

Curriculum Vision

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Introduction

Curriculum Vision is a perspective of what a teacher should understand and have knowledge of as they enter into the teaching profession. The vision focuses on basic knowledge, clear understanding of a successful learning environment, instructional & lesson design, understanding assessment, and professional accountability. All are goals and objectives based upon national teacher standards to increase teacher effectiveness and student achievement and understanding.

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Mission of Initial Teacher Preparation

The mission of initial teacher preparation in P-12 classrooms is to prepare teachers for an occupation that is more challenging and multifaceted than it has been in the past as the pressures to develop and maintain high-performing classrooms day in and day out continues to increase.

Goals of the Initial Teacher Preparation Program:

Goal 1: Potential teacher candidates shall demonstrate extensive understanding of prior knowledge.

Goal 2: Potential teacher candidates shall have a desire to exhibit continuous professional development.

Goal 3: Potential teacher candidates shall have a clear perceptive of learning environment.

Goal 4: Potential teacher candidates shall have a clear understanding lesson design and planning.

Goal 5: Potential teacher candidates shall have a clear knowledge and understanding of selecting appropriate assessments.

Goal 6: Potential teacher candidates shall have an understanding of professional responsibility and ethics.

Goal 1: Potential teacher candidates shall demonstrate extensive understanding of prior knowledge.

It is essential that new teachers have some prior knowledge to convey into the teaching profession. Although they may have good (a) content knowledge, a new teacher needs to possess (b) pedagogical knowledge and skills to be to deliver the material in an organized manner. Finally, potential teachers must possess (c) generic pedagogical knowledge and skills so that they may deliver the information in such a way that the student understands (Walter, Gray 2002).

Content knowledge

Unlike the trade occupations, there is no true apprentice program for teaching. A beginning teacher is expected to take on the same role and responsibilities as a veteran teacher (Wong, 2001). A contemporary teacher candidate shall have a broad practical knowledge and theory of the subject they are to teach (Walter, Gray 2002).

Pedagogical knowledge and skills

A new teacher must have the ability to teach a meaningful lesson to students, and present the lesson utilizing best practices (Walter, Gray 2002). *Pedagogical knowledge and skills* is portrayed as the portrayal of *ideas, analogies, illustrations, examples, and explanations* (Kellogg, 2010, p.22).

Generic pedagogical knowledge and skills

Although not proven, *Generic pedagogical knowledge and skills* could be one of the most important skills a teacher can obtain (Walter, Gray 2002). Prospective teachers entering into the teaching profession need to be able to convey information to students in a way they can better understand it.

Conclusion

Knowledge and content knowledge can have a great impact on student performance. In order for a teacher to pursue excellence these areas must be under constant change and improvement. Having superior content knowledge will not solely define a teachers performance in the classroom as they also need to be able to successfully deliver the information in a way the students can comprehend (Walter, Gray 2002).

References

Kellogg, M. S. (2010). Preservice elementary teachers' pedagogical content knowledge related to area and perimeter: A teacher development experiment investigating anchored instruction with web-based microworlds. Tampa, Fla.: University of South Florida.

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Wong, H. K., & Wong, R. T. (2001). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Goal 2: Potential teacher candidates shall have a desire to exhibit continuous professional development.

Teachers are viewed as scholarly leaders in society. If they wish to continue to be viewed as intellectual, then they must act by it through: (a) Use of technology to strengthen instruction (b) professional goals in instruction (c) professional development (d) fostering communication with home, school and community (Schlechty, 2011).

Use of Technology to strengthen Instruction

Important learning is described as the knowledge and skills needed by students who will enter into the workforce (Danielson, 2009). Technology plays an integral role in today's professions and also can create a more complex learning environment. Meaningful connections in learning stem from higher level thinking. Complex environments are fostered by students who are stimulated by technology related instruction (Danielson, 2009).

Professional Development

Effective classroom teachers will base their goals and objectives on what research says is most constructive. Proven based practices are a foundation for a highly effective classroom. These teachers will make a point to implement the professional knowledge gained into their classrooms (Wong, 2001).

Fosters Communication and with home, school and Community

“There is absolutely no research correlation between success and family background, race, national origin, financial status, or even educational accomplishments. But there is correlation with success and attitude”(Wong, 2001). Fostering good communication with a positive attitude between home, school and community can

directly relate with positive success in the classroom.

Conclusion

Potential teacher candidates should to have a passion to be a life long learner. If educators are to prepare students for current and future careers they must stay current with technologies and research. Being current in their field will make for a successful learning environment and their students knowledge will potentially spread to the parents and community.

References

Danielson, Charlotte. Talk About Teaching! : Leading Professional Conversations. Thousand Oaks: Corwin Press, (2009). (29) (35)

Schlechty, P. C. (2011). *Engaging Students: The Next Level of Working on the Work*. Hoboken: John Wiley & Sons, Inc.

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Goal 3: Potential teacher candidates shall have a clear perceptive of learning environment.

Clear understanding in the classroom is the realization that every exercise has an outcome. The minute actions and decisions the teacher makes fashions an impression on the success, inspiration, and conduct of the students (Shindler, 2010). Evidence of an effective learning environment can be seen as: (a) effective classroom management (b) climate of motivation (c) student gains, (d) knowing of the learner. The assimilation of these four models can demonstrate a clear understanding of the learning environment.

Effective classroom management

Highly effective teachers, run highly effective classrooms. A task oriented environment is predictable and well managed. Both the teacher and the student know and expect what will happen day-to-day in the classroom (Wong, 2001).

Climate of Motivation

Enhanced and effective classrooms are not just dependant upon the physical materials in them, but are also are motivated by the variety of challenges, assignments and involvedness of the material (Gregory & Chapman 2007).

Student Gains

Student data gains of knowledge learned in the classroom is a tool that an effective teacher will demonstrate use of. Over a years time an effective teacher should expect to see gains of 52 percentile points in the student's achievement. Students who are enrolled in a class where a teacher is known to be less effective will only see gains of around 14 percentile points over the course of a school year (Marzano & Pickering, 2003).

Knows the learner

A quality teacher teaches to students, not a particular class or subject matter (Wong, 2001). Being an effective teacher is adapting lessons to auditory, visual, tactile, kinesthetic, and tactile/kinesthetic learning styles. It is essential that the purpose and objectives of the lessons are well rounded to meet the different learning needs of all students (Gregory & Chapman, 2007).

Conclusion

A teacher having a clear understanding of the learning environment assists in the overall goal of clear student gains. Effective classroom management creates a climate of motivation for the learners, which is favorable for positive student outcomes.

References

- Gregory, G., & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, Calif: Corwin Press.
- Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Shindler, J. (2010). *Transformative classroom management: Positive strategies to engage all students and promote a psychology of success*. San Francisco, CA: Jossey-Bass.
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Goal 4: Potential teacher candidates shall have a clear understanding lesson design and planning.

“If the student cannot demonstrate learning or achievement, the student has not failed, we have failed the student”(Wong, 2001, p.197). Effective educators develop their lesson plans aligned with: (a) state adopted standards (b) lessons designed for students to accomplish mastery and (c) around differentiated instruction. Meeting the needs of the students learning abilities and the expectations of accredited guidelines and standards is the teacher’s professional responsibility.

Lessons are associated with adopted standards

The National Council for Accreditation of Teachers believes that every student deserves a highly qualified teacher. Part of the expectations to be highly qualified is aligning lessons with state and national adopted standards [NACTE], 2011). Standards are specific target objectives for learning, which teachers are expected to follow as their professional responsibility.

Design lessons for students to accomplish mastery

Through use of Gradual Release Practices a new teacher can keep systematic organization in the lesson. Gradual Release Practices include *Focus, Guided, Independent, and Collaborative* activities. Instruction has structure and organization, which assist in the mastery of the objective. (See Appendix A).

Focused- “I do it.” Focused Instruction takes place at the beginning of the lesson. This may be described as a lecture, or teacher modeling.

Guided- “We do it.” During Guided instruction students are given time to practice with the teacher coaching. Classroom environment would be viewed as teacher

directed question and answer session.

Collaborative -"You do it together." Students are given time to collaborate with fellow classmates or hands on experience.

Independent "You do it alone." Independent work is the assessment part of the lesson. Assessments can be delivered as a presentation or a test. (See Appendix A).

Designs lessons around differentiated instruction

Tomlinson and Allan in 2000, found that classrooms are not well organized enough to respond to differentiation in the classroom. Effective educators can attend to the needs of diverse classrooms. Two ways a teacher can differentiate is through *process* and *products* (Tomlinson & Allan, 200).

Conclusion

Lessons developed with a student focus and differentiated instruction should parallel with state and national adopted standards. With this focus teachers can ensure that students in their classroom are learning for a purpose and focus.

References

Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools & classrooms*. Alexandria, Va: Association for Supervision

National Council for Accreditation of Teachers (2011) NACTE Mission

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<http://www.ncate.org/Public/AboutNCATE/tabid/179/Default.aspx>

Appendix A

Wong, H. K., & Wong, R. T. (2001). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications. (208)

Goal 5: Potential teacher candidates shall have a clear knowledge and understanding of selecting appropriate assessments.

A necessary function of the learning process is the ability to assess student learning. The primary goal of an assessment is to understand the proficiencies and objectives mastered during the assignment (Wong,2001). An effective teacher has the knowledge and understanding that one assessment is not the best tool to gather data of student learning. Multiple methods and assessments are needed to fully understand the level of knowledge gained by a student body. This is a form of ongoing feedback between the teacher and students. Diverse effective assessment types are discussed in further detail, but not limited to: (a) Pre assessments (b) Formative (c) Summative, and (d) portfolios. NACTE states according to professional standards that a teacher shall be able to incorporate technology as an assessment tool [NACTE], 2011. A current challenge is finding ways of ongoing feedback that will help foster and increase learning (Gregory, Chapman, 2007).

Pre Assessments

Pre Assessments are one of the first things that should be done before a lesson to find out what knowledge the students already have. Prior to a lesson the teacher should understand what thoughts and proficiencies a student understands (Gregory, Chapman, 2007).

Formative

Formative tests are given during the teachable period when a student is in the process of mastering the purpose of the lesson. This test is not often graded and is more an information tool for the teacher and student to sense the lesson mastery (Wong,2001).

Summative

Summative tests are administered at the end of the objective to understand the level of learning comprehended as a whole. This form of assessment would sum up the entire unit (Wong, 2001).

Portfolios

Portfolios are a collection of student work that is used as a form of ongoing feedback between the student and teacher. A solid alternative to the test, a portfolio shows evidence of progress and learning (Gregory, Chapman, 2007).

Conclusion

To assess the level of learning effectively, methods of measurement need to be differentiated to obtain individual results of the material retained by each student. The needs of assessments can alter in each classroom setting.

References

Gregory, G., & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, Calif: Corwin Press. (37)

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Goal 6: Potential teacher candidates shall have an understanding of professional responsibility and ethics.

Effective educators understand that they are held to a high moral standard. Teachers must adhere to the code of ethics set by the education board. Teachers are under a microscope where everyday actions can be critiqued by students or the community. If educators are to prepare students for the world, they also should be thinking with a global mind. Wong states, “If you don’t know the world ask your principal for a day off and go take a look” (Wong, 2001, pg.58). The National Council for Accreditation of Teachers states that teachers will create learning environments that are supportive for all students to learn [NACTE], 2011).

Conclusion

Potential teacher candidates should enter the teaching profession with the understanding that in order to promote safe, successful learning environments they need to align their conduct with the NACTE standards regarding professional responsibility and ethics.

References

Gregory, G., & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, Calif: Corwin Press. (37)

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Wong, H. K., & Wong, R. T. (2001). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Proficiencies

Goal 1: Potential teacher candidates shall demonstrate extensive understanding of prior knowledge.

The candidate shall:

- 1.1 Demonstrate a strong content knowledge in subject area;
- 1.2 Have knowledge of pedagogical knowledge and skills so all students can learn;
- 1.3 Have the ability to select an expansive range of instructional strategies;
- 1.4 Have potential to study the cause and effect related to student progress;
- 1.5 Demonstrate understanding of knowledge by passing state content area examinations

Goal 2: Potential teacher candidates shall have a desire to exhibit continuous professional development.

The candidate shall:

- 1.1 Have professional goals with the intent to better instruction with student needs in mind;
- 1.2 Demonstrate knowledge from professional development in the classroom;
- 1.3 Collaborate with colleagues on professional growth goals;
- 1.4 Stay current with effective teaching technology tools;
- 1.5 Understand the importance of communication with student, school, and community.

Goal 3: Potential teacher candidates shall have a clear perceptive of learning environment.

The candidate shall:

- 1.1 Demonstrate a safe learning environment;
- 1.2 Have knowledge of a student centered, collaborative environment;
- 1.3 Demonstrate a well ordered and well managed learning atmosphere;
- 1.4 Have knowledge of up-and-coming research areas and methods;

- 1.5 Have the ability to participate in professional critiques with colleagues.

Goal 4: Potential teacher candidates shall have a clear understanding of lesson design and planning.

The candidate shall:

- 1.1 Correlate subject matter objectives to student levels and needs;
- 1.2 Demonstrate knowledge of pyramiding a lesson;
- 1.3 Design instruction around use of materials, technologies and resources related to the content area;
- 1.4 Use of effective celebration of student success;
- 1.5 Posses knowledge of designing lessons for different learning styles, intelligences and languages.

Goal 5: Potential teacher candidates shall have a clear knowledge and understanding of selecting appropriate assessments.

The candidate shall:

- 1.1 Analyze data form multiple different types of assessments to understand student achievement;
- 1.2 Create assessments with use of formative and summative data to ensure student mastery;
- 1.3 Inform students and students guardians of assessment outcomes to further progress mastery of subject;
- 1.4 Use technology to differentiate assessment.

Goal 6: Potential teacher candidates shall have an understanding of professional responsibility and ethics.

The candidate shall:

- 1.1 Work with students, school and community in ways that reflect professional ethics;
- 1.2 Have an understanding of global awareness;
- 1.3 Have an understanding of when their ethics do not align with standards and adjust them if there is a need to do so;
- 1.4 Have a strong commitment to the school mission, goals and objectives.

Appendix A

Haile Middle School – Weekly Lesson Plan 2011-2012

Teacher:	Subject:	Week of:
Unit # and Question:	<u>Gradual Release Practices</u> Focused ("I do it.") <ul style="list-style-type: none"> • Directions/Instruction • Lecture • Modeling • Think-Aloud Guided Practice ("We do it.") <ul style="list-style-type: none"> • Coaching • Opportunity for Practice • Teacher directed Q & A • Discussion Collaborative ("You do it together.") <ul style="list-style-type: none"> • Learning Centers • Hands-on Experience • Think-Pair-Share • Group Project Independent ("You do it alone.") <ul style="list-style-type: none"> • Presentation • Testing • Assessment/UPA 	<u>High-Yield Strategies</u> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying similarities and differences <input type="checkbox"/> Summarizing/Note-taking <input type="checkbox"/> Reinforcing effort/recognition <input type="checkbox"/> Homework/Practice <input type="checkbox"/> Nonlinguistic representations <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Setting objectives/Feedback <input type="checkbox"/> Generating/Testing hypotheses <input type="checkbox"/> Cues/Questions/Advance organizers
ELL/ESE Strategies:		
Unit Performance Assessments:		
Assessments for Learning:		
Monday Purpose:	Jumpstart Daily Assessment	
Tuesday Purpose:	Jumpstart Daily Assessment	
Wednesday Purpose	Jumpstart Daily Assessment	
Thursday Purpose	Jumpstart Daily Assessment	
Friday Purpose	Jumpstart Daily Assessment	

