or her qualification for a specific job

CPR: an emergency procedure for providing an individual with help by manually stimulating the heart and lung function through rescue breaths and compressions

Die-cut machine: a piece of equipment used to cut and design objects for classroom displays, bulletin boards, and more.

Diverse: different in ethnic background, learning ability, and/or learning style

Document camera: a form of technology that is used like an overhead projector but is connected to a desktop computer

Future Educators Association (FEA): a student organization for students interested in becoming teachers.

Institution of Higher Learning (IHL): a university or college setting in which an individual is pursuing an associate, bachelor's, master's, or terminal degree.

Job shadowing: mimicking or imitating a specific person in a job or area in which an individual is interested. The individual may perform daily tasks, activities, or other assignments related to the shadow's field.

KWL: a chart that displays what an individual knows, wants to know, and has learned after a concept or topic has been introduced

Laminator: a machine that produces heat to add a plastic covering or seal to items to make them long-lasting and durable

Learning pace: the rate at which an individual obtains information being delivered to him or her

Learning style: the way cognitively, physically, or mentally that an individual learns, understands, and interprets information

Master's degree: an earned education track after an individual has successfully completed the necessary course requirements for a bachelor's degree in a particular field at a university or 4-year college. This degree usually takes 1 to 2 years to complete.

Paraprofessional: an individual who assists in an assigned field without the qualifications of a professional

Postsecondary: education taking place following graduation from a high school

Procedure: a systematic approach or step-by-step way to carry out a lesson or procedural task

Portfolio and electronic portfolio: a collection of work samples and artifacts used for performance-based assessment or archives of a person's work

Résumé: a formal list of accomplished goals, such as an individual's education, awards, and job experience, for the purpose of obtaining a specific task, such as a job, school entry, and so forth

Rubric: a scoring device for critiquing a specific type of work, typically using a categorical criterion

Self-directed learning: a style of learning in which the student takes the responsibility or initiative for his or her learning

Student teaching: a form of learning the craft of teaching by being supervised by a proficient teacher

Teaching license: a certification that an individual is capable to teach and has met the requirements for instructing in a specialized area

Technology: electronic tools, techniques, crafts, systems or methods of organization

Terminal degree-doctoral: the highest level of education that can be obtained after a bachelor's or master's degree, usually takes 3–4 years to complete

Whiteboard: a tool specialized for writing and delivering lessons as a form of display

Unit 2 – History and Trends in American Education

Apprentice: a person who learns a skill or trade by watching and working under a professional in that trade

Brown v. Board of Education: 1954 Supreme Court case that ruled the racial segregation of schools violated the U.S. Constitution because segregated schools were unequal

Career and Technical Education: courses of study that prepare students for careers in a specific trade or industry

Charter school: a public school that operates under a charter that allows it to be free from many of the regulations that apply to traditional public schools

Common school: a school available to children from all levels of society

Dame school: a school run by women out of the homes, usually paid for by the parents of the students who attend

Dewey, John: a leading voice during the Progressive movement who promoted a link between learning and experience through real-life applications; examples include project-based learning and problem solving or critical thinking skills

Educational reform: changes made in the educational systems that were designed to filter through to society to make America a better and safer place

Headstart: program designed for low-income preschool children to help them develop skills needed to be successful in kindergarten and beyond

Homeschooling: an alternate form of education provided to students by parents at home generally due to dissatisfaction with public school options or to individualize instruction for students

Hornbook: a flat board with a paper containing the alphabet, Roman numerals, and a prayer posted on it used during the colonial period. A clear flat piece of animal horn covered the paper to protect it.

Magnet school: a school designed to specialize in a specific subject or talent usually serving students throughout a school district

Mann, Horace: first secretary of the State Board of Education in Massachusetts. He established common schools to provide free public education to all students and normal schools for teacher training. He also was an advocate for free public libraries and using state taxes to pay for education.

McGuffey Reader: the first widely used textbook published during the Common School Period. Textbooks were written to incorporate moral lessons into science, grammar, and mathematics, among other subjects

Mission statement: the official statement of purpose and goals of a school, usually posted in each classroom

Montessori Method: teaching principles developed by Maria Montessori that emphasize learning through sensory experiences

No Child Left Behind: a federal law that created increased accountability and more options for parents when choosing schools for their children. It also created an increased focus on reading.

Normal school: a school that prepares men and women with the necessary skills to teach

One-room schoolhouse: a one-room building in which students of all ages and grade levels are taught by one teacher

P. L. 94-142: the first law to clearly define the rights of disabled children to free, appropriate public education (FAPE). It mandated an individualized education program (IEP) for every student with a disability.

Primer: the first level of textbooks used to teach the basics of a subject, such as the alphabet; examples include the New England Primer and the McGuffey Readers.

Progressive: a member of a reform group who believes education should be more individualized and teach students skills that would improve society

School board: generally a group of elected or appointed people who set the policies for a school district and make decisions about how schools within the district should operate, otherwise, known as the governing body of a school district

Service learning: volunteer work that allows students to make connections with classroom learning while meeting needs in the community.

Superintendent: generally an elected official who acts as the liaison between the school board and the individual schools within a school district; enforces or carries out school board policies with the schools.

Trend: related changes that have taken place in education over time due to changes in society

Washington, Booker T.: a prominent African American leader in educational reform during the American Progressive Period.

Unit 3 – Human Growth and Development

Cognition: all of the actions or processes involving thought and knowledge

Cognitive development: the way people change and improve in their ability to think and learn throughout life

Development: the gradual increase in skills and abilities that occurs over a lifetime

Developmental theory: a comprehensive explanation, based on research, about why people act and behave the way they do and how they change over time

Emotional development: development that involves a person's feelings and emotions

Erikson: (1903-1994) theorist who developed a model, “Stages of Psychosocial Development,” with eight stages regarding an individual’s emotional and social growth from infancy to old age

Fine motor skill: a skill or ability that requires the use of small muscles, such as coloring or writing

Gross motor skill: a skills or ability that requires the use of large muscles, such as running or jumping

Growth: physical changes in size, such as gains in height and weight

Hand-eye coordination: the ability to move the hands precisely to coordinate with what the eyes see

Kohlberg: (1927-1987) theorist who developed “Theory of Moral Reasoning,” a model that identifies three levels of development about stages of the reasoning process people use in deciding what is right or wrong

Maslow: (1908-1970) psychologist who formulated a model of a hierarchy of needs that suggest people are motivated by basic needs for survival and safety before higher needs

Physical development: bodily changes in a growing individual, such as changes in bone thickness, size, weight, vision, and coordination

Piaget: (1896-1980) Swiss biologist and epistemologist who developed “A Theory of Cognitive Development,” which rates humans’ progress through four intellectual or cognitive developmental stages (Sensorimotor, Preoperational, Concrete, and Formal)

Puberty: the physical transformation from a child to an adult capable of reproduction

Self-concept: a person’s own assessment of himself or herself based on an evaluation of personal abilities, successes, failures, and comments from other people

Sequence: a consistent step-by-step pattern that in which the steps follow one after the other, as in development

Social development: development that includes learning to relate to others

Unit 4 – Communication Skills I

Active listening: asking questions and restating ideas to discover the true message of the sender by giving verbal feedback

Aggressive: acting in a hostile fashion; communicating in a way that hurts others or puts other people down in a disrespectful way

Assertive: self-confident; able to express thoughts, ideas, and feelings in respectful ways

Body language: using movement, gestures, and expressions to communicate

Brainstorming: recording ideas or suggestions about a given topic; often used in the prewriting stage of the writing process

Drafting: writing ideas in a rough, unpolished form

Editing: correcting or proofreading written work for meaning and appropriate language mechanics; a step in the writing process before a work is published

Ethics: conduct based on moral principles

Facilitator: a person who creates situations that help students learn by developing activities that actively involve students in learning, rather than just presenting information

Listening: the act of hearing attentively and receiving information expressed through spoken words

Nonverbal: communicating without words; using techniques such as eye contact, body language, gestures, and physical closeness

Passive: accepting without resistance or complaint; avoidance of expressing feelings, thoughts, or desires in order to avoid conflict

Plagiarism: using the original work or ideas of someone else without giving that person credit

Publishing: preparing written work to be shared with others; the last stage of the writing process

Revising: making content changes in a text in order to make the meaning clearer or the writing more effective and powerful

Technology communication: use of tools such as e-mail, blogs, and the Internet to exchange ideas and information

Verbal: communication that uses spoken words

Visual representation: sharing information using words, pictures, and symbols that can be seen

Writing process: the stages of writing, including prewriting, drafting, revising, editing, and publishing

Unit 5 – Learning Environment

Classroom climate: the atmosphere of a classroom created by the interactions of the individuals

Classroom community: the emotional environment created by the teacher in which students communicate and bond as learners and individuals

Classroom management: the steps and actions taken by the teacher to optimize student learning, including the arrangement of the classroom environment, engaging students, and managing student behavior and discipline

Consequence: the action resulting in one's own choice, usually considered a punishment as a result from disregarding a rule

Extrinsic motivation: the motivation to learn something to gain something else

Intrinsic motivation: self-motivation to learn for one's own sake

Learning center: an area designated within the classroom for students to direct their own learning through engaging activities

Procedure: a collection of step-by-step actions within the daily routine used to accomplish tasks

Routine: the day-to-day schedule and procedures used to promote consistency in the classroom environment

Rule: a guideline to be followed within the classroom setting to promote student learning; often the disregard of rules results in consequences.

Transition: the smooth method in which a teacher moves student learning from one activity to another or from one part of a lesson to another part of the lesson

Unit 6 – The Effective Teacher

Collaboration/cooperative learning: working together in small groups to solve problems and help others to learn content

Demonstration: a teaching tool used to explain a process using many examples

Discussion: a teaching tool in which a teacher encourages students to share thoughts and ideas about a topic

Ethics: conduct that is disciplined and considered a moral duty

Evaluator: a teacher who monitors student progress by using observation and other assessment methods

Facilitator: a teacher who acts as a guide to help students learn

Instructional strategy: a method or technique used to achieve and promote learning

Lecture: an oral presentation of information to an audience

Professionalism: the act of demonstrating conduct and qualities that characterize well-qualified person

Professional development: support activities that help educators develop and improve professional knowledge and skills

Questioning: a strategy used to encourage many levels of thought

Role model: a person whose behavior is imitated by others; a person whose actions are positive examples to others.

Student-centered: a teaching method in which the teacher is the facilitator as the students direct their own learning

Teacher-centered: a teaching method in which the teacher presents information and directs the learning process

Time on task: the amount of time a student is engaged in a learning process

Wait time: the 3—5 seconds a teacher should wait for an answer after asking a question

Unit 7 – Planning Instruction I

Anticipatory set: the "hook" or attention grabber at the beginning of the lesson that immediately involves the learner

Assessment: methods used to determine student progress before, during, and after instruction

Bloom's Taxonomy: a hierarchy that describes six levels of learning from the lowest to the highest (knowledge, comprehension, application, analysis, synthesis, evaluation); teachers use these behavioral terms when planning instruction.

Closure: the "wrap-up" that serves as a summary of the lesson

Competency: a statement of what students should know and be able to do in a given subject area

Curriculum: courses offered or taught in a school and what is to be taught within each course; a document that includes standards, competencies, objectives, teaching strategies, and assessments for a given subject area

Developmentally appropriate practice: an instructional strategy or activity that is suitable for a student's level of development

Guided practice: a teaching method in which students practice and apply skills while receiving feedback from the teacher

Independent practice: a teaching method in which students practice and apply skills on their own

Lesson plan: a detailed outline for instruction that includes objective, procedures, materials, and assessment

Materials: a list of items, including equipment, that will be used during a lesson

Objective: expectation statement for student learning that is stated in behavioral terms

Pacing: managing the rate at which a teacher moves through a lesson

Procedure: the sequence of what will take place throughout the lesson

Standard/goal: a criterion that explains what teachers are required to teach and what students are required to learn

Teach the lesson: a teaching method in which the teacher presents the lesson using instructional materials while conducting instructional strategies and/or activities

Webb's Depth of Knowledge (DOK): a hierarchy of four levels based on complexity of concepts, sophistication of activities, and prior opportunities for learning; teachers use these behavioral terms when planning instruction.

Unit 8 – Assessing Teaching and Learning I

Authentic: a type of assessment in which students perform a real-world task by applying learned skills, such as taking a driver's test, building a model, designing a floor plan, or implementing a lesson plan

Formal: a form of assessment used to measure overall achievement; usually a standardized test that measures students' performance under the same circumstances. Results can be broken into subgroups to compare.

Formative assessment: a form of assessment used throughout student learning to provide feedback on student understanding; used as a guide to direct the instruction

Informal: a form of assessment that focuses on the content and performance of the students; usually a project, writing sample, quiz, or homework

Median: the middle number in a group of numbers arranged in numerical order

Standardized test: a test given to a broad range of students and scored in a uniform manner to measure student achievement compared to a large population of students; may be criterion-referenced or norm-referenced

Mean: the average of a set of numbers

Mode: the number that most often appears in a set of numbers

Performance-based assessment: a type of assessment used to measure a student's ability to perform certain learning tasks by applying skills, knowledge, and work habits; measures how well a student can apply knowledge to performance

Summative assessment: a type of assessment used at the end of instruction to evaluate student learning

Unit 9 – Orientation and Safety

Distance learning: a learning environment in which the teacher and student are not in the same location

Family Educational Rights and Privacy Act (FERPA): a Federal law that protects the privacy of student education records; gives parents rights concerning their children's educational records; rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level

Online learning: a common form of distance learning in which teaching and learning takes place through the internet

Plagiarism: using someone else's original words or ideas without giving him or her credit

Web Quest: a project in which students use preselected Web sites to learn information about a certain topic

Unit 10 – Communication Skills II

Gender sensitivity: recognizing and respecting the differences and viewpoints in people based on whether they are male or female

Graphic organizer: a diagram, chart, or graph used to organize information in a meaningful manner

Literacy: the ability to read and write

Media communication: tools including television, newspapers, and radio that are used to share news and ideas

Reflection: thinking deeply about a given subject and then recording personal thoughts, feelings, or ideas about the subject

Unit 11 – Appreciating Diverse Learners

Accommodation: a modification to the teaching environment, learning strategies, or materials that is made to help students with particular special needs succeed in the classroom

Attention Deficit Disorder (ADD): a learning disability characterized by difficulty in concentrating on learning

Auditory learner: a person who learns best by hearing or listening to information

Autism: a disorder characterized by significantly impaired communication, learning, and reciprocal social interactions

Behaviorism: a theory based on the belief that an individual's behavior is determined by forces in the environment that are beyond his or her control

Bias: prejudice; an opinion formed without adequate basis

Cognition: a process involving thought and knowledge

Cognitive development: the way people change and improve in their ability to think and learn throughout life

Concrete operational: ages 7 to 11 identified in Piaget's Cognitive Theory based on logical thinking

Concrete thinking: thinking that focuses on actual experiences

Culture: behavior patterns, beliefs, and other products of a particular group of people that are passed on from generation to generation

Diversity: ethnic variety, as well as socioeconomic and gender variety, in a group, society, or institution; social inclusiveness.

Developmental delay: a noticeable lag in a particular aspect of development
Erickson: psychologist focused on the development of personality; developed the model of psychosocial development (eight stages from birth through old age), which he believed was central to the development of an individual's emotional and social growth

Ethnicity: a shared pattern of characteristics, such as cultural heritage, nationality, race, religion, and language

Exceptional learner: a student who is gifted, talented, or have special needs

Formal operational: ages 12 and up, identified in Piaget's Cognitive Theory based on logical thinking

Gifted and talented: exceptional learners who demonstrate high intelligence, high creativity, high achievement, or special talents

Inclusion: the act of placing students with special needs into a regular class, using modified assignments, so they will benefit from the class experience

Individualized education plan: a written educational plan developed for a specific student with disabilities

Individuals with Disabilities Education Act (IDEA): a 1990 federal act providing free, appropriate education to disabled youth between 3 and 21 years of age; replaced the earlier Education for all Handicapped Act, (Public Law 94-142)

Kinesthetic-tactile learner: a person who learns best by performing hands-on or physical activities

Kholberg: psychologist who believed the reasoning process people use to decide what is right and wrong evolves through three levels of development

Learning diversity: differences in learning; based on abilities, interests, or experiences

Learning style: a preferred method of absorbing and processing information

Mainstreaming: placing students with special needs, who show the ability to keep up with the curriculum, in a regular class

Mental retardation: significant limitations in cognitive abilities

Minority: a group of people that shares certain characteristics and is smaller in number than the majority of a population

Multicultural education: education that values diversity and includes the perspectives of a variety of cultural groups on a regular basis

Multiple Intelligences: Howard Gardner's theory that individuals have a broad range of types of intelligence, each to a different degree

Neural connections: links between brain cells; can be strengthened through activities that repeatedly stimulate the brain

Orthopedic impairments: physically disabling conditions that affect fine motor and motor functions

Pavlov: a psychologist who identified the theory of classical conditioning, a the theory that behaviors can be associated with responses

Piaget: a psychologist who believed children learn through actively interacting with their environments; proposed that a child's thinking progresses through a sequence of four cognitive stages

Prejudice: an unjustified negative attitude toward an individual because of the individual's membership in a group

Preoperational stage: ages 2 to 7, identified in Piaget's Cognitive Theory based on logical thinking

Pull-out programs: programs that allow students to leave the regular classroom for certain periods of the day for additional instruction to meet particular needs

Related services: developmental, corrective, and/or other supportive services that may be required to assist a child with a disability, such as transportation

Self-contained classroom: an arrangement in which the same teacher and a group of students remain in one classroom for most of the day, with one teacher teaching most or all subjects

Sensorimotor: ages birth to age 2, identified in Piaget's Cognitive Theory based on logical thinking

Serious emotional disturbance: social and/or emotional maladjustment that significantly reduces the ability to learn

Skinner: a psychologist who identified the principal of operant conditioning as a tendency to repeat behaviors that have a positive result or are reinforced

Special education: an educational setting that provides adapted programs; extra staff; and specialized equipment, learning environments, or materials to help

Special needs: a broad range of physical, mental, social, and behavioral challenges that impact learning

Stereotyping: the process of attributing behavioral characteristics to all members of a group.

Visual learner: a person who learns best if information is presented in a way he or she can see

Visual motor coordination: the act of coordinating body movements to what is seen

Unit 12 – Subject Area Knowledge

Benchmark: the criterion or standard to which each student will perform and be evaluated

Competency: the essential skill, knowledge, attitude, and behavior required for effective performance of a real-world task or activity

Content standards: what students should know and be able to do

Core standards: a consistent set of skills and knowledge to equip students to be successful

Curriculum: the planned and unplanned school experiences that enhance the education and growth of students; includes competencies, objectives, blueprints, suggested guidelines or timelines, and so forth

Curriculum alignment: the process of ensuring that the content of curricula and textbooks reflects desired learning outcomes or academic standards for students

Educational standards: the knowledge and skills students should possess at critical points in their educational career; the minimum competencies that young people should acquire by a particular grade

Integrated learning: a process that connects skills and knowledge from multiple sources and experiences; the acts of applying skills and practices in various settings, utilizing diverse points of view, and understanding issues and positions contextually

National standards: standards that serve as a basis of educational reform as educators and policy makers respond to the call for a clear definition of desired outcomes of schooling and a way to measure student success in terms of these outcomes

Objective: a precise, delineated goal for what a teacher wants his or her students to be able to accomplish after the lesson is completed

Standards-based: a type of curricula, teaching, and assessment that focuses on rigorous academic standards

Unit 13 – Observation and Field Experience

Commitment: a pledge or promise to do something

Confidentiality: the practice of keeping information private

Cooperation: positive interaction among people

Integrity: characteristics and behavior that reflect sound moral reasoning, honesty, and sincerity

Punctuality: the practice of arriving at a destination early or on time as scheduled; promptness

Supervising teacher: a certified teacher who allows teacher-education students to observe and assist with students while under supervision

Unit 14 – Planning Instruction II

Alignment: the relationship between the required competencies to be taught and the instruction that is planned; the flow of a lesson plan where the assessment matches the objective

Enrichment: extended work given to students who have mastered basic class material to enhance their learning

National standards: educational goals that have been developed by teacher organizations for various subject areas

Reflection: thinking about one's teaching practices with the goal of professional growth

Remediation: reteaching students the concepts or skills that they have not yet mastered

Revision: making changes in instruction as the lesson progresses and students do or do not grasp the material

State standards: educational goals that are patterned after national standards but written specifically for a state's school districts

**Review vocabulary from Unit 6 Planning Instruction I **

Unit 15 – Assessing Teaching and Learning II

Alternative assessment: approaches that assess students' ability to complete real-life tasks rather than merely regurgitate facts

Checklist: a simple list of items to be noted, checked, or remembered when evaluating learning

Criteria: a set of standards by which learning is judged that are developed by analyzing the learning outcomes and identifying the specific characteristics that contributes to the overall assignment

Criterion-referenced test: a standardized test in which the student's performance is compared with established criteria

Mastery learning: an approach to instruction based on the assumptions that (1) virtually all students can learn material if given enough time and taught appropriately and (2) learning is enhanced if students can progress in small, sequenced steps

Multiple measures: multiple indicators and sources of evidence of student learning, gathered at multiple points in time, within and across subject areas

Rubric: a scoring tool that lists the criteria for judging a particular type of work; describes levels of quality for each of the criteria and is often organized as a chart, with the criteria on the left, followed by columns that describe different levels of quality for each characteristic

Self- assessment: the process of measuring one's growth in regard to the knowledge, skills, and attitudes possessed by professional teachers

Student portfolio: a collection of a student's work selected to show growth over time, to highlight skills and achievements, or to show how well the student meets standards

Teacher observation: form of ongoing assessment to adjust instruction according to cues of boredom, frustration, excitement, motivation, and so forth

Unit 16 – Professional Learning

Articulate: to express thoughts into words

Continuing education unit (CEU): a measure used in continuing education programs, particularly those required in a licensed profession in order for the professional to maintain the license

Grant: money that is given for a specific purpose, such as educational expenses, that does not have to be repaid

Interstate New Teachers Assessment and Support Consortium (INTASC): a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. Created in 1987, INTASC's primary constituency are state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

National Board Teacher Certification: attests that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students, and acts effectively on those judgments; allows teachers to gauge their skills and knowledge against objective, peer-developed standards of advanced practice. Offered on a voluntary basis, National Board certification complements, but does not replace, state licensing.

Practicum: a short field-based experience during which teacher-education students spend time observing and assisting in classrooms.

Professional development: professional organizations, seminars and conferences, advanced degrees, or other activities meant to improve one's professional knowledge and skills

Professional organization: a body of people engaged in the same profession, formed usually to control entry into the profession, maintain standards, and represent the profession in discussions with other bodies

Student teaching: a period during which a teacher-education student practices and acquires teaching skill under the supervision of an experienced teacher.