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| **Proficiency Scale Unit 3** | | |
| **Grade/Course:** Introduction to the Teaching Profession (293) | | |
| **Topic:** The Art & Science of Teaching 12 weeks | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| * Compare a NJ curriculum to the curriculum of a different state and identify differences related to varying state standards. |
| **Score 3.0** | **The student:**   * Will analyze the relationship between effective teaching and classroom management and will integrate curriculum to meet identified standards.   **The student exhibits no major errors or omissions.** | * Classroom Management & Curriculum: Teacher Toolkit * Political Cartoon Analysis: Issues in Education (Benchmark Assessment) * Unit Assessment (exam or project) |
| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * will be able to identify vocabulary, concepts, people, places and events related to the history of American education including, but not limited to, *motivation, involvement, learning objectives, assessment, modeling, wait-time, feedback, instructional strategies, classroom management, discipline, learning community, procedure, rule, intervention, withitness, curriculum, accountability, high-stakes tests, character education, censorship*   is working toward the following:   1. Identifying the instructional factors that increase students' motivation. 2. Describing the basic steps in planning for instruction. 3. Developing essential teaching skills and interpreting how they are implemented in the classroom. 4. Assessing instructional strategies and formulating their application in learning activities. 5. Illustrating the characteristics of a productive learning environment and investigating the impact on learning. 6. Analyzing the processes involved in creating a productive learning environment. 7. Relating the role of discipline in classroom management. 8. Distinguishing the relationship between curriculum, instruction and standards. 9. Formulating the different forces that influence curriculum. 10. Critiquing prominent controversial issues in curriculum.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * Unit Assessments * Projects/PBLs * Classroom/Homework Assignments * Graphic Organizers * Map Analysis * Chart & Graph Analysis * Video Clips |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** |