**Teacher Cadet Planning Chart**

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| **Unit & Standard** | **Activity** | **Page #** |
| **EXPERIENCING LEARNING**  **Awareness & Reflection** |  |  |
| I.1.1: Students will analyze their strengths and areas for improvement as learners. |  |  |
| I.1.2: Students will evaluate themselves as diverse individuals, learners, and community members. |  |  |
| I.1.3: Students will determine how diversity enhances the classroom and the community. |  |  |
| I.1.4: Students will analyze the role of self-esteem in learning and its contributing factors. |  |  |
| I.1.5: Students will recognize and establish a respectful environment for diverse populations of students in the classroom. |  |  |
| **Styles & Need** |  |  |
| I.2.1: Students will evaluate different learning styles. |  |  |
| I.2.2: Students will identify the special needs and exceptionalities of learners and determine how  these needs affect the learning process. |  |  |
| I.2.3: Students will evaluate major physical, social, and personal challenges that can impede successful learning. |  |  |
| **Growth & Development** |  |  |
| I.3.1: Students will differentiate among the physical stages of learners. |  |  |
| I.3.2: Students will differentiate among the cognitive stages of learners. |  |  |
| I.3.3: Students will distinguish between the moral stages of learners. |  |  |
| I.3.4: Students will analyze the steps in the psychosocial stages of learners. |  |  |
| I.3.5: Students will apply their knowledge of the developmental changes of learners. |  |  |
| **EXPERIENCING THE CLASSROOM**  **Observation & Preparation** |  |  |
| II.1.1: Students will analyze their strengths and areas for improvement as potential teachers. |  |  |
| II.1.2: Students will evaluate positive and negative aspects of the teaching profession. |  |  |
| II.1.3: Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners. |  |  |
| II.1.4: Students will distinguish between effective and ineffective methodologies and teaching strategies and traits in various educational settings. |  |  |
| II.1.5: Students will analyze ways in which a teacher’s personality impacts instructional style and  interaction. |  |  |
| II.1.6: Students will defend effective teaching methodologies and strategies. |  |  |
| II.1.7: Students will evaluate components of effective classroom climate, management, and discipline. |  |  |
| II.1.8: Students will incorporate various technologies in the planning of effective instruction and demonstrate its application. |  |  |
| II.1.9: Students will evaluate various assessment techniques. |  |  |
| II.1.10: Students will design and deliver an effective lesson for instructor and peer feedback that  differentiates instruction to accommodate all learners. |  |  |
| **Application and Instruction: The Internship with a Cooperating Teacher** |  |  |
| II.2.1: Students will implement developmentally appropriate learning activities for all learners in order  to build confidence, knowledge and skills. |  |  |
| II.2.2: Students will accommodate major physical, social, and personal challenges that can impede  successful learning. |  |  |
| II.2.3: Students will apply knowledge of learning styles, multiple intelligences, and Bloom’s Taxonomy, Webb’s Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment. |  |  |
| II.2.4: Students will design and deliver an effective lesson in a classroom setting that differentiates  instruction to accommodate all learners. |  |  |
| II.2.5: Students will apply the components of effective classroom climate, management, and  discipline. |  |  |
| II.2.6: Students will describe, analyze, and reflect on their teaching practices and field experiences. |  |  |
| **EXPERIENCING THE TEACHING PROFESSION**  **History and Trends** |  |  |
| III.1.1: Students will identify and analyze the impact of key historical educational events in the United  States. |  |  |
| III.1.2: Students will evaluate various educational philosophies and begin developing their own  personal philosophy of education. |  |  |
| **Structure & Governance** |  |  |
| III.2.1: Students will compare and contrast the various types of schooling. |  |  |
| III.2.2: Students will analyze the governance structure of their local, state, and national educational systems. |  |  |
| **Certification & Employment** |  |  |
| III.3.1: Students will investigate careers in education. |  |  |
| III.3.2: Students will describe the process and structure of teacher certification. |  |  |
| III.3.3: Students will identify the reasons for teacher shortages and the content and geographic areas  that are most greatly impacted. |  |  |
| III.3.4: Students will demonstrate effective job application and interview skills. |  |  |
| **Ethics & Professionalism** |  |  |
| III.4.1: Students will analyze and interpret the current state code of educator conduct. |  |  |
| III.4.2: Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities. |  |  |
| III.4.3: Students will identify the services professional organizations provide for teachers. |  |  |