

**Course Title: Teaching II**

<b>Unit 1:</b>	<b>Instructional Program</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Develop a personal philosophy of education.</li> <li>2. Critique research studies to identify effective teaching and learning practices.</li> <li>3. Describe the importance of evaluating the instructional climate of a learning community.</li> <li>4. Describe motivational techniques that enhance student achievement.</li> <li>5. Determine the reading level of various instructional materials.</li> <li>6. Determine classroom management strategies used at various grade levels.</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Develop a personal philosophy of education.</li> <li>2. Critique research studies to identify effective teaching and learning practices.</li> <li>3. Determine the importance of evaluating the instructional climate of a learning community.</li> <li>4. Demonstrate motivational techniques that enhance student achievement.</li> <li>5. Calculate the reading level of various instructional materials.</li> <li>6. Compare classroom management strategies used at various grade levels.</li> </ol>
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<p><b>Essential Question(s):</b></p>	<p>What impact does a teacher’s educational philosophy have on student achievement?          Why is it important for teachers to keep abreast of current research being conducted in the field of education?          What impact does the teacher have on the instructional climate of a learning community?          How do teachers motivate students for success?          What classroom management strategies can teachers use at various grade levels?          How can a teacher determine the reading level of instructional materials?</p>
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<b>Content: Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Instructional Program                      A. Philosophy of Education</p>	<p><b>Quick Talk:</b>                      It is very important that a teacher takes time to develop and reflect on his/her beliefs about education and how students learn. These beliefs are internalized and guide the teachers in making professional decisions about teaching and learning.</p>	<p>Lead Questions</p>

	<p><b>Teacher Interview Activity:</b> Students research the topic of “developing an educational philosophy.” They compile a list of questions that an individual needs to address as they develop his/her philosophy of education. After completing their research, the student develops a questionnaire to be used to interview two teachers as they reflect on their philosophies. Students conduct interviews. Compile responses. Report Out.</p>	<p>Guidelines for Activity Computers Internet Web sites Teacher Interview Assignments Rubric References Lead Questions</p>
<p>B. Research on Effective Teaching and Learning Practices</p>	<p><b>Development of Personal Philosophy of Education:</b> Based on the beliefs shared by other classmates, teacher interviews, and research, students compose a paper describing their personal educational philosophies.</p>	<p>Guidelines for Developing a Personal Philosophy of Education Rubric Lead Questions</p>
	<p><b>Quick Talk:</b> Using technology to gather and report information makes it easier for teachers to keep abreast of current research being conducted in the field of education. They use research findings to make sound decisions to improve student achievement.</p>	<p>Lead Questions</p>
	<p><b>Critique of Research Articles:</b> Weekly, students research and write a synopsis of two research articles that impact education in today’s classroom. Each week students share their critiques with classmates.</p>	<p>Guidelines for Critiquing Articles Format for Critiquing Articles Computers Internet Web sites References</p>
<p>C. Evaluating the Instructional Climate</p>	<p><b>Observational Activity:</b> Students observe teaching and learning practices of teachers in various classrooms.</p>	<p>Observational Guidelines Observational Log Lead Questions Arrangements for Observations</p>
	<p><b>Quick Talk:</b> The instructional climate of a school impacts both teacher morale and student motivation. It is</p>	<p>Lead Questions</p>

<p>D. Motivational Techniques</p>	<p>important that teachers assess the instructional climate in their classrooms so that the stage is set for student learning.</p> <p><b>Instructional Climate Activity:</b> Students research the topic “Factors Impacting a Positive Instructional Climate.” Based on research findings, students develop a checklist for teachers to use to assess the instructional climate of a classroom at the preschool, elementary school, middle/junior high school, and high school levels. Share Out.</p> <p><b>Group Activity on Climate:</b> Using the characteristics discussed from the Instructional Climate Activity, students team up and select a grade level and develop a checklist to evaluate the instructional climate of a grade level classroom that promotes student learning.</p> <p><b>Assessment on Classroom Climate:</b> Students select a checklist from one of the levels developed within the class. Using the checklist, students evaluate the classroom environment of two classrooms. They write a narrative of their findings. For any items that negatively impacted the instructional climate, they make suggestions as to how the instructional climate could have been improved by addressing the negative factors.</p> <p><b>Short Paper on Instructional Climate:</b> Students read the summary of the results of the survey collected by the Alabama Department of Education on <i>Take 20</i>. They write a short paper on their thoughts on how the survey results can impact student learning in Alabama.</p> <p><b>10 + 5 Discussion:</b> To encourage students to engage in learning and to increase their achievement, it is important that</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead questions</p> <p>Lead Questions Checklist Format</p> <p>Guidelines for Activity Rubric Checklist for Preschool Classroom Checklist for Elementary Classroom Checklist for Middle/Junior High School Classroom Checklist for High School Classroom Lead Questions</p> <p>Guidelines for Paper Rubric Survey Findings Lead Questions <i>Take 20 Summary</i></p> <p>Lead Questions</p>
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<p>E. Reading Levels of Instructional Materials</p>	<p>they are motivated. Motivation is best when it is internal.</p> <p><b>Motivational Techniques Assignment:</b> Students select a grade level and research motivational techniques that are appropriate for the grade level. They develop a set of questions to ask teachers the techniques they use to motivate students at the specific grade level. They observe two classroom sessions to determine techniques that teachers use to motivate students. They describe the techniques and determine if they were successful in motivating student learning. Share Out.</p> <p><b>Observational Activities:</b> Students observe motivational practices of classroom teachers.</p> <p><b>Scenarios on Motivation:</b> Students are presented classroom situations. They assume the role of the teacher in the classroom and describe what techniques they would use to motivate students to engage in learning. Share Out.</p> <p><b>Quick Talk:</b> Based on the <i>No Child Left Behind</i> legislation, all students must read at grade level by 2014. It is very important that students are exposed to reading materials and all teachers teach reading in their content area.</p> <p><b>Reading Level Assignment:</b> Students work in pairs. They research strategies used to assess the reading levels of instructional materials. They describe two strategies. Each pair selects a grade level and subject-matter area and uses both strategies to determine the reading level of instructional materials. Using the “State</p>	<p>Teacher Assignments Lead Questions Guidelines for Activity</p> <p>Guidelines for Observations Observational Logs Make Arrangements for Observations</p> <p>Scenarios Guidelines for Activity Rubric References Computers Internet Lead Questions</p> <p>Lead Questions <i>No Child Left Behind</i> Legislation</p> <p>Guidelines for Assignment <i>Alabama State Approved Textbook List</i> Rubric Textbooks Classroom Instructional Materials Teacher Assignments Strategies Used to Determine Grade Level of</p>
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**School Policies on Discipline Activity:**

Students read the section of the Policy Manual from their district on discipline in the classroom and the sanctions for misbehaving. They identify what behaviors are addressed and what the teacher's reaction and response to the student's behavior is when such behavior is being exhibited by the student. Students review the Policy Manual from another school district within the state. They report on the differences in how the districts address behavior problems.

**Classroom Management Strategies Activity:**

Students select a grade level and conduct an Internet search to determine five strategies that teachers can use to maintain positive discipline in their classrooms at the specific grade level. They also identify strategies to be used in special circumstances for cheating, confrontations, and school violence. Based on their findings, students develop questions to ask teachers who are teaching at the specific grade level how they guide student behavior in their classes. They ask the teacher for his/her set of rules. Students observe a teacher at the specific grade level and write a report on how the teacher maintains discipline in his/her classroom. In a whole group discussion, students identify management strategies used by teachers at all grade levels of schools to maintain classroom discipline. Students develop a set of classroom rules and determine consequences for breaking rules for the specific grade level selected and subject-matter area. Students share their rules with a teacher at that grade level and discuss if the rules are realistic.

Guidelines for Activity

Rubric

Policy Manual

Computers

Internet

Web sites

Lead Questions

Guidelines for Activity

Rubric

Computers

Internet

Web sites

References

Lead Questions

Teacher Assignments

	<p><b>Observational Activity:</b> Students observe the classroom management strategies of classroom teachers and make Observation entries in their Observational Logs.</p> <p><b>Classroom Management Scenarios:</b> Students react to various scenarios of classroom situations where certain behaviors are being exhibited. They determine how they would guide student behavior if they were teaching in the specific classroom situations. Share Out.</p> <p><b>Short Paper on Promoting Learner Responsibility:</b> Students research and write a short paper on how teachers can promote learner responsibility at the pre-school, elementary, middle/junior high school, and high school levels. Share Out.</p> <p><b>Philosophy on Discipline:</b> Students write their philosophy of discipline for the grade level and subject-matter area of their choice.</p> <p><b>Guest Speakers:</b> The Elementary Teacher of the Year and the Secondary Teacher of Year from the district share their philosophies of education, motivational techniques, and classroom management strategies.</p>	<p>Observational Guidelines Observational Logs Arrangements for Observations</p> <p>Guidelines for Activity Rubric Scenarios Lead Questions</p> <p>Guidelines for Paper Rubric Lead Questions Computer Internet Web sites References</p> <p>Guidelines for Philosophy Rubric</p> <p>Arrangement for Guest Speakers Lead Questions</p>
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<p><b>Unit Assessment:</b></p>	<p>Development of Personal Philosophy of Education, Critique of Research Articles and Presentations, Instructional Climate Activity, Group Activity on Climate, Assessment of Classroom Climate, Short Paper on Instructional Climate, Motivational Techniques Assessment, Scenarios on Motivation, Reading Level Assignment, School Policies on Discipline Activity, Classroom Strategies Activity, Classroom Management Scenarios, Short Paper Promoting Learner Responsibility, Philosophy on Discipline, Observational Logs, Class Participation, and Rubrics</p>
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<b>Unit/Course CTSO Activity:</b>	Conduct a “Scare the Boo Out of Books” Literacy campaign to collect books for local libraries and charities. Select appropriate reading level material for children at various age levels. Participate in the STAR Event Reading Story Participate in other 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>	Portfolio and Portfolio Presentation Philosophical Paper
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<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: Pre-Professional Assessment - Early Childhood Education and/or Education Careers
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*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 IV**

- 4.1, 4.2 Classroom and Behavior Management



**Course Title: Teaching II**

<b>Unit 2:</b>	<b>Lesson Plans</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>7. Develop scope and sequence charts, course outlines, unit plans, and lesson plans for a specific subject-matter and grade level.</li> <li>8. Practice teaching a lesson plan for a specific subject and grade level.</li> <li>9. Design instructional resources for a specific subject and grade level to meet specific instructional goals and educational initiatives.</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. Develop a scope and sequence chart for a specific subject-matter area and grade level.</li> <li>2. Develop course outlines for a specific subject-matter area and grade level.</li> <li>3. Develop lesson plans for a specific subject-matter area and grade level.</li> <li>4. Teach lessons designed for course content in a specific subject-matter area and grade level.</li> <li>5. Develop instructional resources for specific subject-matter area and grade level that meets specific instructional goals and educational initiatives.</li> <li>6. Develop ALEX lesson plans.</li> <li>7. Develop lesson plans using the Rigor and Relevance Framework.</li> <li>8. Analyze the importance of building “relationships” to enhancing student achievement.</li> <li>9. Teach lessons.</li> </ol>
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<b>Essential Question(s):</b>	<p>How do teachers plan quality instruction?          Why do teachers use teacher-made instructional resources in their instructional program?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
II. Lesson Plans	<p><b>Quick Talk:</b>            In the Teaching I Class, you learned the process for developing scope and sequence charts, course outlines, unit plans, and lesson plans. It is now time for you to determine the grade level and subject-matter area you are interested in teaching. In this unit, you will develop plans for teaching the subject-matter area and at the grade level of your choice. You will develop the various plans, teach mini-lessons, and actually</p>	Lead Questions

<p>A. Scope and Sequence Charts</p>	<p>teach units/concepts in an assigned class that relates to the subject-matter area and grade level.</p> <p><b>Student Preference Form:</b> Students complete the Student Preference Form to indicate their top three choices of the subject-matter area(s) and grade level(s) they are interested in teaching.</p> <p><b>PowerPoint Presentation:</b> Review Process for developing Scope and Sequence Charts</p> <p><b>Scope and Sequence Chart:</b> Students research the Internet; utilize various courses of study, textbooks, and other references to develop a Scope and Sequence chart for their chosen subject-matter area and grade level. The Alabama Courses of Study serve as the foundation for developing the Scope and Sequence chart. The chart is based on the contact hour requirement for an academic year.</p>	<p>Student Preference Form Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Formats Examples</p> <p>Guidelines for Developing Scope and Sequence Chart Rubric Computers Internet References Web sites Textbooks Scope and Sequence Chart Forms</p>
<p>B. Course Outlines</p>	<p><b>PowerPoint Review:</b> Process for Developing Course Outlines</p> <p><b>Course Outline Activity:</b> Students search the Internet; utilize various courses of study, textbooks, and other references to develop a course outline for their chosen subject-matter area and grade level. The Alabama Courses of Study serves as the foundation for developing the course outlines. Course outlines are based on the contact hour</p>	<p>PowerPoint Presentation Computer CTX Lead Questions Formats Examples</p> <p>Guidelines for Developing Course Outlines Rubric Computers Internet References Web sites Courses of Study Textbooks</p>

<p>C. Unit Plans/Plans of Instruction</p>	<p>requirement for an academic year.</p> <p><b>PowerPoint Review:</b> Review Process for Developing Unit Plans/Plans of Instruction</p> <p><b>Unit Plans Activity:</b> Students search the Internet; utilize various courses of study, textbooks, and other references to develop unit plans/plans of instruction for their chosen subject-matter area and grade level. The Alabama Courses of Study serves as the foundation for developing the unit plans/plans of instruction. Unit plans/Plans of Instruction are based on the contact hour requirement for an academic year.</p>	<p>Course Outline Forms</p> <p>PowerPoint Presentation Computer CTX Lead Questions Formats Examples</p> <p>Guidelines for Developing Unit Plans Rubric Computers Internet References Web sites References Textbooks Scope and Sequence Charts Unit Plan Forms</p>
<p>D. Lesson Plans</p>	<p><b>Power Point Review on Developing Lesson Plans:</b> Review Process for Developing Lesson Plans</p> <p><b>Lesson Plan Activity:</b> Students search the Internet; utilize various courses of study, textbooks, and other references to develop lesson plans for their chosen subject-matter area and grade level. The Alabama Courses of Study serves as the foundation for developing lesson plans.</p> <p><b>PowerPoint Presentation on ALEX:</b> Developing ALEX Lesson Plans</p>	<p>PowerPoint Presentation Computer CTX Lead Questions Formats Examples</p> <p>Guidelines for Developing Lesson Plans Rubric Computer Internet References Web sites Courses of Study Textbooks Lesson Plan Forms</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p>

<p>E. Designing Instructional Resources</p> <ol style="list-style-type: none"> <li>1. Instructional goals</li> </ol>	<p><b>Teacher Demonstration:</b> The teacher demonstrates the process of using ALEX to develop lesson plans.</p> <p><b>ALEX Lesson Planning Activity:</b> Students develop five lesson plans to submit to ALEX. Before the plans are submitted, lesson plans are reviewed by a classmate and the teacher.</p> <p><b>Quick Talk:</b> Teachers depend on many ready-made instructional resources that are found in activity books from textbooks, curriculum guides, resources developed by vendors, and those that can be downloaded from the Internet. At times, it is necessary for teachers to develop their own instructional resources to better meet the needs of students. As new initiatives are implemented and instructional goals change, these situations may impact the types of instructional resources available.</p> <p><b>Designing Instructional Resources Activity:</b> Using five of the lesson plans developed for a</p>	<p>Formats</p> <p>ALEX Web site Lead Questions ALEX Format ALEX Lesson Plan Examples</p> <p>Lesson Plan ALEX web site ALEX Account</p> <p>Guidelines for Developing ALEX Lesson Plans Rubric Computers Internet References Web sites Courses of Study ALEX Web site Lead Questions ALEX Format ALEX Examples Directions for Submitting ALEX Lessons ALEX Accounts for Students</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric</p>
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<p>2. Educational initiatives</p>	<p>specific subject-matter area and grade level, students design teacher-made instructional resources to use in teaching the lessons.</p> <p><b>10 + 5 Discussion:</b> It is very important that teachers utilize the latest courses of study approved by the Alabama Department of Education; local, state, and national initiatives that impact student achievement; and funding allocation mandates.</p> <p><b>PowerPoint Presentation:</b> Local, State, and National Initiatives</p> <p><b>Developing Instructional Resources for Specific Initiatives:</b> Students research two local, state, or national initiatives that impact today's schools. They develop two teacher-made instructional resources that can be used in teaching the initiative in the specific subject-matter area and grade level. Share Out.</p>	<p>Computers Internet Web sites References Textbooks Software Lead Questions Printer Copier Art Supplies Laminator Die Cuts</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Brochures</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Textbooks Software Lead Questions Printer Copier Art Supplies Laminator Die Cuts</p>
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<p>E. Rigor and Relevance Framework and Relationships</p>	<p><b>PowerPoint Presentation:</b> Rigor and Relevance ( R &amp; R) Framework</p> <ul style="list-style-type: none"> <li>• Framework</li> <li>• Instructional Strategies</li> <li>• Relationships</li> </ul> <p><b>Guided Practice:</b> The teacher walks students through the process of using the Rigor and Relevance Framework</p> <p><b>Lesson Planning Using the R &amp; R Framework:</b> Students develop lesson plans using the R &amp; R Framework. Share Out.</p> <p><b>Research Paper on the importance of “Relationships” in the Educational Setting:</b> Using Bill Daggett’s resources and the Internet, students write a report on how building relationships with students in the classroom enhances student learning.</p>	<p>Bill Dagget’s Rigor and Relevance Charts PowerPoint Presentation CTX Computer Lead Questions</p> <p>R &amp; R Frameworks Lesson Plans</p> <p>Guidelines for Activity Computers Rubric Internet Web sites References R &amp; R Framework R &amp; R Framework References Lead Questions International Center for Leadership in Education Resources</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Bill Daggett’s Resources International Center for Leadership in Education Resources Lead Questions</p>
<p>F. Teaching Lessons</p>	<p><b>PowerPoint Presentation:</b> Review of the Process of Teaching a Lesson</p> <p><b>Teacher Demonstration:</b> Teacher demonstrates the steps involved in the teaching process. Each step is identified for</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lesson Plan</p>

G. Observation	<p>student reference.</p> <p><b>Teaching Lessons:</b> Throughout the course, students teach lessons in the classroom as well as in their assigned grade level and subject-matter area classrooms. At times students are video-taped for self-evaluation.</p> <p><b>Observation:</b> Throughout the course, students observe teaching and make entries in their Observational Logs.</p>	<p>Lesson Plans Equipment Technology Tools Rubric for Teaching Evaluation Refines Lead Questions</p> <p>Arrangements for Observations Observational Guidelines Observation Logs Lead Questions</p>
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<b>Unit Assessment:</b>	Student Preference Form, Scope and Sequence Charts, Course Outline Activity, Unit Plans/Plans of Instruction Activity, Lesson Plan Activity, ALEX Lesson Planning Activity, Designing Instructional Resources Activity, Developing Instructional Resources for Specific Initiatives, Rigor and Relevance Lesson Plans, Research Paper on “Relationships,” Teaching Lessons, Observations, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	<p>FTA Lesson Plan Event at State Competition</p> <p>Students participate in FCCLA STAR Events - Teach and Train</p> <p>Students participate in Teach Alabama Events.</p> <p>Students Participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.</p>
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<b>Unit/Course Culminating Product:</b>	Portfolio with evidence of Scope and Sequence Charts, Course Outlines, Unit Plans/Plans of Instruction, Lesson Plans, Appropriate Resource Materials, Resource List, and Critiques of Teaching
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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</p> <p><input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers</p>
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**Course Title: Teaching II**

<b>Unit: 3</b>	<b>Assessment</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: <ul style="list-style-type: none"><li>10. Determine types of assessments used in evaluating student achievement. Examples: true/false, multiple-choice, matching, essay, short answer, project, skills test, portfolio, self-tests</li><li>11. Explain steps in constructing tests.</li><li>12. Describe assessments for specific knowledge and skills in a specific subject and grade level, including criterion reference, norm reference, rubric, formative, and summative.</li></ul>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: <ul style="list-style-type: none"><li>1. Analyze types of assessments used to evaluate student achievement.</li><li>2. Construct true and false tests.</li><li>3. Construct multiple-choice tests.</li><li>4. Construct matching tests.</li><li>5. Construct essay tests.</li><li>6. Construct short-answer tests.</li><li>7. Construct rubrics.</li><li>8. Construct nontesting assessments.</li><li>9. Construct self-evaluation tests.</li><li>10. Construct peer-evaluation tests.</li><li>11. Describe how criterion reference assessments are used to assess content knowledge and skill in specific subject-matter area and grade level.</li><li>12. Describe how norm reference assessments are used to assess content knowledge and skill in specific subject-matter area and grade level.</li><li>13. Describe how rubrics are used to assess content knowledge and skill in specific subject-matter area and grade level.</li><li>14. Describe how formative assessments are used to assess for content knowledge and skill in specific subject-matter area and grade level.</li><li>15. Describe how summative assessments are used to assess content knowledge and skill in specific subject-matter area and grade level.</li><li>16. Determine ways that assessments can be adapted to meet the learning needs of special students.</li><li>17. Identify assessments mandated by the Alabama Department of Education.</li><li>18. Determine how to assign grades that assess the mastery or proficiency of student achievement.</li></ul>
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<p>B. Test Construction</p> <ol style="list-style-type: none"> <li>1. True/False tests</li> <li>2. Multiple-Choice tests</li> <li>3. Matching tests</li> </ol>	<p><b>Carousel Walk:</b>  Students in groups of four, walk around the room to determine the different types of assessments used at specific grade levels written on posters. They discuss the assessments listed for each grade level. They agree or disagree with assessments listed. They may add/delete assessments after providing reasons to add or delete assessments appropriate for the specific grade level. Students discuss appropriate assessments for specific grade levels.</p> <p><b>Teacher Interview:</b>  Students select a subject matter area and grade level of their interest. Using the posters of types of assessments, they research the subject matter area to determine the most effective assessments for the grade level and subject matter area. They write a paper on the findings of their research. They develop a questionnaire to use in interviewing a subject matter teacher at the specific grade level on what types of assessments he/she uses in the classroom. Report Out.</p> <p><b>Quick Talk:</b>  One of the categories of test items used in assessment is selection-type items. Students select an answer from given options.</p> <p><b>PowerPoint Presentation:</b>  Constructing Selection-Type Items Test</p> <ul style="list-style-type: none"> <li>• True-False Items</li> <li>• Multiple-Choice Items</li> <li>• Matching items</li> </ul>	<p>Poster Board  Art Supplies  Lead Questions</p> <p>Lead Questions  Posters  Markers</p> <p>Guidelines for Interview and Research Paper  Rubric  Computers  Internet  Web sites  References  Textbooks  Teacher Assignments</p> <p>Lead Questions</p> <p>PowerPoint Presentation  Computer  CTX Machine  Sample tests  Lead Questions</p>
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<p>4. Fill-in-the-Blank tests 5. Short-Answer tests</p>	<p><b>Constructing Selection-Type Assessments Activity:</b> Students select a slip of paper from the Challenge Envelope. Based on a chapter in a textbook, the slips identify a subject matter area and content knowledge and skill to be assessed in the classroom. They develop a True-False Test, Multiple-Choice Test, and Matching Test for the assignment based on the objectives they have identified for the content being taught.</p> <p><b>Read, Assess, and Write Activity on Selection-Type Assessments:</b> Students select a partner. Each student provides the other student with the textbook used in completing their Selection-Type Assessments Activity. The student reads the chapter and then takes each test. They use the objectives for the instruction, test items for each assessment, and the appropriate rubrics to evaluate the authenticity of the tests. They complete rubrics and write a short description of how effective the tests were in addressing the objectives and content assessed. Share Out.</p> <p><b>Quick Talk:</b> Another category of test items used in assessment is supply-type items. In these assessments the student thinks and writes the correct answer.</p> <p><b>PowerPoint Presentation:</b> Constructing Supply-Type Items Test</p> <ul style="list-style-type: none"> <li>• Fil-in-the-Blank tests</li> <li>• Short-Answer tests</li> </ul> <p><b>Constructing Supply-Type Assessments Activity:</b> Using the same chapter and textbook, students develop a Fill-in-the-Blank test and Short-Answer</p>	<p>Guidelines for Activity Rubric Challenge Envelopes with Assigned Topics Textbooks Computers Internet Web sites References Lead Question</p> <p>Guidelines for Activity Rubric for Activity Chapter Assessments from Textbooks Copies of Rubrics for Each Type of Test Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Machine Sample tests Lead Questions</p> <p>Guidelines for Activity Rubric Textbooks Computers</p>
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6. Essay Tests

Test for the assignment based on the objectives they have identified for the content being assessed.

**Read, Assess, and Write Activity:**  
Students select a partner. Each student provides the other student with the textbook used in completing their Supply-Type Assessments Activity. The student reads the chapter and then takes each test. They use the objectives for the instruction, test items for each assessment, the appropriate rubrics to evaluate the authenticity of the tests. They complete rubrics and write a short description of how effective the tests were in addressing the objectives and content assessed. Share Out.

**Quick Talk:**  
Another category of test items used in assessment is essay tests. In this assessment the student uses their critical thinking skills to develop and write a longer answer on a topic related to the content and skill being assessed.

**PowerPoint Presentation:**  
Constructing Essay Test

**Constructing Essay-Type Assessments Activity:**  
Using the same chapter and textbook, students develop essay questions to evaluate student learning. The essay test for the assignment is based on the objectives they have identified for the content being assessed.

Internet  
Web sites  
References  
Lead Question

Guidelines for Activity  
Rubric for Activity  
Chapter Assessments from Textbooks  
Copies of Rubrics for Each Type of Test  
Lead Questions

Lead Questions

PowerPoint Presentation  
Computer  
CTX Machine  
Sample tests  
Lead Questions

Guidelines for Activity  
Rubric  
Textbooks  
Computers  
Internet  
Web sites  
References  
Lead Question

- 7. Rubrics/Rating Scales
- 8. Checklists
- 9. Scorecards

**Read, Assess, and Write Activity:**

Students select a partner. Each student provides the other student with the textbook used in completing their activity. The student reads the chapter and then takes the essay test. They use the objectives for the instruction and the essay test rubric to evaluate the authenticity of the test. They complete the rubric and write a short description of how effective the test was in addressing the objectives and content assessed. Share Out.

**Quick Talk:**

Checklists, rubrics, and scorecards are sometimes classified as rating scale instruments. They are used by students to evaluate themselves or other students and by teachers to evaluate their students. The rubric encompasses the highest order of thinking and the greatest depth of knowledge.

**PowerPoint Presentation:**

Constructing Self-Peer and Student Rating Scales

- General Guidelines
- Constructing Checklists
- Scorecards
- Rubrics/Rating Scales
- Combination:  
Checklist/Scorecard/Rubric

**Constructing Rating-Scale Type Assessments Activity:**

Using the same chapter and textbook, students develop a Checklist, Scorecard, Rating Scale and Rubric. Tests for the assignment are based on the objectives they have identified for the content being assessed.

Guidelines for Activity  
 Rubric for Activity  
 Chapter Assessments from Textbooks  
 Copies of Essay Test Rubric for Each Type of Test  
 Lead Questions

Lead Questions

PowerPoint Presentation  
 Computer  
 CTX Machine  
 Sample tests  
 Lead Questions

Guidelines for Activity  
 Rubric  
 Textbooks  
 Computers  
 Internet  
 Web sites  
 References  
 Lead Question

B. Self- and Peer Evaluation

**Read, Assess, and Write Activity:**  
Students select a partner. Each student provides the other student with the textbook used in completing their activity. The student reads the chapter and then takes each test. They use the objectives for the instruction and rating scales for each assessment and the appropriate rubrics to evaluate the authenticity of the tests. They complete rubrics and write a short description of how effective the tests were in addressing the objectives and content assessed. Share Out.

**Quick Talk:**  
Having students to evaluate their own progress in their mastery of the learning objectives in a lesson provides an internal look at how they are doing and how the teacher is doing.

**PowerPoint Presentation:**  
Peer Evaluation

- Types of Self-Evaluation
- General Guidelines for Developing Self-Evaluations
- Constructing Self-Evaluations

**Constructing Self-Evaluation Assessments:**  
Using the same chapter and textbook, students develop a student self-evaluation assessment. The self-evaluation for the assignment is based on the objectives they have identified for the content being assessed.

**Read, Assess, and Write Activity:**  
Students select a partner. Each student provides the other student with the textbook used in completing their activity. The student reads the chapter and then takes the self-evaluation assessment. They use the objectives for the

Guidelines for Activity  
Rubric for Activity  
Chapter Assessments from Textbooks  
Copies of Rubrics for Each Type of Test  
Lead Questions

Lead Questions

PowerPoint Presentation  
Computer  
CTX Machine  
Sample tests  
Lead Questions

Guidelines for Activity  
Rubric  
Textbooks  
Computer  
Internet  
Web sites  
References  
Lead Question

Guidelines for Activity  
Rubric for Activity  
Chapter Assessments from Textbooks  
Copies of Self-Evaluation Rubric  
Lead Questions

instruction and the appropriate rubric to evaluate the authenticity of the evaluation. They complete the rubric and write a short description of how effective the self-evaluation was in addressing the objectives and content assessed. Share Out.

**Quick Talk:**

Peers can also evaluate each other and provide feedback that is both beneficial to the student, peers, and teacher.

**PowerPoint Presentation:**

Peer Evaluation

- Types of Peer-Evaluation
- General Guidelines for Developing Peer-Evaluations
- Constructing Peer-Evaluations
- Types of Peer-Evaluation

**Constructing Peer-Evaluation Assessments:**

Using the same chapter and textbook, students develop a peer-evaluation assessment. The peer-evaluation for the assignment is based on the objectives they have identified for the content being assessed.

**Read, Assess, and Write Activity:**

Students select a partner. Each student provides the other student with the textbook used in completing their activity. The student reads the chapter and then takes the peer-evaluation assessment. They use the objectives for the instruction and the appropriate rubric to evaluate the authenticity of the evaluation. They complete the rubric and write a short description of how effective the self-evaluation was in addressing the objectives and content assessed.

Lead Questions

PowerPoint Presentation

Computer

CTX Machine

Sample tests

Lead Questions

Guidelines for Activity

Rubric

Textbooks

Computers

Internet

Web sites

References

Lead Question

Guidelines for Activity

Rubric for Activity

Chapter Assessments from Textbooks

Copies of Self-Evaluation Rubric

Lead Questions

C. Nontesting Means of Assessment

Share Out.

**Quick Talk:**

At times a teacher may use nontesting means to assess student learning instead of a formal test. A variety of assessments should be used in the instructional program. There are more ways to assess student learning than just paper and pencil tests.

**PowerPoint Presentation:**

Nontesting Means of Assessment

- Types of Nontesting Assessment
- General Guidelines for Developing Nontesting Assessments
- Constructing Nontesting Assessments

**Constructing Nontesting Assessments:**

Using the same chapter and textbook, students develop two nontesting assessments. These assessments are based on the objectives they have identified for the content being assessed.

**Read, Assess, and Write Activity:**

Students select a partner. Each student provides the other student with the textbook used in completing their activity. The student reads the chapter and then completes the two nontesting assessments developed. They use the objectives for the instruction and the appropriate rubric to evaluate the nontesting assessments. They complete the rubric and write a short description of how effective the nontesting assessments were in addressing the objectives and content assessed. Share Out.

Lead Questions

PowerPoint Presentation

Computer

CTX Machine

Sample tests

Lead Questions

Guidelines for Activity

Rubric

Textbooks

Computers

Internet

Web sites

References

Lead Question

Guidelines for Activity

Rubrics or Activity

Chapter Assessments from Textbooks

Copies of Nontesting Assessment Rubrics

Lead Questions



<p>D. Types of Program Assessment</p> <ol style="list-style-type: none"> <li>1. Formative</li> <li>2. Summative</li> </ol>	<p><b>Constructing Subject-Matter and Grade-Level Assessments:</b>  Using prior knowledge, students construct tests appropriate for their selected grade level and subject-matter area. They select a chapter from a textbook used in the selected area. They develop a selection-type item assessment, a supply-type item assessment, an essay item assessment, a checklist or scorecard, a rubric, and a nontesting means of assessment from the material included in the text that address the objectives for the instructional unit.</p> <p><b>Guest Speaker:</b>  A special education teacher will discuss how to adapt tests for special needs students.</p> <p><b>Scenarios on Students with Special Needs Assessment:</b>  Each student is provided a scenario of a special needs student. The student's characteristics and an assessment used to evaluate the student's success are described. The student adapts the assessment to meet the learning needs of the special education student. Share Out.</p> <p><b>10 + 5 Discussion:</b>  Program or course evaluation can be formative or summative. One evaluation is conducted throughout the course and the other evaluation is conducted at the end of the course or program.</p> <p><b>Quick Write:</b>  Students research the definition of formative and summative assessment. They identify types of evaluations that can be classified under each type of assessment. Report Out.</p>	<p>Guidelines for Activity  Rubric  Textbooks  Computer  Internet  Web sites  References  Lead Question</p> <p>Contact Special Education Teacher  Lead Questions</p> <p>Guidelines for Activity  Rubric  Scenarios  Assessments  Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity  Computer  Internet  Web sites  References  Lead Questions</p>
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<p>E. Alabama's State Testing Program</p>	<p><b>Quick Talk:</b> The Alabama Department of Education has an assessment program used to evaluate the mastery and proficiency of student achievement in core academic areas and grade levels. Many of these assessments are mandated by federal legislation or state legislation.</p> <p><b>Pair, Read, and Share on State Testing:</b> Students will pair up and select one of the assessments to study. They read summaries of the test provided by the state department and share the purpose, grade level, subject, testing time lines, and how results are used.</p> <p><b>Guest Speakers:</b> The counselor and Testing Coordinator will discuss the Alabama Testing Program.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Assessment Summaries Lead Questions</p> <p>Contacting Guest Speakers Lead Questions.</p>
<p>F. Grading</p>	<p><b>10 + 5 Discussion:</b> One of the many tasks performed by a teacher is the assigning of grades. This task is made easier if the teacher has utilized various assessments to determine the students' mastery of content and skill.</p> <p><b>PowerPoint Presentation:</b></p> <ul style="list-style-type: none"> <li>• Grading Guidelines</li> <li>• Grading Scale</li> <li>• Assigning Grades</li> </ul> <p><b>Grading Assignments:</b> Students are assigned a grade level and subject-matter area. They are to develop a grading scale for a course. Using the sample of assessments included in their grading packet, they determine the grades for the assessments. They assign a grade for the semester on the report card and make comments about the student's progress. Report Out.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Machine Samples of Grading Scale</p> <p>Guidelines for Activity Grading Packet Rubric for Activity Rubrics for Assessments Report Cards Lead Questions</p>

<b>Unit Assessment:</b>	Types of Assessment Activity; Teacher Interview; Constructing Selection-Type Assessments Activity; Read, Assess and Write Activity on Selection-Type Assessments; Constructing Supply-Type Assessments Activity; Read, Assess and Write Activity on Selection-Type Assessments; Constructing Essay-Type Assessments Activity; Read, Assess and Write Activity on Essay-Type Assessments; Constructing Rating-Scale Type Assessments Activity; Read, Assess, and Write Activity on Rating Scales; Constructing Self-Evaluation Assessments; Read, Assess and Write Activity on Self-Evaluation Assessments; Constructing Peer-Evaluation Assessments; Read, Assess and Write Activity on Peer-Evaluation Assessments; Constructing Nontesting Assessments; Read, Assess and Write Activity Nontesting Assessments; Constructing Subject-Matter and Grade Level Assessments; Read, Assess and Write Activity on Subject-Matter and Grade-Level Assessments; Scenarios on Special Need Student Assessment; Pair, Read, and Share on State Testing; Grading Assignments; Class Participation; and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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<b>Unit/Course Culminating Product:</b>	Collection Student Generated Assessments Free tutoring on test taking skills week prior to local and state assessments Presentation on general test taking skills. (PASS – Plan Assessment Strategies Successfully: Tips for Passing Tests)
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<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 - Education Careers and/or Early Childhood Education
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*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 III

- Planning, Preparing, and Administering Classroom Tests
- Aligning Curriculum, Instruction, and Assessment
- Test Development: True-False (Forced-Choice) Questions
- Test Development: Short-Answer & Completion Questions
- Test Development: Matching Questions
- Test Development: Multiple-Choice Questions
- Test Development: Essay Questions
- Item and Test Analysis
- Scoring Performance Assessments: Checklists, Rating Scales, and Rubrics





<p><b>Look, Think, Select, Share Activity:</b> As a whole group, students categorize the partnerships listed on the chart by what grade level (preschool, elementary, middle/junior high, high school, college, adult programs) the partnerships are most appropriate. Partnerships may be listed under several grade levels.</p> <p><b>Quick Talk:</b> Before an educator decides on what partnerships to develop, he/she must determine the needs of the instructional program or subject matter.</p> <p><b>Turn, Pair and Share:</b> Students discuss how partnerships can be used to support an educational program or subject-matter area. Share Out.</p> <p><b>Advisory Council Activity:</b> Students select a grade level and subject-matter area and determine what partnerships an educator could develop in the community. The student selects five to seven representatives from the partnerships formed to include on an advisory council. After identifying the advisory council members, they complete the process used to appoint, utilize, and assess the work of the council. Report Out.</p> <p><b>Panel Discussion:</b> Guest speakers/community partners/ advisory council member, to discuss how successful partnerships enhance instruction at all levels and in all areas.</p> <p><b>Advisory Council Program of Work:</b> Using the advisory council created in an earlier activity, students develop a program of work for the council to implement during the academic year. Report Out.</p>	<p>Guidelines for Activity Lead Questions Chart</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity <i>Handbook on Developing Partnerships and Advisory Councils</i> Computers Web sites Internet Telephone Directory Chamber of Commerce Directory Rubric for Activity References Lead Questions</p> <p>Contact Community Leaders Lead Questions</p> <p>Guidelines for Activity Program of Work Forms <i>Handbook on Developing Partnerships and Advisory Councils</i> References</p>
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<p>B. Public Relations Program</p>	<p><b>10 + 5 Discussion:</b>  Effective public relations and marketing strategies are essential for successful education programs. There are a variety of strategies that can be used to enhance educational goals in a school and system.</p> <p><b>PowerPoint Presentation:</b></p> <ul style="list-style-type: none"> <li>• Benefits of Public Relations</li> <li>• Identifying Publics</li> <li>• Strategies for Program Visibility</li> <li>• Effective Publicity</li> </ul> <p><b>Guest Speaker:</b>  The Public Relations Officer from the central office discusses the school district’s public relations program.</p> <p><b>PowerPoint Presentation:</b>  Tools for a Public Relations Marketing Program</p> <ul style="list-style-type: none"> <li>• Writing New Releases and Articles</li> <li>• Writing Newsletters</li> <li>• Writing Public Service Announcements</li> <li>• Developing Web Pages</li> <li>• Developing Brochures</li> <li>• Developing Flyers</li> <li>• Implementing Promotions</li> <li>• Making Presentations</li> <li>• Sharing Your Program</li> <li>• Developing Video Presentations</li> <li>• Designing Brands</li> </ul> <p><b>Public Relations Program Activity:</b>  Students will select a specific grade level (preschool, elementary, junior/middle school, high school, college, or adult program) and</p>	<p>Sample Programs of Work</p> <p>Lead Questions</p> <p>PowerPoint Presentation  Computer  Internet  CTX Machine  Lead Questions</p> <p>Arrangements for Guest Speaker  Lead Questions</p> <p>PowerPoint Presentation  Computer  Internet  CTX Machine  Sample News Releases and Articles  Sample Newsletters  Sample Public Service Announcements  Sample of Web Pages  Sample Brochures  Sample Flyers  Sample Promotional Activities  Sample Presentations  Sample of Sharing Your Program  Sample Video Presentations  Sample Brands  Lead Questions</p> <p>Guidelines for Activity  Rubric  Computers  Internet</p>
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<p>C. Parental Involvement</p>	<p>develop a public relations campaign.</p> <p><b>School Events' Activity:</b> Utilizing prior knowledge, students write media releases, produce public service announcements, and provide presentations on events happening within selected schools in a district. Students produce a calendar of events to coordinate with local news agencies. They produce a "Blog Announcement" site for student use. They may possibly produce a student Web site for community school events. Students present their work to class.</p> <p><b>Teacher Talk:</b> It is essential that parents are involved in the education of their children. They need to participate in school activities as well as promote teaching and learning activities of children in the home.</p> <p><b>Brainstorming Session:</b> Students discuss how their parents have been involved in their education.</p> <p><b>Family Poster Contest:</b> Students plan with their parents a family poster to get families and educators thinking and talking about the importance of parental involvement in helping children be successful in school and in life. Share Out. <i>(Students follow the Alabama Department of Education Annual Statewide Family Poster Contest on Parental Involvement information &amp; Guidelines.)</i> Posters are displayed in the classroom.</p>	<p>Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References District's School Calendar Media Contents Software Lead Questions Guidelines for Presentation Rubric for Presentation</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References <a href="http://www.alsde.edu">www.alsde.edu</a> - Federal Programs Section - Guidance - Annual Statewide Family Poster Contest on Parental Involvement</p>
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	<p><b>PowerPoint Presentation:</b> Parent Conferences</p> <p><b>Scenarios on Parent Conferences:</b> Using scenarios that include situations necessary for a parent conference, students describe how the parent conference should be conducted so that it impacts student learning. Report Out.</p>	<p>PowerPoint Presentation CTX Computer Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Scenarios Lead Questions</p>
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<b>Unit Assessment:</b>	Look, Think, Select, Share Activity; Advisory Council Activity; Advisory Council Program of Work; Public Relations Program Activity; School Events' Activity; Family Poster Contest; Scenarios on Parent Conferences; Class Participation; and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning. STAR Event - Teach and Train
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<b>Unit/Course Culminating Product:</b>	“Around Town with TEACH Alabama” Media Presentations Public Relations Campaign School Calendar of Events
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<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
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**Competency VIII**

- Parent Conferencing
- Parental Involvement

**Course Title: Teaching II**

<b>Unit: 5</b>	<b>Professionalism</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>15. Determine characteristics of professionalism in the educational workplace.</li> <li>16. Compare purposes of professional organizations in the field of education.</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. Analyze characteristics of professionalism within the educational workplace.</li> <li>2. Contrast purposes of professional organizations in the field of education.</li> </ol>
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<b>Essential Question(s):</b>	<p>What behaviors constitute professionalism in the educational workplace?          How does a prospective teacher best identify practices that will lead to employment within the educational field?          How do the purposes/goals of professional organizations in the field of education impact membership?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment, and Technology Resources</b>
<p>V. Professionalism            A. Characteristics of Professionalism</p>	<p><b>Quick Talk:</b>            Teaching is a profession. Effective teachers should demonstrate professional characteristics and the workplace should exhibit a professional appearance.</p> <p><b>Brainstorming Session:</b>            Students describe characteristics of a professional educational workplace.</p> <p><b>Write and Observe:</b>            Students select a specific subject matter area and grade level. They research the characteristics of a professional classroom for their selected</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity            Rubric            Computer            Internet</p>

B. Purposes of Professional Organizations

subject-matter area and grade level. They write a paper describing the characteristics. Students develop a checklist of the characteristics of a professional classroom. They observe a classroom at the grade level and subject-matter area and use the checklist to assess the professional atmosphere. They write a summary of their findings based on their observation.

**Guest Speakers:**

A school administrator and school district's Human Resource officer discuss professional dress, professional behavior, and ethics. They provide standards for professional behavior in local school district.

**Quick Talk:**

To keep abreast of educational trends and current research findings, it is important that educators join professional organizations that meet their needs. Educators need to assess the purposes/goals of the various organizations to determine the ones that will be most beneficial to them as they practice their profession.

**Panel Discussion:**

Local representatives from professional educational organizations discuss the purposes and benefits in belonging to their specific associations. Students develop lead questions to ask panelists.

**Professional Organization Activity:**

Students research professional organizations at the grade level and subject-matter area of interest. They determine the professional organizations that they would join as an educator. They write a short paper justifying why they selected the specific organizations. Share Out.

Web sites  
References  
Lead Questions  
Arrangements with Teachers for Observation

Arrangements of Guest Speakers  
Lead Questions

Lead Questions

Make Arrangements with Panelists  
Lead Questions

Guidelines for Activity  
Rubric  
Computer  
Internet  
Web sites  
References  
Lead Questions

<p>C. Certifications, Credentials and Licensures</p>	<p><b>10 + 5 Discussion:</b> In teaching there are many opportunities for educators to demonstrate their attainment of new knowledge and skills.</p> <p><b>Credentialing Activity:</b> Students research certificates, credentials, and licensures offered to educators based on their subject-matter area and grade level of interest. Students develop a brochure to encourage educators in the field to pursue these educational opportunities. Report Out.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Lead Questions</p>
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<p><b>Unit Assessment:</b></p>	<p>Write and Observe, Professional Organization Activity, Credentialing Activity, Class Participation, and Rubrics</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>FCCLA STAR Event: Illustrated Talk on issues regarding Social Networking and the dangers and consequences of careless postings for students and potential employees. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.</p>
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<p><b>Unit/Course Culminating Product:</b></p>	<p>Portfolio Credential Brochure</p>
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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>D. Use of 21<sup>st</sup> Century Technology Tools</p>	<p><b>Buzz Session:</b> Students discuss what technology they use everyday and what technology is being used in their classrooms.</p> <p><b>21<sup>st</sup> Century Classroom Activity:</b> Students conduct a research study to describe what the 21<sup>st</sup> Century Classroom looks like in today's schools for a specific grade level. Students design a 21<sup>st</sup> century classroom for their selected grade level and subject-matter area (pre-school, elementary, intermediate, middle/junior, high school or college classroom). They will also compile a legend for the technology and equipment needs for the 21<sup>st</sup> century classroom. Share Out.</p> <p><b>10 + 5 Discussion:</b> It is very important that educators know how to use 21<sup>st</sup> century technological tools.</p> <p><b>Teacher Demonstrations:</b> Teacher demonstrates the use of technological equipment used in the classroom</p> <p><b>Technology Activity:</b> Using technology/equipment modules, students work in pairs to complete the assignments in each module. They demonstrate their skills in using the various technology and equipment.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Sample Classroom Design Lead Questions</p> <p>Lead Questions</p> <p>Technology Software Equipment Resources</p> <p>Guidelines for Activity Rubric Modules Computers Web sites Internet Equipment Technology Resources Lead Questions</p>
<p>E. Career Options</p>	<p><b>Quick Talk:</b> There are many career options for individuals who are interested in the field of education. Personal characteristics, job-related</p>	<p>Lead Questions</p>

<p>F. Entrepreneurial Opportunities</p>	<p>characteristics, and education and training requirements influence one's career choices.</p> <p><b>Guest Speaker:</b> The school's career counselor presents steps in completing a career plan.</p> <p><b>Career Plan Activity:</b> Students complete a Career Plan and post it to their online portfolio. This plan includes: the student's updated philosophy of education, the steps required to become the type of teacher or educational professional that the student aspires to be, the expected income and benefits of the job, professional organizations available to assist with the job, job availability within the state and nation, career progression, and plan for advancement.</p> <p><b>Quick Talk:</b> Not only are educational careers found in both the private and public sector but there are entrepreneurial opportunities available.</p> <p><b>Entrepreneurial Activity:</b> Students work in pairs and research entrepreneurial opportunities available in the field of education. They identify and describe the entrepreneurial opportunities. Report Out.</p> <p><b>Panel Discussion:</b> A panel of entrepreneurs shares their careers with the class.</p>	<p>Arrangements Made with Counselor Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web Sites References Lead Questions</p> <p>Make Arrangements with Panel Members Lead Questions</p>
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<p><b>Unit Assessment:</b></p>	<p>Scavenger Hunt, Software Activities, 21<sup>st</sup> Century Classroom Activity, Technology Activity, Career Plan Activity, Entrepreneurial Activity, Class Participation, and Rubrics</p>
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<b>Unit/Course CTSO Activity:</b>	Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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<b>Unit/Course Culminating Product:</b>	“Around the Town” Media Presentations on Careers in Education Career Plan Portfolio
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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