

Teaching Practicum Overview

Content Area: **Family/Consumer Science**
Course(s): **TEACHING PRACTICUM**
Time Period:
Length: **180 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

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Course Adoption: 11/21/2013

Curriculum Adoption: 11/21/2013

Date of Last Revision Adoption: 9/1/2017

Course Overview

COURSE DESCRIPTION

Teaching Practicum is a course based on a nationally recognized curriculum-based program with implementation in 34 states across the nation. This course is the study of the history development, organization and practices of preschool, elementary and secondary education. There are three major focus sections in the course; experiencing the learner, experiencing the classroom and experiencing the profession.

Students will attend a class that consists of discovery discussion, simulation, debate, observations role-playing and problem-solving, decision-making and field experience. Field observations will allow students to collect data on the school environment, the students, the teachers and the student/teacher interactions. Students will learn about the various personnel in the education system and their responsibilities. (Principal, curriculum coordinator, school board member, school counselor, special-education teacher, speech therapist, etc.) Students will learn about the many career possibilities in the field of education. ***Students who enroll in this course may be eligible to receive three college credits from Rider University or Fairleigh Dickinson University upon successful completion of the course. ***

According to the New Jersey Core Curriculum Content Standards for Career Education and Consumer, Family, and Life Skills, adopted in 2014, “All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.”

The Teaching Practicum Program is a rigorous, elective offered at the eleventh and/or twelfth grade level. This course curriculum is designed to introduce students to the field of education. Curriculum will provide the opportunity to discover, through research and practice, issues in education, teaching methodologies, and classroom experiences. Content will be met by observations and a field experience internship in order for students to determine their interest in seeking a career in education or becoming a civic leader.

Classes will consist of lecture, discovery, discussion, role-playing, problem solving, decision-making, simulation, debate, and observation activities in order to expose and educate students about different methods of teaching. Self-awareness and group activities, guest speakers from the field of education and technology, and student interactivity allow students to investigate, ask questions, and find answers concerning education. Writing assignments in the form of essays, reports, and journals, news article summaries, and reflective writing will encourage students to examine their perceptions and form opinions concerning subjects introduced. Students will be required to participate in field experiences in classrooms within the local school district and create a professional portfolio.

Individual portfolios, group activities, and authentic products such as educational manipulatives, writing assignments, and creative assessments will be used to determine the comprehension and application of curriculum content. Individual class participation will also be a required as a component of the course.

By the end of this course, students will be able to know themselves better as individuals, learners, and community members. Students will develop a greater understanding of the history of education in our state and nation; understand and demonstrate what is involved in becoming a teacher; and conclude what role they will play in the future of education as a teacher, parent, or civic leader.

COURSE SCOPE AND SEQUENCE

Sequential Unit Description	Associated CPI's to be Achieved	Other Pacing Guide References	Assessments
Course Introduction / Overview	8.1: (D, R)	3 Days	Ongoing Activities / Assessment

1. Explain the course mission, purpose, and requirements.	8.2: (I, D)	Suggested Handouts:
	RI 11-12.1 (R)	Student chart:
2. Discuss the philosophy of Tomorrow's Teachers Program.	RI 11-12.4). (R)	Log – Report on previous week's activities.
3. List the roles and responsibilities of a Teacher Cadet.	RI.11-12.7 (R)	Quote – Educational inspired quote.
	W 11-12.4 (D, R)	Article – Related to classroom content
Ongoing Activities and Contract Hours	W 11-12.5 (D)	
Suggested Handouts:	W 11-12.6 (R)	
• Student chart: Log – Report on previous week's activities.	SL.11-12.1 (D, R)	
Quote – Educational inspired quote.	SL.11-12.1a. (D, R)	
Article – Related to classroom content	SL.11-12.1b (D, R)	
	SL.11-12.1c (D, R)	
Theme 1: Experiencing Learning / Unit 1: Awareness and Reflection	8.1: (D, R)	Culminating Activity:
	8.2: (I, D)	Create a dramatic skit using different formats addressing self-esteem.
Coat of Arms/Shield or Quilt Squares	9.1: (I, D)	Suggested Handouts:
Create either a coat of arms/shield or a quilt square to self-explore and examine personal characteristics using self-reflective questions.	9.2: (D)	• Book Report
	RI 11-12.1 (R)	• Development of Skit
Suggested Handouts:	RI 11-12.4). (R)	• Creating a Puppet Show
• Coat of Arms Template	RI.11-12.7 (R) 9 DAYS	• Creating a Dramatic Skit
• Quilt Squares Template	W 11-12.4 (D, R)	• Creating a Big Book
	W 11-12.8 (D, R)	
Scavenger Hunt		Optional Activities:
Prepare a five-minute oral presentation using a brown bag as a prop containing words, pictures, and objects that represent themselves as individuals, gender, community members, etc.	W 11-12.9 (D, R)	• Through the Eyes of a Friend
	SL.11-12.1 (D, R)	• Me From All Angles

Suggested Handout:

SL.11-12.1a.
(D, R)

Assessments:

- Directions for Bags and Presentations

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Theme 1: Experiencing Learning / Unit 1:
Awareness and Reflection (Cont.)

Realizing My Powers (optional)

Write an essay, and present to the class five successful experiences that a student has had thus far.

Suggested Handout:

- Realizing My Powers: List of Successes

Full Pot, According to Virginia Satir

9 DAYS

Read Virginia Satir's philosophy on self-esteem.

Suggested Handouts:

- Self-Worth: The Pot Nobody Watches
- Questions: Points about pot
- Dr. William Purkey's Overview of Self-Concept Theory
- A Word Is Worth a Thousand Pictures

Children's Book on Self-Esteem

Recognize how children's literature influences self-concept through the creation of a PowerPoint, book sharing and or inviting a Media specialist into the classroom

Suggested Handout:

- Children's Self-Esteem Book List

The Self-Esteem Fraud (optional)

Students will bring a "snippet" from children's literature for interpretation and significance to self-esteem and achievement.

Suggested Handout:

- The Self-Esteem Fraud: Feel-Good Education Does Not Lead to Academic Success

Theme 1: Experiencing Learning/ Unit 2 Styles and Needs	8.1: (D, R)		Culminating Activity:
	8.2: (I, D)		Barrier Books
Preferred Processing Styles	9.1: (I, D)	1 DAY	Create a Big /book, broadcast, or commercial on how students might overcome barriers to learning.
Complete questionnaires to identify individual preferred processing styles.	9.2: (D)		
Suggested Handouts:	RI 11-12.1 (R)		
• Learning Styles Questionnaire	RI 11-12.4). (R)		Assessments:
• Learning Style Grid	RI.11-12.7 (R)		• Teacher-generated rubrics
• Learning Pyramid: Average Retention	W 11-12.4 (D, R)	1 DAY	• Tests
(Optional)	W 11-12.5 (D)		• Reflective journal entries
Gardner's Multiple Intelligences	W 11-12.6 (R)		• Discussions
Discuss how people assess themselves using multiple intelligence inventories.	W 11-12.7 (D, R)		• Essays

Suggested Handouts:	W 11-12.8 (D, R)	1 DAY	<ul style="list-style-type: none"> • Projects / Presentations • Special Education Classroom Observation
<ul style="list-style-type: none"> • Multiple Intelligences Inventory • Activity Chart for Multiple Intelligences • Video(Optional): Multiple Intelligences: Other Styles of Learning 	W 11-12.9 (D, R)		(Optional)
Analytical and Global Learning Preferences (Optional)	SL.11-12.1 (D, R)		
Complete an analytical/global inventory checklist to help students determine their learning preferences.	SL.11-12.1a. (D, R)	1 DAY	Optional Activities:
	SL.11-12.1b (D, R)		Videos about Special Education and Barriers to Learning:
	SL.11-12.1c (D, R)	1 DAY	(Cipher in the snow, Classroom of the
Suggested Handouts:	SL.11-12.1d. (D, R)		Heart, Last one picked.. First one
<ul style="list-style-type: none"> • Analytical/Global Inventory • Analytical/Global Analysis 	SL.11-12.2 (D, R)		picked On, Without Pity: A film about Abilities)
Maslow's Hierarchy of Needs	SL.11-12. (D, R)		
Brainstorm how human needs influence learners and learning.	SL.11-12.5 (I, D)		
Suggested Handout:			
<ul style="list-style-type: none"> • Understanding Maslow's Hierarchy of Needs 			
A Wicket's Wad (Optional)			
Read copies of the Wicket's Wad and have students write a reflective response to understanding learning with special needs.			
Suggested Handout:			
<ul style="list-style-type: none"> • A Wicket's Wad 			

Theme 1: Experiencing Learning/ Unit 2
 Styles and Needs (Cont.)

Walking in Somebody Else's Shoes

1-2 DAYS

Role play to demonstrate the challenges and frustrations associated with various learning and physical disabilities.

Categories of Special Education

1 DAY

Distinguish which category of special education matches a given scenario and identify modifications and accommodations.

Suggested Handouts:

1 DAY

- Special Education: Policies, Procedures, and Laws
- Special Education: Categories
- Special Education: Cards

Fishbowl Labels

3- 5 DAYS

Place various labels on students' foreheads and role-play to help identify ostracism.

Suggested Handout:

- Label Suggestions

1 DAY

Focus on 11 Major Barriers to Learning

Employ a Jigsaw method of instruction where groups become experts on seven topics of barriers and prepare a mini lesson for the class.

Suggested Handout:

- Barriers to Learning

English Language Learners(Optional)

Oral report informing classmates on ELL

subtopics. Invite ELL teacher into classroom.

Suggested Handouts:

- Topic Strips for ELL information
- ELL Basics: Questions
- ELL Information
- Making a Classroom Multicultural Sensitive

Theme I: Experiencing /Unit 3: Growth and Development	8.1: (D, R) 8.2: (I, D)				
Physical Development	9.1: (I, D)				Culminating Activities:(Students will complete one of the four additional culminating activities in this unit.)
Power Point presentation on the principles of growth for all stages of development. In addition, create a picture cube by using pictures from all stages of your development.	9.2: (D) RI 11-12.1 (R) RI 11-12.4). (R)	1-2 DAYS			1-Cadet Preschool Model or Booklet 2-What’s a Parent to Do? 3-Pre-Adolescent / Adolescent Literature 4-Lifelines
Suggested Handouts:					
• Physical Development	RI.11-12.7 (R)				
• My Physical Growth(Optional)	W 11-12.4 (D, R)	1 DAY			
Cognitive Development	W 11-12.5 (D)				Assessments:
Introduce the different teaching methodologies as you present each of the different developmental theories.	W 11-12.6 (R) W 11-12.7 (D, R)				• Teacher-generated rubrics • Tests • Reflective journal entries • Discussions • Essays/Reflective • Complete one or all classrooms:
Suggested Handouts:	W 11-12.8 (D, R)				(Observations: Preschool, Elementary, Middle,
• Four Stages of Cognitive Development	W 11-12.9 (D, R)	1 DAY			
• Video: Piaget’s theory narrated by Dr. David Elkind (Optional)	SL.11-12.1 (D, R)				
• Cognitive Development According to Jean Piaget	SL.11-12.1a. (D, R)				
• Labeling Scenarios Pertaining to	SL.11-12.1b				

Cognitive Development

(D, R)

High school)

- Some Questions Critics Have Raised about Piaget

SL.11-12.1c
(D, R)

SL.11-12.1d.
(D, R)

Moral Development

Students participate in a “values auction” to determine how much money they will bid for items they desire.

SL.11-12.2
(D, R)

SL.11-12. (D,
R)

Suggested Handouts:

- Directions for values auction and Bidder’s Sheet
- Kohlberg’s Theory of Moral Development
- Scenarios regarding moral development
- What to Do? Moral decisions on prom night

SL.11-12.5 (I,
D)

Optional Activities:

- Reporting on All Grown Up and No Place to Go
- Completing Hurried child questions
- Video: Teens: What Makes Them Tick?

Video Discussion questions

Theme I: Experiencing /Unit 3: Growth and Development (Cont.)

1 DAY

Social Development

Using various teaching methodologies, present the different developmental theories of social development.

Suggested Handouts:

- Erikson: Timeline Task
- Erikson: Psychosocial Development Theory
- Video: Everyone rides the Carousel based on Erikson’s stages.(Optional)

1 DAY

The Importance of Language: Vygotsky-

(Optional)

Students build a structure without being able to speak or write in order to communicate with their partner.

1-4 DAYS

Materials: Paper, straws, popsicle sticks, clay paperclips and tape

Suggested Handout:

- Social Cognitive Development: Lev Vygotsky

1 DAY

Observing in a classroom

Students observe different grades /classes and subjects allowing students to identify characteristic stages of development in children from ages four to seventeen.

- Observation form
- Class discussion

Play Day

Set play areas throughout the classroom, and allow a few minutes for students to rotate and play each game in the area. Follow by discussing how play influences learning.

Suggested Handouts:

- Children's Play: Purposes, Types, Advice

Theme I: Experiencing /Unit 3: Growth and Development (Cont.)

2 DAYS

The Hurried Child (Optional)

Read excerpts from the book, The Hurried Child. Complete the worksheet for your section and report to the class on the meaning of each passage.

Suggested Handouts:

- Summary of Dr. David Elkind's Major Points in The Hurried Child

1 DAY

- The Hurried Child Questions

Proactive Parents of Troubled Teens:

(Optional)

Using scenarios, students offer solutions to problems that teenagers frequently face.

Suggested Handout:

2 DAYS

- Troubled Teen Worksheet

Culminating Activities:(Students will complete one of the four additional culminating activities in this unit.)

Cadet Preschool Model or Booklet

2 DAYS

Design a model preschool or research different aspects about preschools, including safety features of the facility, importance of play, discipline, toys, teacher/child ratio, laws, etc.

Suggested Handouts:

- Cadet Preschool Handout
- What to Look for in a Preschool
- Stages of Development – From Birth to Age Six

What's a Parent to Do?

Create a brochure to inform parents of preschool, elementary, middle, and high school students.

Suggested Handout:

- Parenting Elementary-Aged Children

Theme I: Experiencing /Unit 3: Growth and Development (Cont.)

Culminating Activities:(Students will complete one of the four additional culminating activities in this unit.) (Cont.)

Pre-Adolescent / Adolescent Literature

Select and read a pre-adolescent or adolescent book and create a poster that literally or symbolically represents the problem and/or challenge portrayed in the literary work. 2 DAYS

Suggested Handouts:

- Suggested Short Stories and Novels About Adolescents

Lifelines 2 DAYS

Create a lifeline around a motif presenting each stage of physical, cognitive, moral, and social development.

Theme II Experiencing the Profession	8.1: (D, R)	2 DAYS	Optional Activities:
Unit 1 History and Trends	8.2: (I, D)		
Students will discuss educational trends in America. Determine how American education has changed in the life times of people. Suggested Handouts	9.1: (I, D) 9.2: (D) RI 11-12.1 (R)		<ul style="list-style-type: none">• That Was Then – And Then – And Then• Changes in American Education• Changing Our Comfort Zone
<ul style="list-style-type: none">• History of Education-An – Overview• Education Trends in America	RI 11-12.4). (R)		
Integration: Separate but (Unequal)	RI.11-12.7 (R)		
Analyze the historical events and social	W 11-12.4 (D,		Assessments:

impact of integration in the schools.	R)		<ul style="list-style-type: none"> Teacher-generated rubrics
<ul style="list-style-type: none"> Power point Brown vs Board of education 	W 11-12.5 (D)		<ul style="list-style-type: none"> Reflective journal entries
	W 11-12.6 (R)		<ul style="list-style-type: none"> Discussions
Through viewing videos such as, Lean on Me, The Long Walk Home, and reading articles on integrating in NJ schools, explain and discuss how segregation affects our schools	W 11-12.7 (D, R)		<ul style="list-style-type: none"> Essays
	W 11-12.8 (D, R)	2-3 DAYS	<ul style="list-style-type: none"> Educational Philosophy
Suggested Handouts:			<ul style="list-style-type: none"> Projects / Presentations
<ul style="list-style-type: none"> Articles – on “Black History Month – Integrating Jersey’s Schools” 	W 11-12.9 (D, R)		<ul style="list-style-type: none"> Timeline
	SL.11-12.1 (D, R)		
	SL.11-12.1a. (D, R)		
Theme II Experiencing the Profession	SL.11-12.1b (D, R)		
Unit 1 History and Trends (Cont.)			
	SL.11-12.1c (D, R)		
Educational Philosophy	SL.11-12.1d. (D, R)		
Debate the strengths and weaknesses of each school of philosophy. When complete, have students develop their own personal educational philosophy and share it with the class.	SL.11-12.2 (D, R)		
	SL.11-12. (D, R)		
Suggested Handouts:			
<ul style="list-style-type: none"> Six Schools of Educational Philosophy 	SL.11-12.5 (I, D)		
<ul style="list-style-type: none"> Research a Philosopher(optional) 			
<ul style="list-style-type: none"> Analysis of Educational Philosophies 			
<ul style="list-style-type: none"> My Educational Philosophy 			
Theme II: Experiencing the Profession / Unit 2: Structure and Governance	8.1: (D, R)		Culminating Activity:
	8.2: (I, D)		NJ Curriculum – School Perfection:
	9.1: (I, D)	1 DAY	
The Many Faces of Education (Optional)	9.2: (D)		Students will discuss “The Perfect School” for the pint of view of an inanimate object
Brainstorm the reasons why parents may			

want to send their children to independent, private, or special purpose schools. In groups, develop a creative display that explains the advantages and disadvantages of the alternative school they have chosen to research.	RI 11-12.1 (R) RI 11-12.4). (R) RI.11-12.7 (R)	located in the school. Or they may write a one-page paper. • Video: Waiting for Superman (optional)
Suggested Handout: • Alternatives to Traditional Public Education	W 11-12.4 (D, 2 DAYS R) W 11-12.5 (D) W 11-12.6 (R)	Assessments: • Teacher-generated rubrics • Reflective journal entries
Get With the Program (Optional) Investigate the implementation of exciting educational programs locally, statewide, nationally, and internationally. Create a silhouette puzzle of a schoolhouse with the title of the programs researched. Display in class.	W 11-12.7 (D, R) 1 DAY W 11-12.8 (D, R) W 11-12.9 (D, R)	• Discussions • Debates • Essays
Suggested Handout: • Experiential Learning Programs	SL.11-12.1 (D, R) SL.11-12.1a. (D, R)	
Governance of Schools Invite local legislators and/or school board members to share views on current issues.	SL.11-12.1b (D, R)	
Suggested Handouts: • Who Decides? • Governance of Schools • State and Local Educational Governance Ladder	SL.11-12.1c (D, R) SL.11-12.1d. (D, R) SL.11-12.2 (D, R) SL.11-12. (D, R) SL.11-12.5 (I, D)	• Projects / Presentations
Theme II: Experiencing the Profession / Unit 2: Structure and Governance (Cont.)		
Culminating Activity:	1-2 DAYS	

NJ Curriculum – School Perfection:

Research various aspects of education in respect to a “one-room schoolhouse/homeschooling,” “traditional public schools,” and “charter schools”.

- Video: Waiting for Superman

(Optional)

Theme III: Experiencing the Classroom /
Unit 1: Observation and Preparation

8.1: (D, R)

8.2: (I, D)

9.1: (I, D)

Culminating Activity:

- Seven Gifts for Teachers That Will Last a Lifetime

The Good, the Bad, and OH MY!

9.2: (D)

(Optional)

RI 11-12.1 (R)

Optional Activities:

Introduce this lesson by showing Teacher Tube video clips. Discuss the traits and characteristics 21st Century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education. Prompt with teacher generated questions.

RI 11-12.4.
(R)

1 DAY

RI.11-12.7 (R)

W 11-12.4 (D,
R)

W 11-12.5 (D)

Suggested Handout:

- Top Teachers

W 11-12.6 (R)

W 11-12.7 (D,
R)

1 DAY

An Overview of Methodology: Silent Graffiti

W 11-12.8 (D,
R)

Using a white board, or other technology, students reflect and respond to different methods of teaching and the positive or negative learning experience they have had in a classroom. The teacher will lead the discussion with sample questions.

W 11-12.9 (D,
R)

SL.11-12.1
(D, R)

(Extra Lessons)

Suggested Handout:

- Advantages and Disadvantages of Methodologies

SL.11-12.1a.
(D, R)

1 DAY

SL.11-12.1b
(D, R)

SL.11-12.1c
(D, R)

SL.11-12.1d.

Assessments:

- Teacher-generated rubrics

Groups: We Can Work It Out	(D, R)	• Tests
Discuss student experiences when working in groups. Explain various ways of using cooperative learning groups effectively.	SL.11-12.2 (D, R)	• Reflective journal entries
Suggested Handout:	SL.11-12. (D, R)	• Discussions
• An Overview of Cooperative Learning Structure	SL.11-12.5 (I, D)	• Essays
		• Projects / Presentations

Theme III: Experiencing the Classroom /
Unit 1: Observation and Preparation
(Cont.)

1 DAY

Questioning Techniques: “Bloom-ing
Through Questions”

The teacher will facilitate a class discussion on the story Cinderella using each level of Bloom’s taxonomy. Students will break into groups and each group will compose questions using Bloom’s based on the “Pledge of Allegiance.”

Suggested Handouts:

2 DAYS

- Background Information on Benjamin Bloom and Bloom’s Taxonomy
- Reference List of Words and Phrases Used in Bloom’s Taxonomy
- Updated Bloom’s Taxonomy Using Verbs
- Questioning Strategies

Classroom Procedures and Management

3 DAYS

Through role-playing various scenarios, students share and record observations about the scenarios and conclude the importance about establishing clear routines.

Suggested Handouts:

1 DAY

- How May a Teacher Handle the

(Can be

Following Classroom Procedures

- Establishing Classroom Procedures
- What's Behind the Behavior?
Strategies for Common Classroom Characters
- Improving Discipline: Guiding Principles
- Improving Discipline: Discussion Questions

executed
throughout
the school
year)

Student-Created Lesson

Students will prepare and teach short lessons to their peers, including lessons in science, math, and foreign language.

Suggested Handouts:

- Lesson Plan Format –Teachers discretion to use district template or format in the CERRA teacher and student edition.

Culminating Activity:

Seven Gifts for Teachers That Will Last a Lifetime

(Can at specific times during the school year)

Write a letter to a teacher praising him/her for demonstrating professionalism.

Suggested Handout:

- Seven Gifts for Teachers That Will Last a Lifetime

(Cont.)

(Extra Lessons)

1 DAY

Lecture: More than a Monologue

Facilitate classroom discussions on the advantages and disadvantages of lecturing based on students' personal experiences.

Suggested Handout:

1 DAY

- Tips for Effective Lectures

High Tech Teaching

Use the Jigsaw method to research different technology that is integrated in the classroom. Lead a discussion on the benefits and drawbacks of incorporating technology in instruction.

Suggested Handouts:

- Recommended Web Sites
- Evaluating a Web Site

Theme III: Experiencing the Classroom /
Unit 2: Application and Instruction: Field
Experience With a Cooperating Teacher

8.1: (D, R)

8.2: (I, D)

Field Experience Internship

9.1: (I, D)

Students are placed throughout district schools to utilize their skills and knowledge learned throughout the course and to complete their practicum part of the field experience.

9.2: (D)

RI 11-12.1 (R)

RI 11-12.4).
(R)

22-25
DAYS

Overall students will be in the field Monday thru Thursday. Friday will be for Cadet Faculty Meeting/ Debriefing.

RI.11-12.7 (R)

W 11-12.4 (D,
R)

W 11-12.5 (D)

W 11-12.6 (R)

Create folders for Teacher Cadets,

Assessments:

- Teacher-generated rubrics
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Cooperating Teachers, and Principals including the following: W 11-12.7 (D, R)

Suggested Handouts: W 11-12.8 (D, R)

- Field Experience Preference Form for Placement W 11-12.9 (D, R)
- Guidelines for the Cooperating Teacher SL.11-12.1 (D, R)
- Request to Schedule Full-Day with Cooperating Teacher SL.11-12.1a. (D, R)
- Contact Sheet from Teacher Cadet to Cooperating Teacher SL.11-12.1b (D, R)
- Contact Sheet from Cooperating Teacher to Teacher Cadet SL.11-12.1c (D, R)
- Teacher Cadet Letter of Introduction to Cooperating Teacher SL.11-12.1d. (D, R)
- Field Experience Attendance Record SL.11-12.2 (D, R)
- Lesson Plan Requirements SL.11-12. (D, R)
- Self-Evaluation of the Lesson Plan SL.11-12. (D, R)
- Guidelines for the Teacher Cadets SL.11-12.5 (I, D)
- Lesson Evaluations
- Evaluation of Teacher Cadet by Cooperating Teacher
- Teacher Cadet Daily Reflective Journal Entry Requirements and Questions
- Field Experience Portfolio Requirements
- Field Experience Portfolio Evaluation

Theme II: Experiencing the Profession / Unit 3: Certification and

8.1: (D, R)

Employment

8.2: (I, D)

1 DAY

The Certification Process (Optional)

9.1: (I, D)

Optional Activity:

- NJ Curriculum – Teacher Shortages: Supply and Demand

Research the certification process in New Jersey, on-line job listings, teaching credentials, statewide job fairs, etc.	9.2: (D)		Assessments:
	RI 11-12.1 (R)		• Teacher-generated rubrics
Suggested Handouts:	RI 11-12.4). (R)		• Reflective journal entries
• New Jersey Teacher Certification	RI.11-12.7 (R) 1-2 DAYS		• Discussions
• New Jersey Colleges, Universities and Community Colleges with Education Programs	W 11-12.4 (D, R)		• Essays
• From the Key to My Dorm to the Key to My Classroom (Optional)	W 11-12.5 (D)		• Projects / Presentations
	W 11-12.6 (R)		
Teacher Cadets for Hire!	W 11-12.7 (D, R)		
Invite the school principal/supervisor to speak to the students about the interview process for your district.	SL.11-12.1a. (D, R)		
Students create and participate in mock interviews. (Optional)	SL.11-12.1b (D, R)		
Suggested Handout:	SL.11-12.1c (D, R)		
• Sample Interview Questions for Teaching Candidates	SL.11-12.1d. (D, R)		
	SL.11-12.2 (D, R)		
	SL.11-12. (D, R)		
	SL.11-12.5 (I, D)		
Theme IV: Experiencing Education / Unit 1: Analysis and Reflection	8.1: (D, R)		
Field Experience Internship Portfolio	8.2: (I, D)		Optional Activity:
Analyze and reflect about students' behavior, Cooperating Teacher's strategies, school settings, etc. gained throughout the field experience internship.	9.1: (I, D)	22-25 DAYS	• NJ Curriculum – Teacher Shortages: Supply and Demand
	9.2: (D)		Assessments:
Suggested Handouts:	RI 11-12.1 (R)		• Teacher-generated rubrics
	RI 11-12.4).		

• Field Experience Portfolio Requirements	(R)	• Reflective journal entries
• Field Experience Portfolio Rubric and Checklist	W 11-12.6 (R)	• Discussions
	W 11-12.7 (D, R)	• Essays
*Given to students during Theme 3 / Unit 2.	1 DAY	• Projects / Presentations
	W 11-12.8 (D, R)	
End of Course Activities - Course Survey	W 11-12.9 (D, R)	
Complete a survey on Tomorrow's Teachers activities throughout the school year.	SL.11-12.1 (D, R)	
Suggested Handout:	SL.11-12.1a. (D, R)	
• Course Survey	SL.11-12.1b (D, R)	
	SL.11-12.1c (D, R)	
	SL.11-12.1d. (D, R)	

CONTENT FOCUS AREA AND COURSE NAME

Course Name: Preschool Education, #1362

Course Number	School Numbers	Course Level	Grads(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1362	050	S	11-12	5.0	420	E	

Textbooks and Other Resources

Adopted Resources, Textbooks, and Internet Sites

Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA)

Kato, Sharleen. Teaching. 1st ed. Tinley Park, Illinois: Goodheart-Willcox Company, Inc., 2010. Print. ISBN 978-1-60525-291-9

School: An Introduction to Education, 2nd ed., ISBN-13: 978-0-495-80938-8

Useful Internet sites are <http://www.teachercadets.org>, <http://www.teachertube.com>, <https://www.teachingchannel.org>, and optional supplemental reading The Hurried Child by Dr. David Elkind.

COURSE RESOURCES:

Text and workbook

- Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA)
- Kato, Sharleen. Teaching. 1st ed. Tinley Park, Illinois: Goodheart-Willcox Company, Inc., 2010. Print. ISBN 978-1-60525-291-9
- School: An Introduction to Education, 2nd ed., ISBN-13: 978-0-495-80938-8

Videos

- Cipher in the Snow -Brigham Young University Series © 1973 / 25 minutes
- Classroom of the Heart: Guy Doud: Teacher of the Year Focus on the Family PO Box 15379 Colorado Springs , CO 809365
© 1990 / 60 Minutes
- Freedom Writers -Paramount Pictures © 2007/123 minutes
- I Am a Promise: The children of Stanton Elementary School -New Video Group © / 90 minutes
- Last One Picked... First One Picked On- Richard Lavoie -PBS Video , WETA-TV Washington, DC. 1994 68 minutes
- Music of The Heart . Miramax Films © 1999/124 minutes
- Teens: What Makes them Tick (FFH 9255) Films for the Humanities and Sciences , Box 2053 Princeton NJ 08543-2053

www.films.com © 1999/ 41 minutes

- The Water is Wide, Hallmark © 2006/100 minutes
- The Long Walk Home (1990) [Sissy Spacek](#) & [Whoopi Goldberg](#)

Children's Literature

- Mrs. Spitzer' Garden by Edith Pattou
- I am Going to Like Me By Jamie Lee Curtis
- Little Self- Esteem By Jamie Lee Curtis
- My sister is Special- by Larry Jansen
- Love you Forever- by Robert Munsch
- The Quilt makers gift- by Jeff Brumbeau
- Charlie the Caterpillar- by Dom De Luise
- Twizzlers Percentages- by Jerry Pallotta
- Hershey's Milk chocolate: Fraction Book, by Jerry Pallotta
- Skilltes Riddles Math -by Barbara Barbieri McGrath

Standards

9.3. 12.ED-TT.7	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.6	Analyze ethical and legal policies of professional education and training practice.
9.3.12.ED.7	Explain legal rights that apply to individuals and practitioners within education and training settings.
9.3.12.ED.8	Demonstrate ethical and legal behavior within and outside of education and training settings.
9.3.12.ED.9	Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11	Demonstrate group management skills that enhance professional education and training practice.

9.3.12.ED-ADM.1	Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization's objectives.
9.3.12.ED-ADM.4	Identify instructional practices that meet the learning organization's objectives.
9.3.12.ED-ADM.5	Model leadership skills for personnel in order to improve the performance of the learning organization.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-ADM.9	Describe advocacy strategies to promote the learning organization's needs.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED-PS.2	Implement methods to enhance learner success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.
9.3.12.ED-TT.1	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED-TT.2	Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED-TT.3	Use content knowledge and skills of instruction to develop standards-based goals and assessments.
9.3.12.ED-TT.4	Identify materials and resources needed to support instructional plans.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-TT.6	Identify motivational, social and psychological practices that guide personal conduct.
9.3.12.ED-TT.8	Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED-TT.9	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
9.3.12.ED-TT.10	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
9.3.12.ED-TT.11	Implement strategies to maintain relationships with others to increase support for the organization.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient

D Poor - Minimally proficient

F Failing - Partially Proficient

COURSE EVALUATION

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%); in a full year course, each quarter is worth 20% of a student's final grade and each exam (midterm & final) is worth 10% of the student's final grade.

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.

Daily Participation- 10%

Classwork/Assignments /Projects - 25%

Field Experience- Attendance, Journals, Paperwork, Evaluations, Lesson plans, & Instruction - 40%

Tests/ Portfolio - 25%

Other Details

19198 Education- Workplace Experience

Education—Workplace Experience courses provide students with work experience in fields related to education. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.