Unit 03: EXPERIENCING THE PROFESSION

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 3**
Length: **9-10 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

In this unit, students will be provided opportunities to examine their interests, abilities, values, and professional priorities while considering a career as a teacher. Topics explored range from the evolving nature of the teaching profession to various avenues for seeking certification and employment. Students will develop a greater understanding of the history of education in our state and nation; gain insights into the structure and functions of our schools and school systems; reflect on the nature of our current teacher shortage; recognize the significance of teacher leadership and advocacy for the profession and explore various careers in education.

The purpose of Module 4: Preparing for the Classroom Experience is to shine a light on the purposeful structures educators establish to effectively manage a classroom. Cadets will be introduced to a variety of classroom management techniques and be able to begin planning which procedures they will implement in their future classrooms. Emphasis will also be placed on pedagogy, such as questioning techniques, assessment strategies, and integration of technology. Cadets will create a practice lesson at the end of this module. This module is designed to "pull back the curtain" on many procedural decisions educators make when preparing, planning, and delivering lessons to their students.

When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest. Successful completion of the course and payment of a fee to Fairleigh Dickinson University garner four college credits through the FDU's Early College Dual Enrollment Program in cooperation with the Center for Future Educators, Tomorrow's Teachers, and The Center for Educator Recruitment, Retention, and Advancement (CERRA).

Updated 2025

STANDARDS

FAM.9-12.1.3.5	Analyze the effects of public policies, agencies, and institutions on the family.
FAM.9-12.4.2.1	Analyze child development theories and their implications for educational and childcare practices.
FAM.9-12.4.2.2	Apply a variety of assessment methods to observe and interpret children's growth and development.
FAM.9-12.4.2.3	Analyze cultural and environmental influences when assessing children's development.
FAM.9-12.4.2.4	Analyze abilities and needs of children and their effects on children's growth and

	development.
FAM.9-12.4.3.4	Demonstrate a variety of teaching methods to meet individual needs of children.
FAM.9-12.4.3.5	Arrange learning centers that provide for children's exploration, discovery, and development.
FAM.9-12.4.4	Demonstrate a safe and healthy learning environment for children.
FAM.9-12.4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
FAM.9-12.4.5.1	Apply developmentally appropriate guidelines for behavior.
FAM.9-12.4.5.2	Demonstrate problem-solving skills with children.
FAM.9-12.4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with children.
FAM.9-12.4.6.1	Utilize opportunities for continuing training and education.
FAM.9-12.4.6.2	Apply professional ethical standards as accepted by the recognized professional organizations.
FAM.9-12.5.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities in facilities management and maintenance careers.
FAM.9-12.6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
FAM.9-12.6.2.2	Analyze the effects of social and cultural diversity on individual and families.
FAM.9-12.6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
FAM.9-12.6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
FAM.9-12.6.2.5	Analyze CRP.K-12.CRP4:the effects of globalization and increasing diversity on individuals, families, and society.
	Interdisciplinary connections across content areas:
MA.K-12.1:	Make sense of problems and persevere in solving them.
MA.K-12.5:	Use appropriate tools strategically.
LA.RST.6-8.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Inclusion of the Career Ready Practice Standards

CRP.K-12.CRP2: Apply appropriate academic and technical skills.

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

CRP.K-12.CRP5: Consider the environmental, social and economic impacts of decisions

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP9: Model integrity, ethical leadership and effective management

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3:	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3:	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

TECH.8.1.8.A.3:	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

OBJECTIVES: STUDENTS WILL KNOW

Lesson 4A: Understanding Classroom Management and Its Importance

SWK how to define classroom management.

SWK how to explore the relationship between effective classroom management and the behaviors of students.

Lesson 4.B: Establishing Effective Classroom Procedures
SWK how to identify effective classroom procedures/routines.

SWK how to construct a list of ways to establish classroom procedures that fit their philosophy of education.

Lesson 4.C: Improving Classroom Behavior
SWK how to examine philosophies and techniques related to discipline

SWK how to generate a variety of strategies by which to address common classroom behaviors

Lesson 4.D: How Teachers Accidentally Create Behavior Problems
SWK how to discuss strategies for fostering a positive learning environment

SWK how to create a list of "what not to do" in regards to classroom management

Lesson 4.E: Another Game: Card Sort of Educational Terms

SWK how to determine major categories and subcategories of educational terms.

SWK how to experience an educational game-type strategy that could be used for instruction or review.

Lesson 4.F: Questioning Techniques

SWK how to identify various questioning strategies.

SWK how to apply purposeful questioning techniques in lesson planning and delivery.

Lesson 4.G: How Do You Know What They Know?
SWK how to create assessments for specific learning targets

SWK how to use assessments to evaluate student learning in the classroom.

Lesson 4.H: Teaching with Technology
SWK how to explore current technology available to educators and develop a mini-lesson incorporating a technology tool.

Lesson 4.I: Creating a Practice Lesson
SWK how to write and present a lesson that incorporates specific elements (standards, objectives, agendas, etc.).

SWK how to reflect on the lesson to identify strengths and areas for growth.

Lesson 4.J: Crafting Your Philosophy of Education
SWK how to revise and add to the Philosophy of Education after each module.

OBJECTIVES: STUDENTS WILL BE SKILLED AT

Lesson 4A: Understanding Classroom Management and Its Importance
SWBSA defining classroom management.

SWBSA exploring the relationship between effective classroom management and the behaviors of students.

Lesson 4.B: Establishing Effective Classroom Procedures
SWBSA identifying effective classroom procedures/routines.

SWBSA constructing a list of ways to establish classroom procedures that fit their philosophy of education.

Lesson 4.C: Improving Classroom Behavior

SWBSA examining philosophies and techniques related to discipline

SWBSA generating a variety of strategies by which to address common classroom behaviors

Lesson 4.D: How Teachers Accidentally Create Behavior Problems

SWBSA discussing strategies for fostering a positive learning environment

SWBSA creating a list of "what not to do" in regards to classroom management

Lesson 4.E: Another Game: Card Sort of Educational Terms

SWBSA determining major categories and subcategories of educational terms.

SWBSA experiencing an educational game-type strategy that could be used for instruction or review.

Lesson 4.F: Questioning Techniques

SWBSA identifying various questioning strategies.

SWBSA applying purposeful questioning techniques in lesson planning and delivery.

Lesson 4.G: How Do You Know What They Know?

SWBSA creating assessments for specific learning targets

SWBSA using assessments to evaluate student learning in the classroom.

Lesson 4.H: Teaching with Technology

SWBSA exploring current technology available to educators and develop a mini-lesson incorporating a technology tool.

Lesson 4.I: Creating a Practice Lesson

SWBSA writing and presenting a lesson that incorporates specific elements (standards, objectives, agendas, etc.).

SWBSA reflecting on the lesson to identify strengths and areas for growth.

Lesson 4.J: Crafting Your Philosophy of Education:

SWBSA revising and adding to the Philosophy of Education after each module.

ESSENTIAL QUESTIONS

Lesson 4A: Understanding Classroom Management and Its Importance

What is classroom management and why is it significant?

Lesson 4.B: Establishing Effective Classroom Procedures

What routines and strategies can teachers use to promote desired behaviors, manage an active classroom, and enhance learning?

Lesson 4.C: Improving Classroom Behavior:

How can educators look beyond the superficial actions of students to get to the real basis of behavior? And in doing so, how can teachers respond to the behavior accordingly?

Lesson 4.D: How Teachers Accidentally Create Behavior Problems

How can certain teaching practices unintentionally contribute to behavior problems in the classroom?

Lesson 4.E: Another Game: Card Sort of Educational Terms

How might games be effectively used for instruction and review?

Lesson 4.F: Questioning Techniques:

How can questioning facilitate discussion and curiosity?

How can questioning help evaluate student progress and knowledge?

Lesson 4.G: How Do You Know What They Know?

How can Cadets use effective assessments as part of an effective instructional plan?

Lesson 4.H: Teaching with Technology

What technology tools are available to the modern educator?

How can these tools be responsibly used in the classroom?

Lesson 4.I: Creating a Practice Lesson

How do I write a lesson plan for students that focuses on student learning and student engagement?

Lesson 4.J: Crafting Your Philosophy of Education

What do you believe is the most important aspect of planning for students?

How do you believe teachers and administrators should use and view assessments?

With the issues of AI and plagiarism becoming more difficult ot navigate, what role do you believe technology plays in education?

LEARNING PLAN

In this unit, students will be exposed to a series of chapters which introduce various strategies for effective instruction. Students will learn methodologies and strategies through models, academic articles, and research. The unit focuses on effective teaching and student learning by modeling student engagement by cooperative learning, project based learning, and differentiated instruction. Personalized learning activities will encourage self exploration of the profession and professional growth.

Students will examine classroom management and how creating a culture of learning impacts the classroom; discover and implement project based learning activities for their own academic growth; and examine and observe teaching methodologies in diverse classroom settings. Finally, students will explore formative and summative assessments, and recognize the role that data plays in students' learning and teacher instruction. Students collaborate on authentic project based learning activities. An emphasis will be based on the transfer of skills through scaffolding objectives, instruction and assessments. The text complexity and rigor of reading will be appropriate for grades 11-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education.

Teachers create text sets and mini lessons using the sub unit topics. The lessons include techniques and terminology specific to education and teaching pedagogy. Study includes database research, analysis, and reflection of teaching methods and philosophies. Students create weekly journal writings that are included in their Learning ePortfolios. Lessons focus on the process of understanding and learning in addition to the assessments with an emphasis of synthesis and evaluation of concepts. Lessons will include identifying, modeling, and practicing effective speaking and listening strategies for collaborative, Socratic, and whole

group discussions. Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

This unit of study will focus on "Experiencing the Teaching Profession" and is centered on the quotation by Maya Angelou,“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” Teachers may develop additional lessons using various sub themes: “Ethics and Professionalism”, “History and Trends”, “Structure and Governance”, and “Certification and Employment.” Through these lessons, emphasis is on the development and appreciation of learning and the creation of lifelong advocates for the education of all children.

Potential lesson plans/activities may include:

Lesson 4A:

Begin with a class discussion: "What do you think classroom management means?"

Write the responses on the board.

Distribute a copy of the article Classroom Management to each Cadet. Have Cadets use the article to answer the following questions:

- In your own words, how would you define classroom management?
- Why is classroom management important for both teachers and students?

As a group, discuss Cadet responses.

Distribute a copy of the article The Key to Classroom Management to each Cadet. Facilitate the activity Say Something (available as a Teacher Resource above) with the article while the Cadets work in pairs.

Remind Cadets to focus on the definition of classroom management and to look for evidence they can use to create an explanation for why classroom management is important.

Suggested stopping points for Cadets to “Say Something” are at section breaks in the article.

After the designated time, engage the whole group in a discussion of the text.

Lesson 4B:

Direct Cadets to think about the current Teacher Cadet class and share any procedures you have established for the class. Record their responses on the board.

Have Cadets think about the other classes they are taking throughout the day and/or the classrooms they have observed and determine what other procedures teachers have put into place. Ask if they can remember any procedures from elementary or middle school. Be sure this does not turn into a discussion on effective or ineffective routines. The importance is on identifying WHEN classrooms need specific procedures. Continue recording Cadet responses on your list.

Guide your class into a discussion about WHY classroom procedures are so important. Is it necessary to take into consideration the ages of the students? Are there any procedures that should be in place regardless of grade level?

Distribute or post the handout Common Classroom Events that may need Specific Routines. Double-check this list with the list recorded during the discussion. Are there any items that need to be added to either list?

Cadets will now begin to synthesize procedural ideas for their future classrooms. Here are a few resources they should interact with before moving on. They have been broken down into two categories: How/When to Establish Routines and Classroom Management Tips. NOTE: You may choose to use a choice board or other activity to ensure Cadets read/view the resources. This could also be offered as a homework assignment before the lesson.

How/When to Establish Classroom Routines

- Blog: Classroom management: the key to effective teaching
- Online Article: How to Establish Classroom Routines for Productive Learning
- Video: How to Establish Routines and Procedures in the Classroom
- Video: Teaching Procedures, Routines, and Rules During the First Week of School in Fourth Grade
- Podcast: EduTip 15: Set aside time to set norms
- Article: Classroom Management: 4 Keys to Starting the Year off Right

Classroom Management Tips

- Article: 8 Proactive Classroom Management Tips

- Video: What Not to Do for Classroom Management and What to Do Instead
- Video: How to Handle an Out-of-Control Middle School Classroom
- Video: Top 10 CLASSROOM MANAGEMENT Tips in 10 Minutes

Distribute the handout Establishing Classroom Procedures.

Guide the Cadets through a Think-Pair-Share activity. If you are unfamiliar with this strategy, please review the site Starting Strong with the "Transformative" & Simple Think-Pair-Share Strategy

(opens in a new tab) prior to class.

Lesson 4.C:

Prior to this lesson, set up eight different stations, each one designated by a large envelope. On the outside of the envelope, tape one of the Student Scenarios. Inside the envelope, enclose copies of the What is Causing this Behavior and What Can I Do? handout that matches the scenario on the front of the envelope.

Distribute a copy of What's Behind the Behavior? to each Cadet. Review the directions at the top of the handout. Tell them they will have five minutes at each station.

Break Cadets into small groups (2-3 per group. No more than 8 groups.). Assign each group to start at a different scenario.

Set a timer for five minutes. Once the timer goes off, have the groups rotate.

Once all groups have visited all stations, bring the full class back together for reflection. Possible questions for reflection:

- Were there any possible reasons for student behavior that surprised you?
- How closely were you able to predict effective strategies?
- Is there a pattern among any of the things you should avoid doing when dealing with disruptive behavior?

Optional: Guest Speaker Invite a guest speaker to your classroom to discuss (with anonymity) some past experiences with classroom behavior situations and what they have learned over their career. Also, ask what advice on classroom management should be given to a beginning teacher.

Lesson 4.D:

Warm-up Discussion. Ask Cadets:

- What are some common reasons students misbehave in class?

- Do you think teachers play a role in how students behave?

Activity: DO or DO NOT - Behavior Management Strategies

- Provide each Cadet with a copy of the DO or DO NOT - Behavior Management Strategies worksheet. If you would prefer, you could create an online game (like a Booklet or Kahoot) with the scenarios and have Cadets "play" instead of filling out a worksheet.
- Give them time to read through the scenarios and determine if this strategy would decrease behavior problems (DO) or create behavior problems (DO NOT).
- Discuss Cadet responses.
- Have Cadets complete the Questions portion of the worksheet?

Lesson 4.E:

Divide Cadets into small groups and give each group a stack of the Educational Terms Card Sort.

Have them identify and separate the cards that state broad educational categories. (Hint: These cards have a number in parentheses after the term. The number corresponds to the number of terms that will make up the group - excluding the broad term).

The task is for the Cadets to determine which remaining terms belong in each category. They should then arrange them so they can see all of the terms and the broad category label.

Remind Cadets they are responsible for knowing the terms.

Lesson 4.F:

To begin the lesson, ask Cadets the following question: Why do teachers ask students questions? Record Cadet responses.

Ask Cadets how often they ask questions in their classes. Discuss why students might NOT ask questions in class.

Questioning is a part of every teacher's planning process. Questioning serves a real purpose in getting students actively engaged in their own learning process. By asking questions and listening to responses, teachers can determine what concepts need to be revisited, which students need extra support, or the appropriate time to move on to the next idea.

Define the two types of questions: convergent and divergent. Convergent questions limit the answer to something specific that the teacher wants. With convergent questions, there are wrong answers. These types of questions are sometimes referred to as closed-ended questions. An example of this type of question is, "Which planet is closest to the sun?" Divergent questions have many possible answers. There may be wrong answers, but often multiple answers may apply. These types of questions are also referred to as open-ended questions. An example of this type of question is, "How has technology affected teaching and education?"

Distribute Handout: Bloom and Webb, and explain that both Bloom and Webb developed levels of questioning that can assist teachers in planning lessons. Allow Cadets to read quickly through the names of the levels in both diagrams and to look at possible verbs for each level.

To illustrate how questioning should work, ask Cadets if they are familiar with the story of Cinderella (Disney or Pixar movies would also work). Then, ask the following questions that become increasingly complex:

- Level 1 or Remember: What does the Fairy Godmother use to create the carriage for Cinderella?
- Level 2 or Understand: Why do the stepsisters rip Cinderella's gown before the ball?
- Level 3 or Analyze: How is Cinderella like other Disney princesses? How is she different?
- Level 4 or Evaluate: Pretend that Cinderella decides to sue her stepmother for emotional distress and physical abuse. How would you argue for each side? What evidence could you use to support Cinderella? Her stepmother?

As you finish the step above, discuss how the first question had only 1 correct answer (pumpkin), the second question could have 1-2 correct answers (they are jealous of her beauty or they don't want her to wear their old clothes), the third question would have multiple answers (Cinderella is kind like Snow White, has fortitude like Mulan, is saved by a prince, unlike Belle who saves the beast, etc.), and the fourth question would require the students to gather a lot of information and would take a lot of time to properly answer. Explain that this is a strategy teachers can use to help students become better thinkers. By starting at the bottom level, students become confident because they know the answer or can find it quickly in the text. The more difficult questions require more extended thinking, perhaps some discussion, evaluation, and possibly some creativity.

Lesson 4.G:

Have Cadets create a Silent Graffiti Wall on your whiteboard or on chart paper by asking them to list various ways they have been assessed by teachers, coaches, etc. in the past. Once they are finished, ask Cadets to discuss the effectiveness of the various assessment methods.

Explain that assessments may be formative or summative. Circle the items listed on the graffiti wall that could be considered formative assessments first. Explain that formative assessments are smaller, low-stakes assessments that may be informal, and often happen during the teaching of a lesson and the closing of a lesson. Ask cadets to consider other types of formative feedback a teacher might use. If they struggle to identify new strategies, offer some suggestions that may not be on the list, such as exit slips, thumbs up/down, emoji responses, Google questions, etc. Then, with a different color, circle the items on the graffiti wall that are typically summative assessments. Explain that summative assessments are often larger, high-stakes assessments that are more formal. These typically take place at the end of a larger unit or study. Ask Cadets if they can think of any other summative assessments to add and offer suggestions if necessary, such as unit projects, performances for band, chorus, orchestra, dance, etc.

Give Cadets the Handout: Assessment Accuracy. Using Teacher Resource: Assessment Accuracy as a guide, discuss the importance of each factor when creating assessments in the classroom.

Use Teacher Resource: Classroom Assessments to begin a discussion on the importance of the Classroom Level of assessment, specifically with Formative Assessments.

Present Cadets with the Handout: Assessment Scenarios. If preferred, have them work in pairs or small groups. Have students read the different scenarios to determine whether the given assessment would be appropriate and accurate based on the questions below each scenario. Cadets should be prepared to give a reason for the decision.

After Cadets have had time to discuss their answers and choices in small groups, have someone from each group offer their opinions and allow the class to discuss them.

Lesson 4.H:

Part One: Technology Tools Exploration

Provide Cadets with a list of Technology Websites they can explore. A current list of Educational Technology Tools and Websites is available as a Teacher Resource. Be sure to explore these sites before you provide them to Cadets, to be sure they can access them from their district devices.

Give each student a copy of the Handout: Educational Technology Tools Exploration Note Catcher. Explain that they will need to choose 3 technology tools to explore. One needs to be a content-specific resource. After exploration, they will document their findings on the handout.

Have students share out their findings using a technology tool. Possible ways to share is through the creation of a collaborative slideshow, responding to a post on a Learning Management System, having students create a podcast episode, etc.

Part Two: The Learning Management System (LMS)

Background: Almost every school uses a Learning Management System. How and why these are used vary according to the type of school, grade level, and district. Common LMS in elementary schools are ClassDojo and Seesaw. For middle and high schools, Google Classroom, Schoology, Canvas, and Blackboard are often used. Cadets have likely experienced the "student side" of these tools, but do now know what it looks like from the "teacher side".

Discuss with the Cadets the Learning Management Systems that are used in your school/district. If possible, show them the "teacher side" of the LMS. Remind them to discuss the LMS used with their cooperating teachers once they enter the field placement portion of this course.

The lesson Learning Management Systems is also included in this course as a Supplemental Lesson if you are interested in assigning it to your Cadets.

Lesson 4.I:

Ask Cadets the following question (either aloud or as a bell-ringer): "Where do teachers get the ideas for the lessons that they teach?" Allow Cadets time to write answers or have them share ideas aloud in class.

If no one mentions it, tell Cadets all lessons should be tied to a SC State Standard. Project or share the Teacher Resource: SC Department of Education: Standards website and demonstrate for Cadets how to navigate to specific curriculum standards options. Pick a subject you are familiar with and show Cadets how the standards are arranged (by grade, by progression, etc.).

As you talk about the SC standards, show Cadets the Teacher Resource: Profile of a South Carolina Graduate and remind them the Standards are aligned with these overarching skills and the purpose is to ensure all students are ready for college, for the workforce, and for life as an adult.

Explain that because Standards are written in academic language, teachers must reword them in student-friendly language so students can understand the intention of the lesson. Distribute the Worksheet: Aligning Objectives to the Standards. Have Cadets work in pairs or small groups to reword the Standards on the sheet as Learning Objectives. Once finished, have Cadets share and discuss their ideas.

Next, using the Teacher Resource: Lesson Plan (or a template of your own), explain the various components and importance of a well-structured lesson plan.

- Standard

- Learning Objective
- Essential Question
- Materials
- Process or Agenda
- Differentiation/Accommodation
- Questioning
- Closure
- Assessment

Have Cadets select an academic subject and grade level that interests them. This may be the grade or subject they would like to use for their field experience. (Depending on class size, you may want to pair Cadets or have them work in small groups to team-teach.) Then, have them identify one standard they would like to use to create a practice lesson. Distribute the Worksheet: Lesson Plan Template (Portrait or Landscape), or a template of your own, for Cadets to complete as they create a practice mini-lesson they will teach the other Cadets.

As Cadets begin creating their mini-lessons, walk around the room to answer questions and check on their progress. (Depending on your school's bell schedule, you may have Cadets finish the lesson for homework or allow them another day in class for completion.)

Remind Cadets they should have all materials prepared to teach when they come back to class.

Schedule class time for Cadets to teach their peers the lesson. (Depending on your school's bell schedule, the presentation of lessons may take more than one day.)

Lesson 4J.: Crafting Your Philosophy of Education

Cadets will continue to revise and add to the Philosophy of Education after each module.

By the end of the course, Cadets will have developed a Philosophy of Education that is informed by not only their beliefs but also their experiences and knowledge gained.

EVIDENCE/PERFORMANCE TASKS

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Varied and differentiated assessments will be administered to students for the purpose of measuring the knowledge, academic readiness, skill obtainment, and educational needs of the students. Teachers will continuously evaluate individual and whole classes' formative and summative assessments to develop the appropriate progression for lesson and unit planning.

Following are suggested performance tasks students may complete as they proceed through the unit:

Cadets will write a short reflections on various prompts.

Cadets will complete the handout Establishing Classroom Procedures and interact during the Think-Pair-Share activity.

Review Cadet responses on the What's Behind the Behavior? Worksheets.

Have Cadets write a reflective essay or portfolio entry explaining the "do's" and "don'ts" of classroom discipline.

If the Guest Speaker option was used, have Cadets write the visitor a thank-you notes.

Cadets will check their card sorts based on the answers that the instructor provides.

(Optional) Cadets may create their own card sort game for a specific age group or subject.

Have Cadets create question cards for a practice lesson. Allow them to create the cards for elementary, middle, or high school content/classes to prepare them for the field experience. Distribute Handout: Bingo Question Cards to students and explain the assessment.

As an assessment for this lesson, the Cadets could create a formative assessment for a lesson plan that has already been created or for a Standard from the NJ State Standards.

Have Cadets create a mini-lesson using one of the technology tools they researched during the lesson.

Completion and presentation of the information Cadets recorded on their note-catchers could also count as a formative assessment.

Use the Teacher Resource: Lesson Plan Evaluation to provide feedback to Cadets on the lesson plan and the delivery of the lesson.

Provide constructive feedback to all Cadets, either in a class or an online discussion.

Reflections from site visits to Cranford Schools' high school, middle school, and elementary classrooms.

Bulletin Boards Creations for Unit of Study

Visual Representations, Booklets, posters, brochures, puppets, and other 2-D and 3-D creations.

Research, academic journals, academic articles, and ERIC database.

Participation and group processes.

Creating unit and lesson planning and other templates

Teaching lessons to the class and other classes

Observation and evaluation forms for student taught mini lessons to the class.

Open-Ended Responses in Journal regarding Educational Theorists and Academic Articles, citing and interpret quoted materials

Online Discussion Forums using google applications

Student-Created Assessments related to Personalized Learning

Cooperative and collaborative options with cooperating schools

Conferences: Individual and small group, accompanying conference notes

Self-Evaluations and Reflective Journals

Entrance and Exit Tickets

Personalized Learning, Project-based Learning, and Problem-based Learning Assignments

MATERIALS

Materials:

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, this link connects to district approved textbooks and resources utilized in this course:
https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=2180338

Article: Classroom Management

Teacher Resource: Say Something Directions - Teacher

Article: The Key to Classroom Management

Handout: Common Classroom Events that may need Specific Routines

Blog: Classroom Management: The Key to Effective Teaching

Online Article: How to Establish Classroom Routines for Productive Learning

Video: How to Establish Routines and Procedures in the Classroom

Video: Teaching Procedures, Routines, and Rules During the First Week of School in Fourth Grade

Podcast/Video: EduTip 15: Set aside time to set norms

Online Article: Classroom Management: 4 Keys to Starting the Year off Right

Online Article: 8 Proactive Classroom Management Tips

Video: What Not to Do for Classroom Management and What to Do Instead

Video: How to Handle an Out-of-Control Middle School Classroom

Video: Top 10 CLASSROOM MANAGEMENT Tips in 10 Minutes

Teacher Resource: Media: Starting Strong with the "Transformative" & Simple Think-Pair-Share Strategy

Worksheet: Establishing Classroom Procedures

8 large envelopes

Glue or tape

Teacher Resource: Student Scenarios. Print one copy and cut each scenario apart. Tape/paste each one to a separate large envelope.

Teacher Resource: What is Causing this Behavior and What Can I Do? Print 2-3 copies of each scenario. Place them in the respective envelopes.

Worksheet: What's Behind the Behavior?

Guest Speaker (Optional): School Counselor, Administrator, or Social Worker

Worksheet: Do or Do Not: Behavior Management Strategies

Card Sort: Educational Terms (One set to be sorted per group of Cadets. These need to be printed, cut out, and shuffled before class. You may want to laminate them and store each set in a separate baggie.)

Teacher Resource: Key Card Sort of Educational Terms

Handout: Bloom and Web

Handout: Bingo Question Cards

Chart paper and markers

Handout: Assessment Accuracy

Teacher Resource: Assessment Accuracy

Teacher Resource: Classroom Assessments

Handout: Assessment Scenarios

Student electronic devices

Handout: Educational Technology Tools Exploration Note Catcher

Teacher Resource: Educational Technology Tools and Websites

Teacher Resource: South Carolina Department of Education Website

Teacher Resource: Profile of a South Carolina Graduate

Worksheet: Aligning Objectives to the Standards

Teacher Resource: Lesson Plan (or use one of your own)

Worksheet: Lesson Plan Template

Teacher Resource: Lesson Plan Evaluation

Worksheet: Lesson Self-Evaluation

Associated web content and media sources are infused into the unit as applicable and available.

Teacher Cadet Online Curriculum Tool : https://www.teachercadets.com/teacher-cadet-hub.html

Teacher Cadet Online Curriculum: https://www.cerra.org/

NJ Future Educators of America: https://www.njea.org/about/center-for-future-educators/

Research, academic journals, academic articles, and ERIC database.

Information for guest speakers from the district and/or universities.

Site visits to other Cranford School District Schools including elementary and middle school classrooms.

NEA Today magazines.

New Jersey Education Association REVIEW magazines.

TED Talks

NJ Future Teacher conferences and virtual tours throughout the year.

SUGGESTED STRATEGIES FOR MODIFICATIONS

This link includes content specific accommodations and modifications for all populations:

FCS Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s