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- Bodily-kinesthetic intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalist intelligence

*(Throughout the PowerPoint presentation, students complete the Theories Impacting Education Chart.)*

**Scenarios on Gardner’s Theory:**

In teams, students are provided classroom scenarios. They describe how to use Gardner’s theory in the classroom to enhance student learning. Report Out.

**Classroom Observations:**

Students observe various classroom settings and identify student and teacher behavior that supports Gardner’s Theory. Findings are reported on Observation Form. Report Out.

**PowerPoint Presentation:**

Dimensions of Learning

- Attitudes and Perceptions
- Acquire and Interpret Knowledge
- Extend and Refine Knowledge
- Use Knowledge Meaningfully
- Productive Habits of the Mind

*(Throughout the PowerPoint presentation, students complete the Theories Impacting Education Chart.)*

**Scenarios on Dimensions of Learning:**

In teams, students are provided classroom scenarios. They describe how to use the Dimensions of Learning Theory in the classroom to enhance student learning. Report Out.

**Classroom Observations:**

Students observe various classroom settings and identify student and teacher behavior that

Guidelines for Activity

Rubric

Scenarios

Lead Questions

Classroom Observation Schedule

Observational Form

Lead Questions

Theories Impacting Education Cart

PowerPoint Presentation

Computer

CTX

Lead Questions

Theories Impacting Education Chart

Guidelines for Activity

Rubric

Scenarios

Lead Questions

Classroom Observation Schedule

Observational Form

Lead Questions

<p>D. Learning Strategies</p> <ol style="list-style-type: none"> <li>1. Instructional goals</li> <li>2. Educational initiatives</li> </ol>	<p>supports Dimensions of Learning Theory. Findings are reported on Observation Form. Report Out.</p> <p><b>Teacher Talk:</b> Both teachers and learners have goals and expectations in the educational setting. Instructional goals may be short-and long-term. They should be measureable. In writing instructional goals for courses, teachers must determine what goals are “knowledge goals” and what goals are “skill mastery goals”. (Teacher shares his/her instructional goals for the “Teaching I course” and explains how the instructional goals are derived from the content standards identified in the course content. In all of the courses of study written by the Alabama State Department of Education, the knowledge and skills included in content standards are “mastery goals.” Content and skills with “bullets” are “knowledge goals.</p> <p><b>Course Description Goal Activity:</b> Students are given copies of courses from a course of study. Each student will react to the introduction and/or course description for a kindergarten course, elementary school course, middle/junior high course and high school course. Based on the course introduction and/or description students will identify the instructional goal(s) for the course.</p> <p><b>Instructional Goal Activity:</b> Students are given course content standards for a course. They are to write a course description and instructional goals for the course. Report Out.</p>	<p>Theories Impacting Education Cart</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Courses of Study</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Courses Content Standards</p>
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<p><b>Quick Talk:</b> Not only do teachers make decisions about “what” to teach but they make decisions as to “how” to teach. The “how” of teaching should be based on the learning needs and interests of students. These “how” decisions are called teaching strategies. Teaching strategies are based on instructional goals and the domains of learning.</p> <p><b>PowerPoint Presentation:</b> Types of Teaching Strategies</p> <ul style="list-style-type: none"><li>• Teacher-centered</li><li>• Student-centered</li><li>• Teacher-Student centered</li></ul> <p><b>Brainstorm Session:</b> Students brainstorm strategies that teachers have used in their classes. They make a list of the strategies.</p> <p><b>Research Report on Evidenced-Based Strategies:</b> Students research the topic “Evidenced-based Teaching Strategies.” They define the term and identify evidenced-based strategies and give at least one example of each strategy. On a note card, they write the name of the evidenced-based strategy and definition on one side; on the other side they provide an example of the strategy.</p> <p><b>Teaching Strategies Activity:</b> Using the Web site Teaching Strategies document, students complete the Teacher Strategies Chart describing 25 teaching strategies. They must include 5 teacher-centered strategies, 5 teacher-student centered strategies, and 15 student centered strategies. They select five of their strategies. They write the name of the strategy and definition on one-side of a note</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Note Cards References</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Teacher Strategies Chart References Note Cards</p>
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<p>E. Selecting Learning Activities</p> <ol style="list-style-type: none"> <li>1. Instructional goals</li> <li>2. Educational initiatives</li> </ol>	<p>card an on the other side they provide an example of the strategy. Class makes a list of all teaching strategies shared.</p> <p><b>Teaching Strategies BINGO:</b> Students compile their note cards and place in a box. Each student designs a “BINGO” card by writing the letters “B- I- N- G- O” across the top of the card and then writing a teaching strategy in each block on the card. Assign a letter from “BINGO” on one colored- stack of cards. (Blue cards write B etc.) Now, play a game of Teaching Strategies BINGO.</p> <p><b>Scenarios on Instructional Strategies:</b> The teacher shares class goals and content knowledge and skills taught in a lesson. Students determine instructional strategies that assist students in mastering the content as well as being motivated to learn. Share Out.</p> <p><b>10 + 5 Discussion:</b> Learning activities describe what students will do and how they are to do it. Learning activities that are planned for a unit of instruction are described in broad terms. Learning activities that are part of a daily lesson or written in more detail.</p> <p><b>Brainstorming Session:</b> Students brainstorm types of learning activities their teachers have used in their classes. They develop a list of learning activities.</p> <p><b>PowerPoint Presentation:</b> Bloom’s Taxonomy Cognitive Domain of Learning</p> <ul style="list-style-type: none"> <li>• Knowledge/Recall</li> <li>• Comprehension</li> <li>• Application</li> </ul>	<p>Rules for the Game BINGO Cards</p> <p>Guidelines for Activity Rubric Scenarios Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p>
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- Analysis
- Evaluation
- Synthesis/Creative

**Cognitive Domain Activity:**

Using the wheel or chart of Bloom’s Taxonomy, students review the levels, behavioral terms, and suggested activities related to each level. Using scenarios, they select learning experiences for a specific grade level and subject.

**Class Observation:**

Students observe various classroom settings and identify student and teacher behaviors that support cognitive development and learning. Findings are reported on Observation Form. Report Out.

**Cognitive Domain Learning Activities:**

Using the list developed in the brainstorming session, students identify learning activities that are appropriate for the cognitive domain.

**PowerPoint Presentation:**

Bloom’s Affective Domain of Learning

- Receiving
- Responding
- Valuing
- Organizing
- Characterization

**Affective Domain Activity:**

Using the wheel or chart of Bloom’s Taxonomy, students review the levels, behavioral terms, and suggested activities related to each level. Using scenarios, they select learning experiences for a specific grade level and subject that promotes affective development.

Guidelines for Activity  
 Rubric  
 Scenarios  
 Lead Questions  
 Bloom’s Taxonomy Wheel/Chart

Arrangements for Observations  
 Observation Form  
 Lead Questions

Guidelines for Activity  
 Rubric

PowerPoint Presentation  
 Computer  
 CTX  
 Lead Questions  
 Examples

Guidelines for Activity  
 Rubric  
 Scenarios  
 Lead Questions  
 Bloom’s Taxonomy Wheel or Chart

	<p><b>Class Observation:</b> Students observe various classroom settings and identify student and teacher behavior that supports affective development and learning. Findings are reported on Observation Form. Report Out.</p> <p><b>Affective Domain Learning Activities:</b> Using the list developed in the brainstorming session, students identify learning activities that are appropriate for the affective domain.</p> <p><b>PowerPoint Presentation:</b> Bloom's Psychomotor Domain of Learning</p> <ul style="list-style-type: none"> <li>• Perception</li> <li>• Set</li> <li>• Guided response</li> <li>• Mechanism</li> <li>• Complex overt response</li> </ul> <p><b>Psychomotor Domain Activity:</b> Using the wheel or chart of Bloom's Taxonomy, students review the levels, behavioral terms, and suggested activities related to each level. Using scenarios, they select learning experiences for a specific grade level and subject that promotes psychomotor development.</p> <p><b>Class Observation:</b> Students observe various classroom settings and identify student and teacher behavior that supports psychomotor development and learning. Findings are reported on Observation Form. Report Out.</p> <p><b>Psychomotor Domain Learning Activities:</b> Using the list developed in the brainstorming session, students identify learning activities that are appropriate for the psychomotor domain.</p>	<p>Arrangements for Observations Observation Form Lead Questions</p> <p>Guidelines for Activity Rubric</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Activity Rubric Scenarios Lead Questions Bloom's Taxonomy Wheel or Chart</p> <p>Arrangements for Observations Observation Form Lead Questions</p> <p>Guidelines for Activity Rubric</p>
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	<p><b>Learning Experiences Case Studies:</b> Using case studies, students identify appropriate learning experiences for students in all three domains and within the initiative(s) included.</p> <p><b>Teaching Strategies and Learning Experiences Activity:</b> Students are provided with ten teaching strategies and a description of the knowledge and skills to be mastered in a course. Students create learning experiences for each of the strategies provided. Share Out.</p> <p><b>Quick Talk:</b> To address the needs of students and the goals for education, many initiatives mandated at the federal, state, or local levels, may determine some of the learning activities implemented in the classroom. At times teachers participate in professional development activities to learn how to implement these initiatives into their instructional programs.</p> <p><b>PowerPoint Presentation:</b> <i>No Child Left Behind</i> Legislation</p> <p><b>State Initiatives Activity:</b> Students are assigned a state department of education to review. They identify and describe initiatives that are being implemented in their assigned state(s). Information is recorded on the State Initiatives Chart. Report Out. Students develop a national list of state initiatives.</p>	<p>Guidelines for Activity Rubric Case Studies Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Teaching Strategies Computer Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric' Computers Internet Web sites References State Departments' Web sites Lead Questions</p>
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<p>F. Grading Practices</p>	<p><b>Guest Speaker:</b> The Curriculum Specialist in the school district describes federal, state, and local initiatives that are being implemented in the kindergarten, elementary, middle/junior high, and high schools within the district.</p> <p><b>Buzz Section:</b> Students determine what initiatives have been taught in their classes.</p> <p><b>Teaching Strategies and Initiative Activity:</b> Students are assigned an initiative. They select and describe teaching strategies used to implement the initiative in an instructional program. Share Out.</p> <p><b>Learning Experiences and Initiative Activity:</b> Students are assigned an initiative. They select and describe learning experiences they could use to implement the initiative. Share Out.</p> <p><b>10 + 5 Discussion:</b> Teachers need to evaluate student progress on various educational activities and at various times throughout the course. These scores or ratings are combined and translated into grades.</p> <p><b>PowerPoint Presentation:</b> Suggestions for Assigning Grades</p> <ul style="list-style-type: none"> <li>• Know your school’s guidelines</li> <li>• Use a wide variety of assessments as possible to determine grades</li> </ul>	<p>Arrangements for Guest Speaker Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric List of Initiatives Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites List of Initiatives References Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p>
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- The items to be averaged for a grade need to be converted to numbers for averaging
- Determine the weight of each of the scores you are going to average for various assessments
- Once you have a set of student averages for which to assign grades, you can look for natural break points in the scores for establishing divisions between grades
- Grades do matter to students so it is important to be careful and accurate in assigning them
- Provide students with opportunities to do self-evaluation
- Peers can also evaluate each other and provide feedback to each other
- Take time to evaluate yourself (reflective teaching)

**Brainstorm Session:**

Students discuss how their teachers assigned grades for various assignments and courses.

**Read, Think, and Write on Grading Policies:**

Students read the school district's/school's grading policies included in the Policy Handbook. They write a brief description of how grades are assigned as well as the grading scale used to grade assignments and give course grades.

**Grading Students' Work Activity:**

Students develop questions to ask a teacher about his/her grading practices. Students interview teachers at the kindergarten, elementary, middle/junior high and high school levels to determine how grades are assigned. Share Out.

Lead Questions

Schools'/District's Grading Policies  
Lead Questions

Guidelines for Activity  
Rubric  
Computer  
Internet  
Web sites  
References  
Arrangements with Teachers

<p>G. Stakeholders that Enhance the Instructional Program</p>	<p><b>Scenarios on Grading Scales:</b>  Students are given scenarios from various grade levels of student scores and ratings. They develop a grading scale and describe how grades will be assigned. A letter grade must be assigned to each of the students included in the scenarios. Also, they prepare a description as to what would be said to each student's parent at an Open House. Share Out.</p> <p><b>10 + 5 Discussion:</b>  It is important that teachers utilize community businesses/agencies and leaders for their expertise, services, or resources to enhance their instructional program. These contacts may be for a one-time connection or for long term relationship called a partnership.</p> <p><b>Stakeholder Assignment:</b>  Students develop a list of stakeholders in the community that could enhance the educational program in their community. They compile cards for the Community Resource file. Share Out.</p> <p><b>Quick Talk:</b>  The teacher discusses the importance of following school policies in organizational reporting of concerns expressed by stakeholders, reporting positive and negative outcomes, and providing accurate information.</p> <p><b>Read, Think, and Discuss:</b>  Students are provided with copies of the <i>Alabama Handbook on Developing Partnerships</i>. In groups of four they read each section. They think about the information presented and discuss how they can use the information in working with stakeholders. Share Out.</p>	<p>Guidelines for Activity  Rubric  Computer  Internet  Web sites  Scenarios  Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity  Rubric  Computers  Internet  Web sites  References  Telephone Directory  Chambers of Commerce Directory</p> <p>Lead Questions</p> <p>Guidelines for Activity  Rubric  <i>Alabama Handbook on Developing Partnerships</i>  Lead Questions</p>
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H. Community Resources

**Stakeholder Project:**

Students determine a school, grade level, and subject-matter area as the setting to complete the project. They identify stakeholders in the community that will enhance their instructional program, explain mutual benefits, and identify opportunities to promote the instructional program to the stakeholders. They describe the goals of the instructional program to the stakeholders, describe how the stakeholders will be selected and notified, and explain how the stakeholders will be recognized for their contributions. Share Out.

**Panel Discussion:**

Members of the program advisory committee will serve on a panel to discuss how they work with the teacher in advising on various educational issues.

**Quick Talk:**

Connecting education with community resources is one of the most effective ways to provide students with real-life situations. Contacts in the community can provide guest speakers, sites for field trips, work-based learning experiences, service learning opportunities, instructional supplies, incentives and rewards, enrichment activities, supply equipment instructional resources, as well as their expertise. Non-profit, human services agencies, businesses, civic groups, religious organizations, governmental agencies, and cultural or community action groups are great sources of tapping into the community.

**Community Resource File Assignment:**

Students develop a list of community resources that can enhance the educational program in their community. They compile cards for the Community Resource file. Share Out.

Guidelines for Activity

Rubric  
Computers  
Internet  
Web sites  
References  
Lead Questions

Arrangements for Panel  
Lead Questions

Lead Questions

Guidelines for Activity

Rubric  
Computers  
Internet  
Web sites

I. Assessment Theories

**PowerPoint Presentation:**

Developing Partnerships

- Assess instructional program's needs
- Making connections
- Dealing with resistance
- Sustaining Partnerships

**Community Resources Activity:**

Students select a grade level and subject for the activity. They create a resource file with stakeholders identified and community resources available. They describe how each of the resources will be used. Using the *C/E Advisory Council and Partnership Handbook*, they describe how contacts will be made with stakeholders and create written correspondence used in forming and maintaining partnerships.

**10 + 5 Discussion:**

The teacher defines the term assessment. Assessment strategies are used by teachers to evaluate student progress on mastery of learning goals and objectives. Assessment can be used as a method to determine a students' knowledge about a subject prior to instruction, to assess student mastery while knowledge and skill is being taught, and they evaluate student learning at the end of an instructional unit or course.

**Brainstorming Session::**

Students list types of assessments used in their classrooms and how effective they feel they were in evaluating their work.

References

Telephone Directory  
Chamber of Commerce Directory  
Community Resource File

PowerPoint Presentation

Computer  
CTX  
Lead Questions  
Examples

Guidelines for Activity

Rubric  
Computers  
Internet  
Web sites  
References  
*CTE Advisory Council and Partnership Handbook*  
Lead Questions  
Note Cards

Lead Questions

Lead Questions



	<p>learning experiences used to teach the knowledge and skills being tested.</p> <p><b>Scenarios on Assessment Strategies:</b> Using scenarios describing content to be taught in a classroom, students determine the best assessment strategy to assess student mastery. Report Out.</p> <p><b>PowerPoint Presentation:</b> The teacher discusses assessments mandated by the Alabama Department of Education that are used to assess student achievement.</p> <ul style="list-style-type: none"> <li>• Diebels</li> <li>• Writing Test</li> <li>• AMSTI</li> <li>• AHGE</li> <li>• NAPE</li> </ul> <p><b>Read, Think, and Discuss:</b> The teacher shares a state-wide report on the required testing. Students interpret results and discuss how the results impact the instructional program.</p>	<p>Guidelines for Activity Rubric Scenarios Computers Internet Web sites References Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Lead Questions State-wide Accountability Report SDE Accountability Slide Show</p>
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<p><b>Unit Assessment:</b></p>	<p>Needs Assessment Survey, Needs Assessment Activity, Instructional Resources Activity, Dale' Cone of Experience Activity, Textbook Evaluation Activity, Reading Level Activity, Reading Corner Activity, Scenarios on Reading Level, Scenarios on Piaget's Theory, Scenarios on Erikson's Theory, Classroom Observation, Scenarios on Kohlberg's Theory, Scenarios on Maslow's Hierarch, Scenarios on Garner's Theory, Scenarios on Dimensions of Learning, Instructional Goal Activity, Course Description Activity, Research Report on Evidenced-Based Strategies, Teaching Strategies Activity, Scenarios on Instructional Strategies, Cognitive Domain Activity, Cognitive Domain Learning Activities, Affective Domain Activity, Affective Domain Learning Activities, Psychomotor Domain Activity, Psychomotor Domain Learning Activities, Psychomotor Domain Learning Activities, Learning Experiences Case Studies, Teaching Strategies and Learning Experiences Activity, State Initiative Activity, Teaching Strategies and Initiative Activity, Learning Experiences and Initiative Activity, Grading Students' Work Activity, Scenarios on Grading Scales, Stakeholder Assignment, Stakeholder Project, Community Resource File Assignment, Community Resources Activity, Research Report on Types of Assessments, Scenarios on Assessment Strategies, Class Participation, and Rubrics</p>
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<b>Unit/Course CTSO Activity:</b>	FCCLA sponsors a Teacher Appreciation Week. Participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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<b>Unit/Course Culminating Product:</b>	Students utilize content knowledge on teaching strategies, learning activities, resources and theories to create lesson plans.
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers

*Teachers are encouraged to refer to the “Alabama Professional Development Modules” provided through the Educator Evaluations Section at the Alabama Department of Education, <http://www.alabamapepe.com/profdevmodule/index.htm>.*

**Competency I**

- 1.1 Selecting and Setting Long-Range Goals and Short-Term Measurable Objectives
- 1.2 Selecting and Using Instructional Resources to Enhance Instruction

**Course Title: Teaching I**

<b>Unit: 4</b>	<b>Curriculum Development</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>14. Describe levels in which curriculum is developed for classroom instruction.</li> <li>15. Analyze curriculum development for factors that impact the process.</li> <li>16. Describe steps in curriculum development.                  Examples: conducting research, planning of instruction, presenting lessons, evaluating instruction, revising instructional plans</li> <li>17. Develop scope and sequence charts, course outlines, unit plans, and lesson plans.</li> <li>18. Practice teaching a lesson plan.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain levels of development of curriculum for classroom instruction.</li> <li>2. Analyze factors that impact the curriculum development process.</li> <li>3. Explain the steps used in the curriculum development process.</li> <li>4. Apply the steps used to develop curriculum.</li> <li>5. Analyze the process of developing scope and sequence charts.</li> <li>6. Develop scope and sequence charts.</li> <li>7. Analyze the process of developing course outlines.</li> <li>8. Develop course outlines.</li> <li>9. Analyze the process of developing unit plans/plans of instruction.</li> <li>10. Develop unit plans/plans of instruction.</li> <li>11. Analyze the process of developing lesson plans.</li> <li>12. Develop lesson plans.</li> <li>13. Determine the skills needed to teach.</li> <li>14. Teach lessons.</li> </ol>
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<b>Essential Question(s):</b>	<p>What impact does the local, state, and federal governments have on the development of curriculum for classroom instruction?          What facts impact the curriculum development process?          How is curriculum developed?          How are scope and sequence charts used to plan instruction?          How are scope and sequence charts developed?          How are course outlines used in instructional planning?          How are course outlines developed?          How are unit plans/plans of instruction used in instructional planning?          How are unit plans/plans of instruction developed?</p>
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<p>B. Factors Affecting the Development of Curriculum</p>	<ul style="list-style-type: none"> <li>• Performance-Based Instruction</li> <li>• Whole Language</li> <li>• Problem-Based Curriculum</li> <li>• Project-Based Curriculum</li> <li>• Career and Technical Education</li> <li>• Alabama Reading Initiative</li> <li>• Developmentally Appropriate Content</li> <li>• Thematic Curriculum</li> </ul> <p><b>PowerPoint Presentation:</b> Factors that Impact Curriculum Development.</p> <ul style="list-style-type: none"> <li>• Societal issues and concerns</li> <li>• Legislative mandates</li> <li>• Time</li> <li>• Resources</li> <li>• Facilities</li> <li>• Subject-matter trends</li> <li>• Community characteristics</li> <li>• Educational psychology</li> <li>• Educational philosophies</li> <li>• Funding</li> <li>• Available Resources</li> <li>• Technology</li> </ul> <p><b>Read, Think, and Share:</b> Students are provided with copies of the latest Phi Delta Kappa's <i>Kappan</i> article on the PDK Gallop Poll. This article is usually found in the September issue of the <i>Kappan</i>. Students discuss the positive as well as negative opinions about education in America.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Copies of 40<sup>th</sup> PDK Gallop Poll article from the September 2008, <i>Kappan</i>. Lead Questions</p>
<p>C. Steps in Curriculum Development</p>	<p><b>10 + 5 Discussion:</b> Planning and developing curriculum is more complex than just having plans to use in the instructional program. The process of curriculum development is ongoing. It usually begins with a broad level of outlining concepts and then more specific planning is done to</p>	<p>Lead Questions</p>

<p>1. Conducting research</p>	<p>identify all the details used to teach daily.</p> <p><b>PowerPoint Presentation:</b> Steps in the Curriculum Development Process</p> <ul style="list-style-type: none"> <li>• Conducting research</li> <li>• Planning of instruction</li> <li>• Presenting lessons</li> <li>• Evaluating instruction</li> <li>• Revising instructional plans</li> </ul> <p><b>Quick Talk:</b> The first step in planning instruction is to gather data to use in making your teaching decisions. Teaching decisions should be based on a solid foundation of accurate and current information.</p> <p><b>Needs Assessment Survey:</b> Students work in teams of four. They research the topic “Factors that Affect Curriculum Development.” Based on their research students design a survey to determine factors in their community and school that impact the development of curriculum. They interview five adults and two teachers. Each team summarizes findings and shares results with class. The class as a whole develops an overall description of how the public and teachers feel about education in their community.</p> <p><b>Curriculum Development Activity:</b> Based on data collected from the needs assessment survey, students reflect and analyze the data to determine how the data should impact teaching decisions. This process of analyzing data is an on-going process.</p>	<p>PowerPoint Presentation Computer CTX Samples of Plans Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Survey Computers Internet Web sites References Rubric Lead Questions</p> <p>Guidelines for Activity Lead Questions</p>
<p>2. Planning of instruction</p>	<p><b>Teacher Talk:</b> After collecting the necessary data to make sound teaching decisions as to what should be taught, the teacher engages in the planning</p>	<p>Lead Questions Samples of Plans</p>

3. Presenting lessons

process. This step deals with the development of plans to teach the knowledge and skills included in the course. A teacher does not necessarily have to start from scratch. There are many sources of curricula resources available at various grade levels and subject-matter areas. Plans involve many different levels as discussed earlier. Various types of plans consist of different components. The teacher provides samples of various levels of planning for students to review.

- Block Plans (entire year with reasonable amounts of time assigned to each topic)
- Unit Plans/Plans of Instruction (developed based on major topics)
- Daily Lessons (include all the necessary information to teach content and skills on a daily basis)

**Planning Activity:**

Students are provided with various teaching plans. They describe what the differences are in the plans. Using the Comparison of Plans Chart, students identify plans that are written at various levels. Share Out.

**Quick Talk:**

After a teacher has worked through the various levels of planning, it is time to teach from the plans. A teacher uses a variety of teaching skills to implement lesson plans.

**Brainstorm Session:**

Students brainstorm the teaching skills they have observed in their classes and through their observational experiences.

**Buzz Session:**

Students discuss how teaching skills vary from kindergarten to elementary to middle/junior high

Guidelines for Activity  
Rubric  
Comparison of Plans Chart  
Lead Questions

Lead Questions

Lead Questions

Lead Questions

<p>4. Evaluating instruction</p>	<p>school to high school.</p> <p><b>10 + 5 Discussion:</b> After the lesson has been taught, it is necessary to determine how successful your students were in learning the content and skill included in the instruction. Assessment is the process used to determine the progress of students in mastering the content and skill and how effective you were as a teacher in providing the instruction for the students to master the content and skill. Assessment can be obtained from informal, formal or nontesting means.</p> <p><b>Brainstorm Session:</b> Students discuss how teachers assess student attainment at the kindergarten, elementary school, middle/junior high school, and high school levels. A list of various assessments is compiled.</p>	<p>Lead Questions</p> <p>Lead Questions</p>
<p>5. Revising instructional plans</p>	<p><b>Quick Talk:</b> After teachers reflect on assessment data, they decide whether the content or skill needs to be retaught. It may be necessary for the teacher to use different teaching strategies to reteach the content or skill. Teachers also use the data to determine if they can transition to new knowledge.</p> <p><b>Buzz Session:</b> Students share experiences where their teachers retaught the lessons. Did the strategies they use differ from how the content was originally taught?</p> <p><b>5 + 2 Discussion:</b> Curriculum development is a process of continuous change. As new knowledge is generated, new technology is made available, new resources are developed, new students are</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p>

D. Selecting and Organizing Content

enrolled in classes, and new mandates are set, the curriculum process repeats itself.

**Guest Speaker:**

The curriculum specialist for the school district discusses how curriculum decisions are made by the school district and teachers.

**Quick Talk:**

One of the major goals of education is for the student to make connections between topics or concepts that are being taught so that they can comprehend the content and apply the knowledge and skill to solve everyday problems or address daily issues. Learning is developmental as the student begins to see a series of connections among concepts that hold real meaning and relevance.

**PowerPoint Presentation:**

What is a concept?

- Definition of concept
  - . Major concept
  - . Sub concept
- The meaning of concepts vary from one person to another
- Determine what concepts to teach
  - . Using data
  - . Local and state mandates
  - . Courses of study
  - . National/State standards
  - . Instructional goals

**Concept Group Activity:**

The teacher asks the students to visualize that they were teaching a lesson on “Good Personal Grooming Habits.” Students brainstorm topics/habits that lead to good grooming. Teacher lists all topics. Teacher discusses that the major concept of the lesson is Good Personal

Guest Speaker Arrangements  
Lead Questions

Lead Questions

PowerPoint Presentation  
Computer  
CTX  
Samples of Plans  
Lead Questions

Guidelines for Activity  
Lead Questions

<p>E. Lesson Planning</p>	<p>Grooming Habits. The sub concepts are the habits listed.</p> <p><b>Concept Assignment:</b> Students are given a topic for a lesson. They identify the major concepts and sub concepts.</p> <p><b>Quick Talk:</b> The teacher discusses that after a teacher has determined the major concepts and sub concepts for a lesson, the next step is to group the sub concepts under the related major concept. The major concepts and sub concepts are written in the order that is natural. This task is called putting the concepts into sequence or how they will be taught in the lesson.</p> <p><b>Sequencing Concepts Activity:</b> Using the major concepts and sub concepts identified in the Concept Assignment, students sequence the major concepts and sub concepts.</p> <p><b>Sequencing Puzzle:</b> The teacher selects various courses from courses of study. The teacher makes a puzzle by using each of the concepts as puzzle pieces. After making the puzzle, the teacher cuts between each concept written on the puzzle. Students put the puzzle together to make a course. Students are given copies of the course in tact. They explain their results. Share Out.</p> <p><b>10 + 5 Discussion:</b> The teacher discusses that lesson planning involves making decisions of what content is taught, how it is taught, and how learning is assessed. The planning process includes the development of scope and sequence charts, course outlines, unit plans, and lesson plans.</p>	<p>Guidelines for Activity Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Lead Questions</p> <p>Directions for Putting the Puzzle Together Courses/Cut into Puzzle Pieces Lead Questions</p> <p>Lead Questions</p>
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<p>1. Scope and Sequence Charts</p>	<p><b>PowerPoint Presentation:</b> Scope and Sequence Charts</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Components</li> <li>• Development</li> <li>• Criteria Checklist</li> </ul> <p><b>Guided Practice:</b> Using a course from an Alabama Course of Study, the teacher guides the students in developing a scope and sequence chart for the course.</p> <p><b>Independent Study:</b> Using a course from an Alabama Course of Study, students develop a scope and sequence chart for the course. Share Out.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions Samples Criteria Checklist</p> <p>Course from Alabama Course of Study Scope and Sequence Chart Lead Questions</p> <p>Course from Alabama Course of Study Scope and Sequence Chart</p>
<p>2. Course Outlines</p>	<p><b>PowerPoint Presentation:</b> Course Outlines</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Components</li> <li>• Development</li> <li>• Criteria Checklist</li> </ul> <p><b>Guided Practice:</b> Using a course from an Alabama Course of Study, the teacher guides the students in developing a course outline for the course.</p> <p><b>Independent Study:</b> Using a course from an Alabama Course of Study, students develop a course outline for the course. Share Out.</p>	<p>Computer CTX Lead Questions Samples Criteria Checklist</p> <p>Course from Alabama Course of Study Course Outline Form Lead Questions</p> <p>Course from Alabama Course of Study Course Outline Form Chart</p>
<p>3. Unit Plans/Plans of Instruction</p>	<p><b>PowerPoint Presentation:</b> Unit Plans/Plans of Instruction Charts</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Components</li> <li>• Development</li> </ul>	<p>Computer CTX Lead Questions Samples Criteria Checklist</p>



4. Lesson Plans

- Criteria Checklist

**Guided Practice:**

Using a course from an Alabama Course of Study, the teacher guides the students in developing a unit plan for the course.

**Independent Study:**

Using a course from an Alabama Course of Study, students develop unit plans for the course. Share Out.

**PowerPoint Presentation:**

Lesson Plans

- Definition
- Components
- Development
- Criteria Checklist

**Guided Practice:**

Using a course from an Alabama Course of Study, the teacher guides the students in developing a lesson plan for the course.

**Independent Study:**

Using a course from an Alabama Course of Study, students develop a lesson plan for the course. Share Out.

**Lesson Planning Activity:**

Students are assigned a course from an Alabama Course of Study. They develop a scope and sequence chart, course outline, unit plans, and lesson plans for the course. After completing the assignments, students pair with another student and they review and evaluate each others' documents. Share Out.

Course from Alabama Course of Study  
Unit Plan Form  
Lead Questions

Course from Alabama Course of Study  
Unit Plan Form  
Computer

CTX  
Lead Questions  
Samples  
Criteria Checklist

Course from Alabama Course of Study  
Lesson Plan Format  
Lead Questions

Course from Alabama Course of Study  
Lesson Plan Format

Guidelines for Activity  
Courses from Courses of Study  
Scope and Sequence Charts  
Course Outline Format  
Unit Plan Form  
Lesson Plan Format  
Criteria Checklists

<p>F. Teaching</p>	<p><b>Teacher Talk:</b> After a teacher completes developing instructional plans, then it is time to take the plans and implement them. This is the process of teaching.</p> <p><b>Observational Activity:</b> Students visit a classroom and describe the roles and responsibilities of the teacher during the class period. Students discuss their observations and develop a listing of roles and responsibilities.</p> <p><b>PowerPoint Presentation:</b> The Teaching Process</p> <ul style="list-style-type: none"> <li>• Steps</li> <li>• Evaluation</li> </ul> <p><b>Teacher Demonstration:</b> The teacher demonstrates teaching a lesson. During the demonstration, the teacher identifies each step involved in the teaching process.</p> <p><b>Show Time:</b> Students view video-tapes of teachers teaching lessons. They identify each step in the teaching process included in the lessons and evaluate the effectiveness of the lessons. Share Out.</p> <p><b>Teacher Demonstration:</b> The teacher teaches a 10-minute lesson as an example for the students to follow in teaching their lessons. Students evaluate the teacher. They discuss the lesson taught.</p> <p><b>Teaching an Assigned Lesson:</b> Students are provided with a course from an Alabama Course of Study. They develop a scope and sequence chart, course outline, unit plans, and lesson plans for the course. They teach a 10-minute lesson. The lessons are videoed and the students critique their lessons. Students use the</p>	<p>Lead Questions</p> <p>Guidelines for Activity Arrangements with Teachers Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lesson Plan Evaluation Checklist</p> <p>Videos of Teachers VCR Monitor Lead Questions Evaluation Checklist</p> <p>Lesson Plan Evaluation Checklist.</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Scope and Sequence Charts</p>
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	<p>Teaching Evaluation Checklist to assess the lessons taught. The class discusses and evaluates each lesson taught.</p> <p><b>Teaching Lesson Plans:</b> Students select courses from an Alabama Course of Study. They develop a scope and sequence chart, course outline, unit plans, and lesson plans for the courses. They teach a 10- minute lesson. The lesson is videoed and the the student critiques his/her lesson. Students use the Teaching Evaluation Checklist to assess the lessons taught. Class discusses each lesson taught.</p> <p><i>Throughout the course students will create instructional plans and teach lessons.</i></p>	<p>Course Outline Form Unit Plan Form Lesson Plan Format Teaching Evaluation Checklist</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Scope and Sequence Charts Course Outline Form Unit Plan Form Lesson Plan Format Teaching Evaluation Checklist</p>
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<b>Unit Assessment:</b>	Curriculum Development Activity, Needs Assessment Survey, Curriculum Development Activity, Planning Activity, Concept Group Activity, Concept Assignment, Sequencing Concepts Activity, Sequencing Puzzle, Scope and Sequence Charts, Course Outlines, Unit Plans, Lesson Plans, Teaching Lessons, Class Participation, and Rubric
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<b>Unit/Course CTSO Activity:</b>	Develop Lesson Plans for FTA “Growing Your Own.” Students participate in STAR Events - Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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<b>Unit/Course Culminating Product:</b>	Students create lesson plans and teach lessons.
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<p><b>Course/Program Credential(s):</b>   <input type="checkbox"/> Credential   <input checked="" type="checkbox"/> Certificate   <input type="checkbox"/> Postsecondary Degree   <input checked="" type="checkbox"/> University Degree  <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers</p>
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	<p><b>Quick Write on Describing a Professional Teacher:</b>  Students write a one-page paper on a description of someone they consider being professional. They include specific examples, attitudes, behaviors, and work shared with others. Report Out.</p> <p><b>PowerPoint Presentation:</b>  Professional Commitment  Professionals:</p> <ul style="list-style-type: none"> <li>• Render service and show concern for people.</li> <li>• Don't require close supervision.</li> <li>• Assume responsibility for their behavior.</li> <li>• Don't expect to be paid by the hour.</li> <li>• Maintain good physical, emotional, and mental health.</li> <li>• Continually look for ways to improve.</li> <li>• Are loyal to colleagues and their employee.</li> <li>• Don't attempt to advance at the expense of others.</li> <li>• Possess good communication and public relations skills.</li> <li>• Give others credit for their ideas and work.</li> <li>• Meet commitments fully and on time.</li> <li>• Are proud of their work.</li> </ul> <p><b>Quick Talk:</b>  Creating a positive professional image of the teaching profession begins with teachers. Teachers must not only know their subject matter but must present a professional image to the</p>	<p>Internet  Web sites  References  Lead Questions</p> <p>Guidelines for Activity  Rubric  Computers  Internet  Web sites  References  Lead Questions</p> <p>PowerPoint Presentation  Computer  CTX  Lead Questions</p> <p>Lead Questions</p>
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<p>B. Purposes of Professional Organizations</p>	<p>public. Personal appearance and actions convey to others one's professional image.</p> <p><b>Quick Write on Observations:</b> Students participate in observational activities. Students then write a paper to describe how a teacher can portray a professional image.</p> <p><b>Buzz Session:</b> Students discuss educational professional organizations that they researched in the Teaching Training course.</p> <p><b>Professional Organization Brochure Assignment:</b> Students are assigned a professional educational organization to research. They design a brochure to encourage teachers to join the organization. Students present their brochures in class. If each class member is given free memberships to two of the professional organizations discussed, students decide the two organizations they would join? They explain their choices.</p> <p><b>National Board Certification Activity:</b> Students review the <i>National Board for Professional Teaching Standards (NBPTS)</i>. They describe how each standard leads to professionalism of teachers who are pursuing or who have become board certified. Share Out.</p> <p><b>Reflection-in-Action Activity:</b> David Schon described how a teacher's behavior may solve a problem in a professional manner. Students read the quotation and analyze how it describes the behavior and attitude of a professional teacher. <i>An artful teacher sees a child's difficulty in learning to read not as a defect in child but a defect "of his own instruction." And because of the child's difficulties may be unique, the teacher cannot assume</i></p>	<p>Guidelines for Quick Write Lead Questions Rubric</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Guidelines for Activity <i>National Board for Professional Teaching Standards</i> Rubric Lead Questions</p> <p>Guidelines for Activity Rubric Lead Questions</p>
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	<p><i>that his repertoire of explanations will suffice, even though they are “at the tongue’s end.” He must be ready to invent new methods and must “endeavor to develop in himself the ability of discovering them.”</i> Share Out.</p> <p><b>Quick Talk:</b> In Reflection-in-Action, Schon defines professional teachers as making careful, sensitive observations of classroom events, reflects on the meaning of those observations, and then decides how to act in certain ways.</p> <p><b>Scenarios on Professional Actions of Teachers:</b> Students are provided with scenarios that reflect actual classroom situations. Based on the information included in the scenarios, students describe how a professional teacher would respond and react to the classroom situations. Report Out.</p> <p><b>Paper on Professionalism:</b> Students write a paper on their definition of a “professional teacher.” Report Out.</p>	<p>Lead Questions</p> <p>Guidelines for Scenarios Rubric Classroom Situations/Scenarios Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Paper Rubric Classroom Situations Computers Internet Web sites References Lead Questions</p>
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<p><b>Unit Assessment:</b></p>	<p>Silhouettes on Characteristics of Professional Teachers, Quick Write on Describing a Professional, Quick Write on Observations, Professional Organization Brochure Assignment, National Board Certification Activity, Reflection-in-Action Activity, Scenarios on Professional Actions of Teachers, Paper on Professionalism, Class Participation, and Rubrics</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>Members attend a local AEA Meeting. Participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning</p>
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<b>Unit/Course Culminating Product:</b>	Brochure on a Professional Organization Paper on Professionalism
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers