

Curriculum Revision Meeting Notes – December 13, 2013

Common Ground between Secondary Education and Elementary/Special Education

Freshman Year

- Observational skills – ‘teacher eyes’
- Introduction to lesson planning and objectives
- Education/Learning Philosophies; influence on teaching choices; reflection
- Broad introduction to influence of culture, ethnicity, language, gender, sexuality, exceptionality & socioeconomic on community, learners and learning. OR Who are the learners? And Culturally responsible teaching. Both equal Cultural Awareness and Understanding
- Awareness and Nature of Teaching; Why do I want to be a teacher? What does it mean to be a teacher?

Secondary Education

Freshman Year

Fall:

- Educational Philosophies and influence on teaching choices
- Standards – Professional Standards for Teachers & Content Standards for Students
- Observational Skills using video cases
- Why do I want to be a teacher?/What does it MEAN to be a teacher?
- Current Events in Education – Finding the Middle & Best Places to Find It (research in best practice, productive use of Internet, APA format)

Why? Building solid foundation of knowledge in philosophy and standards, self-knowledge and reflection on the role of teachers and teaching, awareness of influences on educational directions, motivation to be an active participant in teaching

Spring:

- Broad introduction to influence of culture, ethnicity, language, gender, sexuality, exceptionality & socioeconomic on community, learners and learning.
- Building an inclusive classroom – intro to lesson planning
- Highlight diversity and their significance and meaning: Best Teaching Practices For Diverse Learners (more observational cases in video)
- How to learn about a community: Discuss school district demographic and make-up

- Issues of prejudice as they relate to bullying, gender, ethnicity (cases, films, readings, personal experiences)
- Book club of readings
- demo community circles or

Why? Expand knowledge of diversity and exceptionality & connect to classroom practices. Community building and foundations for inclusive classroom. Research skills

Elementary Education/Special Education Majors

Freshman Year

- Who are the learners? (Audience Description)
- Culturally responsible teaching
- Who am I? (Reflect on self)
- Know how children develop
- Information processing
- Laws
- Awareness of nature of teaching
- Ethics/professionalism
- Reflection with guided questions
- Initial philosophy – awareness of planning
- Observe in classroom – ‘teacher eyes’

Sophomore Year

- Learning Theory and Reflection
- Child Development
- Reasons for wanting to be a teacher
- Teaching models
- Develop a community of learners
- Classroom management; Behavior Management – real students with real issues

Junior Year

- Learning Theory and Reflection
- Child Development
- Classroom and behavior management

Senior Year

- Teach content knowledge
- Acquire additional content
- Planning lessons – 1. Goals 2. Objectives 3. Standards 4. Instructional Strategies 5. Assessments – focus on summative assessment (Units)

- Modeling – objectives – assessments – guided practice
- Explicitly teach topic
- Planning – Delivery; Conceptualize and rehearse plan (script with assessment)
- Differentiate during instruction
- Models of teaching – choose and select the appropriate model
- Collaboration and communication
- How to involve and communicate with parents
- Know and understand their learners as a group and individually
- Behavior and classroom management
- Manage resources and instruction
- Adapt lessons based on developmental needs
- Know how to teach thinking (great models brought to class)
- Blooms taxonomy
- Take CCSS and be able to pull apart – unpack and repack a standard; standards section of sites, live with the standards
- Academic language
- Responsibility for student learning
- Take assessment and build next lesson
- Efficacy – children not lazy, make a difference; motivation
- Learning theory and reflection

Parking Lot Issues

- Change math course to science semester – (Junior Year Fall)
- Social Studies – sophomore year – literature content area
- Hybrid – help improve the field experience for all methods courses
- Great Placements – better coop teachers
- How to observe
- Student profiles/contextual