**PACING GUIDE**

**COURSE: Tomorrow’s Teachers** **GRADE(S): 11-12**

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| **MONTH**  **/DAYS** | **UNIT #** | **STANDARDS** | **CONTENT**  Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**  w/Integration of Technology & Career Ready Practices | **ASSESSMENTS**  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| September (4 days) | 1 | 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-PS.3 Identify resources and support services to meet learners’ needs.  9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.  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.5 Demonstrate group collaboration skills to enhance professional education and training practice.  CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.  CAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.  CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.  LA.11-12.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LA.11-12.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. LA.11-12.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | Course mission, objectives, and philosophy  Responsibilities of the Teacher Cadet | Preview of course mission, objectives, and philosophy underlying the Tomorrow Teacher’s Program [Syllabus](http://bit.ly/2tJTrcr)  Examine the roles and responsibilities of the Teacher Cadet  Research teacher preparation programs and certification requirements | Discussion  Reflection-Journal  Report |
| September (17 days) | 2 | 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-PS.3 Identify resources and support services to meet learners’ needs.  9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.  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.5 Demonstrate group collaboration skills to enhance professional education and training practice.  CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.  CAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.  CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.  LA.11-12.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LA.11-12.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. LA.11-12.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. LA.11-12.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. LA.11-12.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. LA.11-12.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | Quilt Squares  Scavenger Hunt  Realizing My Powers  Full Pot, According to Virginia Satir     Children’s Book on Self-Esteem  The Self-Esteem Fraud  Skit/Puppet Show | Create a quilt square to self-explore and examine personal characteristics using self-reflective questions.  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.  Write an essay, and present to the class five successful experiences that a student has had thus far.  Read Virginia Satir’s philosophy on self-esteem.  Recognize how children’s literature influences self-concept through the creation of a PowerPoint or Prezi presentation on a selected book.  Students will bring a “snippet” from children’s literature for interpretation and significance to self-esteem and achievement.  Students will create and perform a skit or puppet show addressing self-esteem | Completed square  Presentation  Essay  Discussion  Presentation  Small group discussion  Presentation |
| October-November (38 days) | 3 | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. 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-TT.2 Employ knowledge of learning and developmental theory to describe individual learners. 9.3.12.ED-TT.5 Establish a positive climate to promote learning. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 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The content, organization, development, and style are appropriate to task, purpose, and audience. LA.11-12.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. LA.11-12.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LA.11-12.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. LA.11-12.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LA.11-12.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LA.11-12.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). LA.11-12.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. TECH.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. TECH.8.2.12 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. VPA.1.3.12.C.CS2 Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. | Preferred Processing Styles    Gardner’s Multiple Intelligences  Analytical and Global Learning Preferences  Self-reflective essay    Maslow’s Hierarchy of Needs    Acorn People    Walking in Somebody Else’s Shoes  Disability stations  Categories of Special Education  .    Fishbowl Labels    11 Major Barriers to Learning  English Language Learners-  Barriers Books | Complete questionnaires to identify individual preferred processing styles.  Discuss how people assess themselves using multiple intelligence inventories.  Complete an analytical/global inventory checklist to help students determine their learning preferences.  Complete a self-reflective essay describing student's learning styles and how they have influenced their learning experiences  Using a whiteboard in small groups brainstorm how human needs influence learners and learning.  Read copies of Acorn People write a reflective response to understanding learning with special needs.  Role play to demonstrate the challenges and frustrations associated with various learning and physical disabilities.  Distinguish which category of special education matches a given scenario and identify modifications and accommodations  Place various labels on students’ foreheads and role-play to help identify ostracism.  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.  Making a Classroom Multicultural Sensitive  Guest Speaker-Dorina (2014 FL STOY)  Creation and presentations | Questionnaires  Discussion    Checklist  Essay  Discussion  Discussion and journals  Journal responses  Scenario  Role-play  Mini-lessons-PPT or Prezi  Journal Responses and discussion  Books |
| November-January (27 days) | 4 | 9.3. 12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. 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.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. 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.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.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.  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The Purpose of Assessment  Classroom Procedures and Management  ar routines.  What’s Behind the Behavior? Discussion Questions  Student-Created Lesson using district lesson plan format | 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.  Using a whiteboard, 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.  Discuss student experiences when working in groups. Explain various ways of using cooperative learning groups effectively.  An Overview of Cooperative Learning Structure  Questioning Techniques:The teacher will facilitate a class discussion on the story Cinderella using each level of Bloom’s taxonomy.  Reference List of Words and Phrases Used in Bloom’s Taxonomy  Updated Bloom’s Taxonomy Using Verbs  Questioning Strategies  Facilitate classroom discussions on the advantages and disadvantages of lecturing based on students’ personal experiences.  High Tech Teaching  Use the Jigsaw method to research different technology that is integrated in the classroom.  Students will evaluate websites in small groups using handout  Discuss how methods of assessment have been used through various levels of education.  Guidelines for Creating Effective Test Questions  Through role-playing various scenarios, students share and record observations about the scenarios and conclude the importance about establishing clear routines.  Strategies for Common Classroom Characters  Improving Discipline: Guiding principles and questions  Students will prepare and teach short lessons to their peers, including lessons in science, math, or foreign language. | Discussion prompted with teacher-generated questions.  Discussion prompted with teacher-generated questions.  Discussion in small groups and report out.  Students will break into groups and each group will compose questions using Bloom’s based on the “Pledge of Allegiance.”  Student created sentence starters.  Discussion  Student lead discussion on the benefits and drawbacks of incorporating technology in  Report out.  Students will create a formal assessment.  Test on Testing  Observations report  Scenario and role play  Lesson |
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Introduce the different teaching methodologies as you present each of the different developmental theories.  Students participate in a “values auction” to determine how much money they will bid for items they desire.  Using various teaching methodologies, present the different developmental theories of social development.  Students build a structure without being able to speak or write in order to communicate with their partner. Materials: Paper, straws, popsicle sticks, clay paperclips and tape  Students will research developmentally appropriate toys and conduct a virtual shopping trip dependent upon the age of children assigned.  Design a manipulative game suitable for hands-on/kinesthetic learning for elementary school.  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.  Using scenarios, students offer solutions to problems that teenagers frequently face. | Picture cube by using pictures from all stages of your development.  Create a technology presentation of the different types of developmental theories  Auction  Create a technology presentation of the different types of developmental theories  Create a technology presentation of the different types of developmental theories  Structure  Create a technology presentation of the different types of developmental theories  Follow by discussing how play influences learning.  Manipulative(s)  Completed worksheet  Solutions |
| February (14) Days | 6 | 9.3.12.ED Education & Training 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-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners. 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 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. CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment. CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans. CAEP.9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. | NJ Curriculum – Discovering Educational Roots Discuss “Educational Trends in America.”  Educational Philosophy  NJ Curriculum – Integration: Separate but (UnEqual)  NJ Curriculum –The Little Red Schoolhouse and the Pony Express: Educational Reform | In groups, students will create a comprehensive, two–tiered timeline banner of the history of education in the United States and New Jersey. Illustrations and major historical events should be included. The video, Teaching Over Time, may be shown as a supplemental resource. Present timelines.  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.  Through viewing videos such as, Lean on Me, and reading articles on integrating in NJ schools, explain and discuss how segregation affects our schools. Class visit by Don Bateman, Jeanne White & Someone else during that time? Equity Committee  Possibly visit a one-room schoolhouse  (Skype with Kristi Bundi, Nebraska 2014) | Timeline  Debate  Personal philosophy  Journal entry  Student lead discussion to compare and contrast changes in society and in schools. |
| February-March (10 days) | 7 | 9.3.12.ED Education & Training 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.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.3 Identify resources and support services to meet learners’ needs. 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.8 Demonstrate ethical and legal behavior within and outside of education and training settings. CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment. CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans. CAEP.9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.  LA.11-12.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. LA.11-12.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). LA.11-12.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. LA.11-12.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. LA.11-12.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. LA.11-12.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. LA.11-12.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. LA.11-12.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. LA.11-12.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. LA.11-12.SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. LA.11-12.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. LA.11-12.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LA.11-12.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. LA.11-12.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LA.11-12.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LA.11-12.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). LA.11-12.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. TECH.8.1.12All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. TECH.8.2.12 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. VPA.1.3.12.C.CS2 Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. | Alternatives  Get With the Program  NJ Curriculum – Making the Case – Schools on Trial  NJ Curriculum – School Perfection: | 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. Possible interviews with NSTOYs that teach in alternative programs  Investigate the implementation of exciting educational programs locally, statewide, nationally, and internationally. Interviews with NSTOYs who teach in different types of schools.  Research and perform a formal debate on current issues in New Jersey schools.  Create the"Perfect School" in small groups | Display  Responses  Debate  Journal Response  Perfect school presentations |
| March-May (35 days | 8 | 9.3. 12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. 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-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.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. 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. CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment. CAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans. CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.  LA.11-12.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. LA.11-12.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). LA.11-12.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. LA.11-12.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. LA.11-12.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. LA.11-12.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. LA.11-12.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. LA.11-12.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. LA.11-12.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. LA.11-12.SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. LA.11-12.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. LA.11-12.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LA.11-12.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. LA.11-12.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LA.11-12.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LA.11-12.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). LA.11-12.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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VPA.1.3.12.C.CS2 Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. | Field Experience    Student created lesson in math, science, or foreign language. | Analyze and reflect about students’ behavior, Cooperating Teacher’s strategies, school settings, etc. gained throughout the field experience internship  Students will use district lesson plan format to create at least one lesson. | Portfolio work    Lesson plan |
| June (12 days) | 9 | 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-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners. 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.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.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.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment. CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans. CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. LA.11-12.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. LA.11-12.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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TECH.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | Reflect on Field Experience    End of Course survey on Tomorrow’s Teachers activities survey    Year in review  Oh, the Places You’ll Go | Analyze and reflect about students’ behavior, Cooperating Teacher’s strategies, school settings, etc. gained throughout the field experience internship  Student will take an discuss survey  Students will discuss the changes they have gone through during the semester  Discuss symbolism about excitement that comes with life’s transitions. | Portfolio Presentation    Course Survey  Discussion  Discussion |