

Unit 7: Experiencing the Profession: Structure and Governance

Content Area: **CTE**
Course(s): **Tomorrow's Teachers**
Time Period: **February**
Length: **10 days**
Status: **Published**

Enduring Understandings

Being well informed to the norms, values, predispositions, and routines of the organization, principals and district superintendents are recruited from the ranks of practice to administer and make policy for district schools. Public school systems are designed in ways that enable them to respond to the demands of and reforms in education.

Essential Questions

- What educational choices create advantages and disadvantages for students and society?
- How has workplace preparation become a part of public schools?
- Who makes decisions in the educational systems?
- That is best for learners?

Standards/Indicators/Student Learning Objectives (SLOs)

1. Analyze alternatives to traditional public education.
2. Examine school programs and initiatives that prepare pupils for the demands of the modern workplace.
3. Identify how schools are governed at the federal, state, and local levels.
4. Demonstrate elements that make up an ideal school.
5. Research and debate a variety of educational issues that affect our schools.

9.3.12.ED	Education & Training
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.
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.
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.

Lesson Titles

Get With the Program

Investigate the implementation of exciting educational programs locally, statewide, nationally, and internationally. Interviews with NSTOYs who teach in different types of schools.

NJ Curriculum – Making the Case – Schools on Trial

Research and perform a formal debate on current issues in New Jersey schools.

NJ Curriculum – School Perfection:
Create the "Perfect School"

21st Century Skills and Career Ready Practices

- Global Literacy
- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

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.

Inter-Disciplinary Connections

LA.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,
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including determining where the text leaves matters uncertain.

LA.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.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.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.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.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.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.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.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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.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.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.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.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.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.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.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.
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.
TECH.8.1.12	Educational Technology: 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	Technology Education, Engineering, Design, and Computational Thinking - Programming: 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.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Brainstorm the reasons why parents may want to send their children to independent, private, or special purpose schools. (Applying/Concept) **Independent reading- small group discussion**

Get With the Program

Investigate the implementation of exciting educational programs locally, statewide, nationally, and internationally. Interviews with NSTOYs who teach in different types of schools.
(Understanding/Recall) **Small group research and presentation**

NJ Curriculum – Making the Case – Schools on Trial

Research and perform a formal debate on current issues in New Jersey schools. (Analysing/Strategic thinking) **Small group research and debate**

NJ Curriculum – School Perfection:

Create the "Perfect School" (Creating/Extended thinking) **Small group research and presentation**

Modifications

Formative Assessment

Anticipatory Sets:

- Close your eyes and imagine: Perfect School
- What does it mean? Experiential learning
- Predict: What are the controversial issues in education today?
- Take the Lead: Defend your opinion

Warm-ups:

- In small groups, 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.
- Quick Doodle your perfect school

Closure:

- Questions for Tomorrow- what will you ask NSTOYs
 - Exit tickets- During the activity I was feeling... My teacher heart grew a little in this way... A lightning bolt of realization that I had was...
 - Reflective journal entries
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- Discussions
 - Observation

Summative Assessment

Projects-:

- alternative schools
- Perfect School

Presentations- Debate on school issues

- Journals- Response to alternative schools

Resources & Materials

Tomorrow's Teachers Curriculum Guide

Suggested Handout:

- Alternatives to Traditional Public Education
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- Experiential Learning Programs
- Debate Guidelines
- Suggested Debate Topics
- Perfect School" instructions

NNSTOY Connections for observations. (Megan Hall and Luke Foley)

