

Curriculum Planning is not for Sissies: Connecting Standards,

Evidence, and the Naysayers for Quality Teacher Ed Programs

CSOTTE Fall 2015

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Have You Ever Heard...



- Why are we having to put all this stuff in our syllabi?
- Are we planning like this just to check it off in a box?
- What makes you think our students actually care about the standards?
- How is accreditation really going to impact my teaching?
- What have you heard?

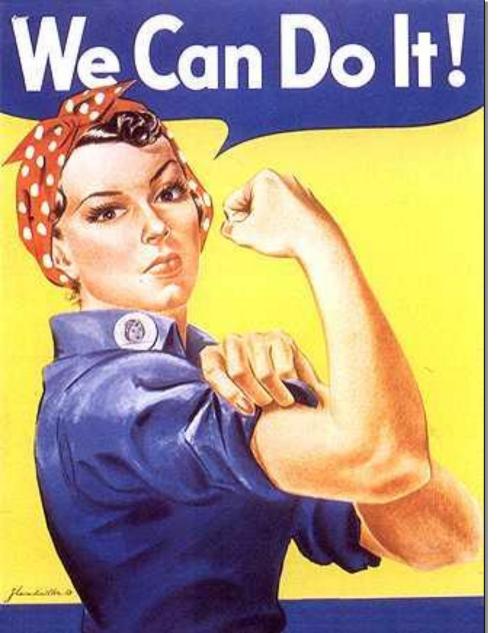
Just Too Many Letters



- EPPs
- TEA
- CAEP
- InTASC
- ISTE
- CACREP
- SHAPE

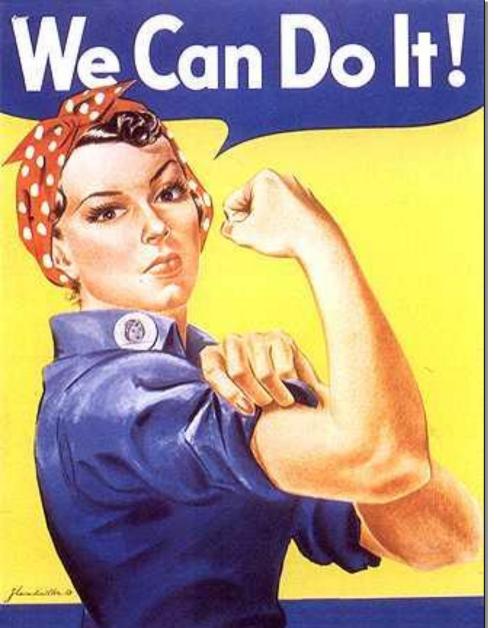
These are only a few!

Where Do You Start



- Standards (for EPPs)
- Syllabi
- Authentic
 Assessments
- Authentic Rubrics
- Data Collection
 System

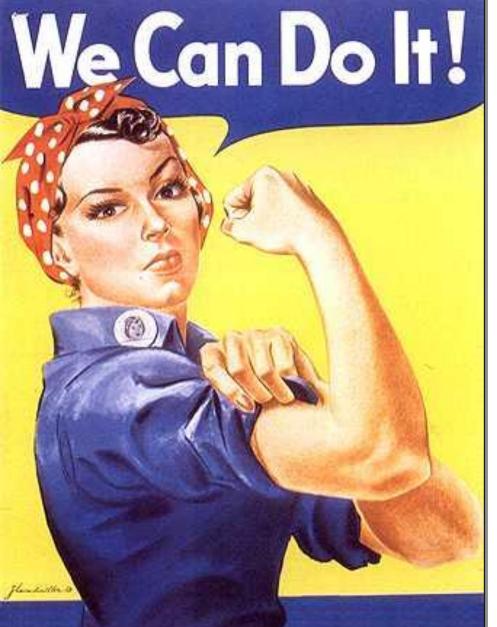
Bringing Faculty Along



- Common Language
- Be Available
- Make it Easy



Typical Faculty



- "I'm ready. Let's do this."
- "I think I have this down. Not sure if I can do it your way."
- "I'm not doing this and because I'm tenured, you can't make me."

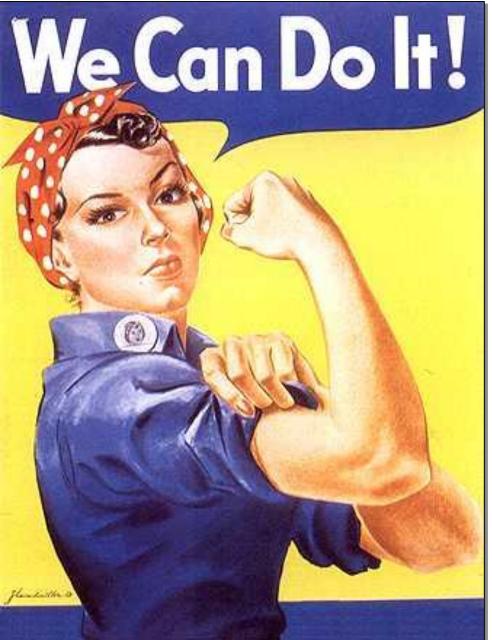
So...what about Curriculum

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Educator Standards Alignment Chart for the Physical Education EC-12 Certificate

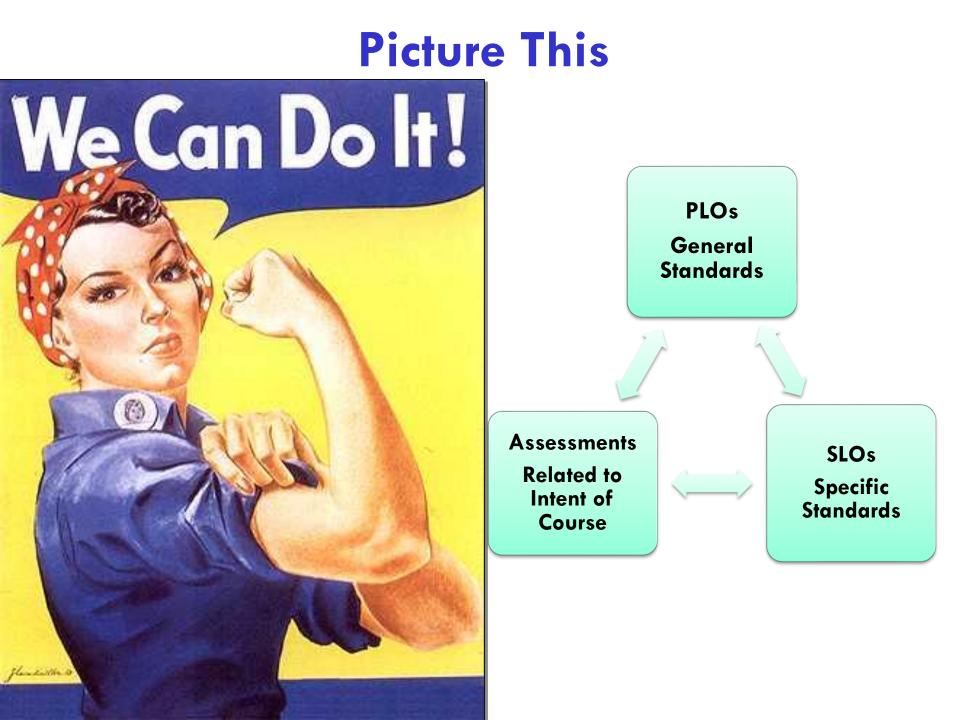
	Educator Standards Alignment Chart for the Physical Education EC-12 Certificate							
We Can Do It!	Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.							
	What Teachers Know							
	1.1k physiological and biomechanical principles in relation to							
	movement and sports activities;							
	1.2k movement patterns and forms and their components;							
	1.3k movement concepts (e.g., space, direction, level) and							
Charles Caller	principles (e.g., absorption of force);							
	1.4k activities that promote development of locomotor, non-							
	locomotor, body control, manipulative, and rhythmic skills;							
	1.5k the appropriate sequencing of motor skills acquisition							
	based on characteristics of learners;							
	1.6k how physical developmental changes influence motor							
	skill acquisition and performance;							
	1.7k key elements in combinations of locomotor skills,							
	demonstrations of agility and balance, dance steps and							
	sequences, and movement sequences that combine traveling,							
	rolling, balancing, and weight transfer; and							
	1.8k key elements of mature movement patterns (e.g., throw,							
	jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike).							
	(noole, pun, sinxe).							
and the second sec	1.10k motor learning concepts (e.g., positive transfer of learning, feedback);							

Reminders

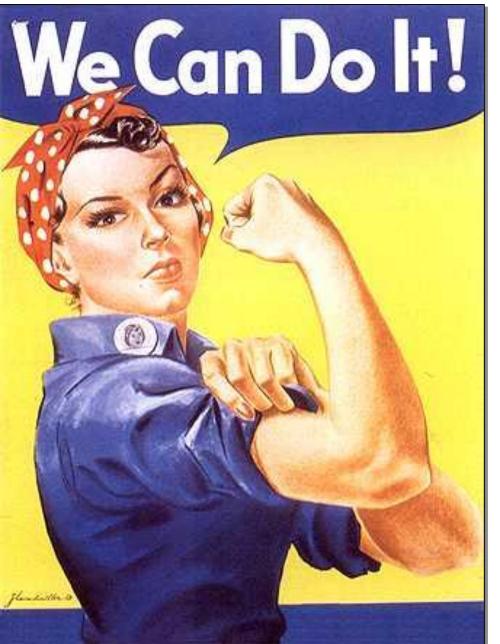


- Overview of Program not a Course
- Develop a
 Department System
- Connect Assessments
- PLOs and SLOs





What it Doesn't Look Like



Component Date		Percentage			
Homework and Quizzes	MML assignments and quiz due each Wednesday Class assignment due dates are on the MTH 127 Calendar.	20%			
Exam I	Exam dates are on the MTH 127 Calendar.	20%			
Exam II	Exam dates are on the MTH 127 Calendar.	20%			
Exam III	Exam dates are on the MTH 127 Calendar.	20%			
Final Exam	Tuesday, December 15 at 6:45-8:45 PM in Kennedy Auditorium	20%			

What it Could Look Like

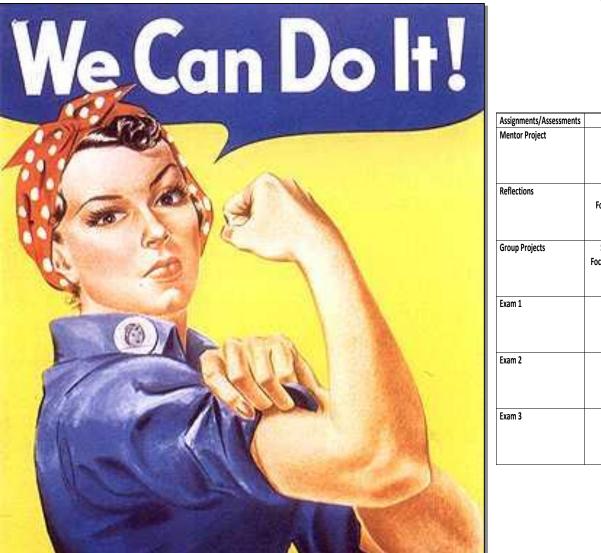


Program Learning Outcomes & Student Learning Outcomes:

PLO1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1).

- SLO 1.1 Candidates will conduct guided reading with a small group of students (3), and focus on strategy instruction while planning lessons to address specific TEKS
 - SLO Assessment 1.1 Weekly Lesson Plans using Explicit Learning Framework lesson plan
- SLO 1.2 Candidates will lead a morning meeting which includes: (1) a morning greeting in which all students speak and greet someone else by name and include morning routine (calendar, lunch, etc..) with an interactive message that has been written by the candidate (the message will be on chart paper using correct letter formation, and will elicit feedback and discussion from students); (2) imbedding word play and phonics into discussion; (3) dismissing students from rug in an interactive, organized fashion.
 - SLO Assessment 1.2 Self-assessment

Using a Map



Henderthand

HSC 430.001 - Social and Emotional Health

Curriculum Alignment

Assignments/Assessments	AAHE/CAEP	TEA Standards	ISTE	InTASC		
Mentor Project	Standard I		Standard 1: Inspire			
	Focus: Content		Student Creativity			
	Knowledge					
Reflections	Standard V					
	Focus: Assessment of					
	Student Learning					
Group Projects	Standards VI & VII		Standard 5: Engage in			
	Foci: Administration and		Professional Growth			
	Resources					
Exam 1						
Exam 2						
Exam 3						
Exam 3						

InTASC/ISTE

We Can Do It!

Stephen F. Austin State University James I. Perkins College of Education InTASC Standards for Teachers

Program Overview – Matrix

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Course					
PERFORMANCES						
1a.The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.						
1(b) The teacher creates developmentally appropriate						
instruction that takes into account individual learners'						
strengths, interests, and needs and that enables each						
learner to advance and accelerate his/her learning.						
1(c) The teacher collaborates with families, communities,						
colleagues, and other professionals to promote learner						
growth and development.						
ESSENTIAL KNOWLEDGE						
1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.						
1(e) The teacher understands that each learner's						
cognitive, linguistic, social, emotional, and physical						
development influences learning and knows how to make						
instructional decisions that build on learners' strengths						
and needs.						
1(f) The teacher identifies readiness for learning, and understands how development in any one area may						
affect performance in others.						
1(g) The teacher understands the role of language and						
culture in learning and knows how to modify instruction						
to make language comprehensible and instruction						
relevant, accessible, and challenging.						
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Authentic Assessments...It's Simple We Can Do III Use language of the standards....

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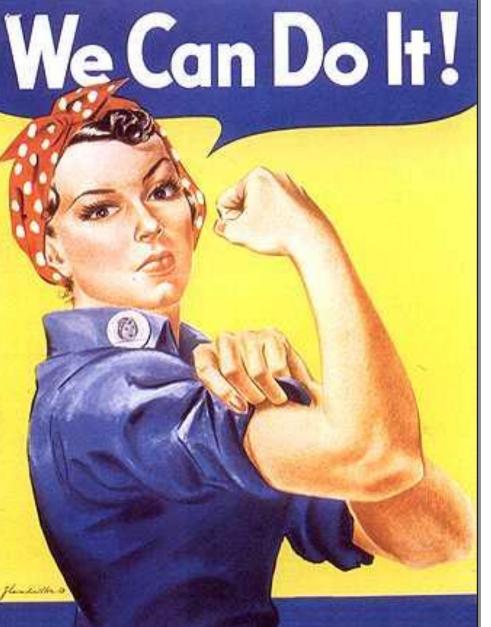
InTASC Standard 1a - 1a. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

Possible Rubric Statement:

The candidate uses a variety of assessment measures to meet the needs of diverse learners.



Be Ready for the Bumps



Limited faculty understanding – Develop a common language Difficult to get all faculty together – Work in small groups Unsure about procedures – Develop a working system All about accreditation – All about program improvement



The Take Aways



- Standards improve programs
- Develop a working system that involves faculty
- Authentic assessments are essential

