

Syracuse City School District

Career and Technical Education Program

Urban Teacher Preparation Pathway

Summary Overview



Pathway Overview

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Calendar for Pathway

Level	Quarter	Units of Study
100 9th Grade	1	<ul style="list-style-type: none"> • Introduction to Urban Teaching Preparation Program: Class Expectations • Understanding Teaching • Understanding Learning • Career Exploration
	2	<ul style="list-style-type: none"> • Professionalism • College Readiness: An Introduction • Teaching Simulation: Planning and Teaching a Lesson
	3	<ul style="list-style-type: none"> • Teaching Simulation: Planning and Teaching a Lesson (Continued) • Bias, Equity, and Diversity • Preparation for Classroom Shadowing Experience
	4	<ul style="list-style-type: none"> • Classroom Shadowing Experience • Review and Preparation for Final Exam
200 10th Grade	1	<ul style="list-style-type: none"> • Introduction to Urban Teaching Preparation Program: Class Expectations • Racial and Ethnic Diversity • Preparation for Classroom Shadowing Experience • Classroom Shadowing Experience (NOTE: This is on-going across the academic year). • Mental Growth: Brain Development and Intelligence
	2	<ul style="list-style-type: none"> • Exceptional Learners • Culture and Education • Community and Family Partnerships
	3	<ul style="list-style-type: none"> • Classroom Management and Environment • Assessing Learning
	4	<ul style="list-style-type: none"> • Career Exploration • Review and Preparation for Finals
300 11th Grade	1	<ul style="list-style-type: none"> • Introduction to Urban Teaching Preparation Program: Class Expectations • Preparation for Classroom Shadow Experience: Focus on management, planning, implementation of instruction, and assessment of learning • Education, History and Civil Rights • Education and the Constitution
	2	<ul style="list-style-type: none"> • Standards and Accountability • Professional Growth: Where Curriculum and Instruction Meet • Effective Teaching and Learning Strategies, and Support Services
	3	<ul style="list-style-type: none"> • Culturally Responsive Teaching • Classroom Placement with Focus on Student Engagement • Reflection • Classroom Shadowing Experience
	4	<ul style="list-style-type: none"> • Personal Philosophy of Teaching

		<ul style="list-style-type: none"> • Resume Building and College Exploration • Review and Preparation for Finals
400 12th Grade	1	<ul style="list-style-type: none"> • College and Career Readiness • Support for Concurrent College Level Learning (on-going) • Internship Expectations and Participation (actual internship experience may be in block of time or sustained across the year) • School Finance • Learning Standards and Accountability
	2	<ul style="list-style-type: none"> • Curriculum Design • Teaching Standards • College Readiness
	3	<ul style="list-style-type: none"> • Requirements for Teaching Assistant Certification • Career Preparation • Community Involvement and Relationships • What Makes an Effective Teacher
	4	<ul style="list-style-type: none"> • Obtaining Certifications and TEACH accounts • Internship (or time accounted for) • Final Reflection

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
UTP 100: Urban Teacher Preparation 100**



Colored Font is based on winter 2025 meetings

Program Overview:

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Course Description

The purpose of this course is to expose students to the teaching profession foundations of curriculum, professional responsibility, and instructional practice. In addition to learning about the teaching profession, students will develop a career path that includes planning for admission to a state approved college or university classroom teacher preparation program. Students will tour colleges in Syracuse and the surrounding areas, explore admission requirements, and develop their skills in preparation for college and career. Students will participate in elementary classroom experiences during this initial year of study.

Pre-Requisites

N/A

Course Objectives

Students will:

- Describe certification requirements for both Teacher Assistant and Teacher in New York State.
- Develop awareness of varied possible levels, academic areas, and settings for teacher employment.
- Identify the characteristics and skills necessary to obtain a position in their chosen curricular field.
- Explore the connections between race, ethnicity, culture and urban education.
- Explain the general learning process for most students.
- Demonstrate awareness and empathy for learning differences.
- Develop their identity as an educator.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** All Instructional materials, including relevant technology.
- **Student will provide:** Three-ring binder exclusively for UTPP, two pocket folders, and a planner

Textbook

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Los Angeles: Sage.

Grading

- 50% Active Engagement (class attendance and punctuality, attending CTE events and field trip, participating in class and group discussions and activities, completing work in
- 25% Classwork and Homework
- 25% Quizzes and Assessments

Additional Course Policies

- Active Engagement is demonstrated by: class attendance and punctuality, attending CTE events and field trip, participating in class and group discussions and activities, completing work in timely fashion, communicating with teacher, changing as needed and being appropriately prepared for class and events, fully participate in OCC programming as offered
- Classwork and Homework will vary but may include, but not limited to: notes, reading, vocabulary work, independent and group assignments, hands-on activities, teacher observations
- Quizzes and Assessments but include projects, career coaching events, written assignments, and content quizzes
- Excessive unexcused tardiness (more than one per week) will result in loss of one point from the overall score.
- Students can earn credit for instructor approved activities
- Students are graded on participation, classwork assignments and

Course Calendar:

Quarter	Units of Study
1	<ul style="list-style-type: none"> • Introduction to Urban Teaching Preparation Program: Class Expectations • Understanding Teaching • Understanding Learning • Career Exploration
2	<ul style="list-style-type: none"> • Professionalism • College Readiness: An Introduction • Teaching Simulation: Planning and Teaching a Lesson
3	<ul style="list-style-type: none"> • Teaching Simulation: Planning and Teaching a Lesson (Continued) • Bias, Equity, and Diversity • Preparation for Classroom Shadowing Experience
4	<ul style="list-style-type: none"> • Classroom Shadowing Experience • Review and Preparation for Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
UTP 100: Urban Teacher Preparation 100



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 Introduction to Urban Teaching Preparation Program: Class Expectations	<ul style="list-style-type: none"> What are the goals and expectations of the Urban Teacher Preparation Program (UTPP)? What are the classroom rules and expectations? What career ready practices are relevant to success in the UTPP? How will this program help students achieve their personal and professional goals? 	<ul style="list-style-type: none"> Describe the goals of the UTPP. Develop and explain classroom rules and exhibit appropriate behavior in the classroom. Self-assess and analyze personal learning styles and their impact on academic progress and behavior. Analyze and explain personal and professional motivations and goals for participation in the UTPP. 	Written <ul style="list-style-type: none"> Learning style Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,9,10,11,12 Cluster Standards ED 1,2,3,5 Pathway Standards ED-TT 6,7	ELA 9-10R 1,4,7,9 9-10W 2,5,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
Weeks 3-4 Understanding Teaching	<ul style="list-style-type: none"> What is the goal of teaching? What does research reveal about best practices in teaching? What are the personal qualities embodied by good teachers? What some common elements of good teaching? 	<ul style="list-style-type: none"> Compare various philosophies of teaching and how these can impact instruction. Analyze and summarize current educational research on best practices in teaching. Describe some personal qualities that good teachers share. Develop the beginning of a taxonomy of the elements of good teaching. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,11,12 Cluster Standards ED 1,2,3,5,6 Pathway Standards ED-TT 1,2,4	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 5-6 Understanding Learning	<ul style="list-style-type: none"> What is involved in learning new information and skills? What does it mean to be an active learner? What are steps students can take to improve their learning? How can a text or literature develop empathy and understanding regarding learning differences? What does it feel like from a student point of view or experience to encounter learning difficulties? How might students react to learning differences? 	<ul style="list-style-type: none"> Explain the processes of learning new information or a new skill. Define and give examples and non-examples of active learning. List and demonstrate steps that students can implement to improve their learning, both inside and outside the classroom. Summarize how a text can change or impact thinking and emotions about learners? Describe how a struggling student or a student who has encountered learning differences may feel? Describe some ways students encountering academic challenges may act or present themselves. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Book Study Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,11,12 Cluster Standards ED 1,2,3,5,10,11 Pathway Standards ED-TT 1,2,5,6	ELA 9-10R 1,2,3,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> In what ways, can a teacher or professional help support a student encountering difficulty in academics? 	<ul style="list-style-type: none"> Identify ways a students may be supported- emotionally, physically and academically. 			
Weeks 7-10 Career Exploration	<ul style="list-style-type: none"> What career pathways are available in education? What educational background and training is required for various career pathways? What particular areas of education and types of teaching are of interest to the students? What are the requirements for the various levels of teaching assistant certification in New York State? 	<ul style="list-style-type: none"> Research and report on various career pathways with the Education and Training Cluster. Investigate the requirements for certification and licensure in different career pathways. Self-assess and investigate career pathways of individual interest. Explain the requirements for the various levels of teaching assistant certification in New York State. Set a personal goal for teaching assistant certification for graduation. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Self-Assessment: What Kind of Teacher Would I Like to Be? Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal Project Presentations 	Career Ready Practices CRP 1,2,4,7,8,10,11,12	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
				Cluster Standards ED 1,2,3,5,6,9	
				Pathway Standards ED-TT 1,2,3	
Weeks 11-13 Professionalism	<ul style="list-style-type: none"> What skills are necessary to be a successful educational professional? What is the importance of building relationships with colleagues, students, and parents? How does an educator solve problems and deal with disagreements with students and colleagues? How does an educator demonstrate professionalism? What does an educator need to know about the use of social media? 	<ul style="list-style-type: none"> Develop a list of skills and attributes necessary to become a successful educational professional. Explain the importance of building relationships with students, parents, and colleagues. Research various problem-solving and mediation techniques for dealing with classroom and school level conflicts. Recognize the importance of collaboration and teamwork and its impact on urban education. Develop and demonstrate a code for professional behavior. Develop a set of guidelines for using social media for educational professionals. Demonstrate attributes of professionalism through role-playing scenarios and teaching simulations. 	Written <ul style="list-style-type: none"> Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
				Cluster Standards ED 1,2,3,4,5,6,7,8	
				Pathway Standards ED-TT 5,6,7	
Weeks 14-15 College Readiness: An Introduction	<ul style="list-style-type: none"> What do college teacher preparation programs offer prospective students? What do college teacher preparation programs require of prospective students? 	<ul style="list-style-type: none"> Explore various colleges that offer teacher preparation programs. Explain the college admission process and the components of a college application. Participate in visits to area colleges to observe teacher preparation programs. 	Written <ul style="list-style-type: none"> Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9
				Cluster Standards ED 1,2,3,5,9	
				Pathway Standards ED-TT 1,4,10	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> Meet with assigned college student mentors. 	<ul style="list-style-type: none"> Teacher Observation Rubric Video Reflection Journal 		9-10WHST 2,4,5,6,7
Weeks 16-23 Teaching Simulation: Planning and Teaching a Lesson	<ul style="list-style-type: none"> What careers in teaching would you like to explore How do teachers decide what curriculum to teach? What do teachers in those particular fields do to plan? What are the key elements of lesson delivery? 	<ul style="list-style-type: none"> Describe and create an essential question for a lesson. Describe and create a learning objective for a lesson. Discuss cultural and class environment appropriate for a lesson. Create the culturally relevant aspects of a lesson plan. Describe and create a gradual release model for a lesson. Define and create different types of formative and summative assessment for a lesson. Teach the lesson they have created. Reflect on and evaluate the lesson they have created Participate as a student for a classmate's lesson. Reflect on and evaluate lessons presented by classmates. 	Written <ul style="list-style-type: none"> Lesson Plans Using SCSD Planning Forms Self-Assessment Reflection Paper Performance <ul style="list-style-type: none"> Practice Presentation with Rubric Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,10,11	
				Pathway Standards ED-TT 1,3,4,8	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 24-26 Bias, Equity, and Diversity	<ul style="list-style-type: none"> What should educators know about bias, equity, and diversity in the classroom and in schools? Why should teachers establish norms and routines for classroom discourse and collaborative work? How does social and emotional safety in the classroom affect learning? 	<ul style="list-style-type: none"> Define the terms bias, equity and diversity and provide real-world examples from both inside and outside the classroom Explain the impact of race, gender, ethnicity and socio-economic status on teaching and learning. Develop a list of norms and routines for classroom discourse and collaborative work. Explore the issue of social and emotional safety in the classroom: how it is developed and supported, how it impacts teaching and learning and what happens when it is compromised. 	Written <ul style="list-style-type: none"> Assignment Research Project(Diversity) Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,5,6,7,8,10,11,12	ELA 9-10R 1,2,4,6,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,7,8	
				Pathway Standards ED-TT 2,4,5,6,7,8	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 27-29 Preparation for Classroom Shadowing Experience	<ul style="list-style-type: none"> What are the goals and expectations for students participating in the classroom shadowing experience? How does an educator demonstrate professionalism? 	<ul style="list-style-type: none"> Explain the different roles involved in working in an educational setting including teacher, teaching assistant, school support staff and school administrator. Analyze how various education professionals work together with the common goal of supporting students' learning. 	Written <ul style="list-style-type: none"> Class/homework Assignment Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Role Play 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,10,11	
				Pathway Standards ED-TT 1,2,3,4,6,8,9	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> Relate knowledge and skills from the classroom to real classroom situations. Demonstrate professionalism and ethics in the classroom. 	<ul style="list-style-type: none"> Video Reflection Journal 		
Weeks 30-34 Classroom Shadowing Experience	<ul style="list-style-type: none"> What does planning for teaching and learning look like in a real-world classroom? What does the gradual release of responsibility look like in a real-world classroom? What does assessment look like in a real-world classroom? What is important to know about the logistics of planning and teaching? 	<ul style="list-style-type: none"> Relate knowledge and skills from the classroom to real classroom situations. Plan for participation in classroom shadowing experience. Reflect on classroom practices in the areas of objectives, gradual release of responsibility, assessment and the logistics of planning and teaching. Reflect on what they have learned. 	Written <ul style="list-style-type: none"> Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,9,10,11,12	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
				Cluster Standards ED 1,2,3,5,8,10,11	
				Pathway Standards ED-TT 2,3,4,5,6,7,8,9,10,11	
Weeks 35-40 Review and Preparation for Final Exam	<ul style="list-style-type: none"> What are the learning goals that have been successfully mastered this year? What evidence demonstrates personal growth in this program for this year, both academically and professionally? 	<ul style="list-style-type: none"> Complete the assessment demonstrating a thorough knowledge of the topics presented in the program this year. 	Written <ul style="list-style-type: none"> Final Reflection Paper Final Examination Performance <ul style="list-style-type: none"> Classroom Presentation Presentation Rubric 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12	ELA 9-10R 1,2,4,6,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
				Cluster Standards ED 2,3,5	
				Pathway Standards ED-TT 1,2,3,9,10	

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
UTP 200: Urban Teacher Preparation 200
Growth and Development**



Program Overview:

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Course Description

This course prepares students to understand the nature of human development from conception through adolescence and the connection between student development and plans for instruction in the classroom. Emphasis is placed on theories of cognitive and psychosocial development, the effect of the environment, the role of caregivers and the family, and contemporary social and cultural issues. Students will participate in planned, guided observations of school age children through adolescence in a variety of settings to help students further understand the theories of human development in practical application. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

Pre-Requisites

UTP 100: Urban Teacher Preparation 100

Course Objectives

Students will:

- Explore growth and development in all facets of life.
- Explore the connections between race, ethnicity and culture and urban education.
- Analyze the importance of culture and community in urban school settings.
- Explore the relationship between classroom environment, management, and learning.
- Demonstrate connection between desired student outcomes and student learning through creation and use of assessments for and of learning.
- Summarize and analyze observations from job-shadow experiences that demonstrate implementation of effective teaching and learning.
- Develop their identity as an educator.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** All Instructional materials, including an iPad.
- **Student will provide:** Three-ring binder exclusively for UTPP and an iPad cover.

Textbook

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Los Angeles: Sage.

Grading

- 50% Active Engagement (class attendance and punctuality, attending CTE events and field trip, participating in class and group discussions and activities, completing work in
- 25% Classwork and Homework
- 25% Quizzes and Assessments

Additional Course Policies

- Active Engagement is demonstrated by: class attendance and punctuality, attending CTE events and field trip, participating in class and group discussions and activities, completing work in timely fashion, communicating with teacher, changing as needed and being appropriately prepared for class and events, fully participate in OCC programming as offered
- Classwork and Homework will vary but may include, but not limited to: notes, reading, vocabulary work, independent and group assignments, hands-on activities, teacher observations
- Quizzes and Assessments but include projects, career coaching events, written assignments, and content quizzes
- Excessive unexcused tardiness (more than one per week) will result in loss of one point from the overall score.
- Students can earn credit for instructor approved activities
- Students are graded on participation, classwork assignments and .

Course Calendar:

Quarter	Units of Study
1	<ul style="list-style-type: none"> • Introduction to Urban Teaching Preparation Program: Class Expectations • Racial and Ethnic Diversity • Preparation for Classroom Shadowing Experience • Classroom Shadowing Experience (NOTE: This is on-going across the academic year). • Mental Growth: Brain Development and Intelligence
2	<ul style="list-style-type: none"> • Exceptional Learners • Culture and Education • Community and Family Partnerships
3	<ul style="list-style-type: none"> • Classroom Management and Environment • Assessing Learning
4	<ul style="list-style-type: none"> • Career Exploration • Review and Preparation for Finals

Syracuse City School District
Career and Technical Education Program
Scope and Sequence

UTP 200: Urban Teacher Preparation 200 – Growth and Development



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 Introduction to Urban Teaching Preparation Program: Class Expectations	<ul style="list-style-type: none"> What are the goals and expectations of the Urban Teacher Preparation Program (UTPP)? What are the classroom rules and expectations? What career ready practices are relevant to success in the UTPP? How will this program help students achieve their personal and professional goals? 	<ul style="list-style-type: none"> Describe the goals of the UTPP. Develop and explain classroom rules and exhibit appropriate behavior in the classroom. Self-assess and analyze personal learning styles and their impact on academic progress and behavior. Analyze and explain personal and professional motivations and goals for participation in the UTPP. 	Written <ul style="list-style-type: none"> Learning Styles Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,10 Cluster Standards ED 1,2,5,9,11 Pathway Standards ED-TT 2,6	ELA 9-10R 1,2,4 9-10W 2,4,5 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4 9-10WHST 2,4
Weeks 3-5 Racial and Ethnic Diversity	<ul style="list-style-type: none"> What aspects of diversity are important for educators to consider? How racially and ethnically diverse are our schools? What is the impact of racial and ethnic diversity on school success? What is the impact of immigration on school culture and success? How does social context influence learning? 	<ul style="list-style-type: none"> Describe different aspects of diversity that educators should be aware of. Analyze the connections between racial diversity and school success. Explain the impact of immigration on school culture. Explain the connections between race, ethnicity, and urban education. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,7,8,11 Pathway Standards ED-TT 1,2,5,6,9	ELA 9-10R 1,2,4,7,8,9 9-10W 1,2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7
Weeks 6-8 Preparation for Classroom Shadowing Experience	<ul style="list-style-type: none"> What are the goals and expectations for students participating in the classroom shadowing experience? How does an educator demonstrate professionalism? 	<ul style="list-style-type: none"> Explain the different roles involved in working in an educational setting including teacher, teaching assistant, school support staff and school administrator. Analyze how various education professionals work together with the common goal of supporting students' learning. Relate knowledge and skills from the classroom to real classroom situations. Demonstrate professionalism and ethics in the classroom. 	Written <ul style="list-style-type: none"> Class/homework Assignment Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Role Play Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,10,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 1,2,5,6,7	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
Weeks Classroom Shadowing Experience	<ul style="list-style-type: none"> What classroom management strategies does the mentor teacher use? What does planning for teaching and learning look like in a real-world classroom? 	<ul style="list-style-type: none"> List a number of management strategies that have been observed in the mentor classroom. Relate knowledge and skills from the classroom to real classroom situations. 	Written <ul style="list-style-type: none"> Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric 	Career Ready Practices CRP 1,2,4,6,8,9,12 Cluster Standards	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
NOTE: This is on-going across the academic year.	<ul style="list-style-type: none"> What does the gradual release of responsibility look like in a real-world classroom? How do teachers support varied learning needs, levels, and experiences? What does ENL and Special Education support look like in a classroom? What does assessment look like in a real-world classroom? What is important to know about the logistics of planning and teaching? 	<ul style="list-style-type: none"> Plan for participation in classroom shadowing experience. Reflect on classroom practices in the areas of objectives, gradual release of responsibility, assessment and the logistics of planning and teaching. Identify ways instruction was implemented to support varied student need. Explain the role that additional supports (such as ENL and Special Education) interact in a classroom. Reflect on what has been learned. 	Video Reflection Journal	ED 1,2,3,5,8,11 Pathway Standards ED-TT 1,2,3,5,6,10	Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
Weeks 9-10 Mental Growth: Brain Development and Intelligence	<ul style="list-style-type: none"> How do human brains develop? What are the stages of human brain development? What are the differences in students' cognitive development? What are different ways that intelligence can be defined? What is metacognition? 	<ul style="list-style-type: none"> Describe the stages of human cognitive development. Explain how different neural circuits develop at different ages. Describe Howard Gardiner's theory of Multiple Intelligences. Demonstrate operational knowledge of metacognition. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 1,2,9	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
Weeks-11-13 Exceptional Learners	<ul style="list-style-type: none"> What benefits and implications for teaching and learning arise from seeing each student as exceptional? What are the learning characteristics of exceptional students? How can schools serve exceptional students? 	<ul style="list-style-type: none"> Explain how all students can be seen as exceptional. Identify and analyze the learning characteristics of exceptional learners. Compare existing instructional programs for exceptional students. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,7,11 Pathway Standards ED-TT 1,2,5,6,9	ELA 9-10R 1,2,4,7,8,9 9-10W 1,2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
Weeks 14-18 Culture and Education	<ul style="list-style-type: none"> How does the public view education in the schools? What is the impact of culture on education? How does a student's individual culture affect his or her education? How are cultural differences currently addressed in schools? How are students speaking a language other than English supported in school? 	<ul style="list-style-type: none"> Define culture. Describe how cultural identity affects school culture. Explain the connection between current academic standards and cultural identity. Compare the academic success of various cultural groups and account for any differences. Research programs or trainings that are currently being used in schools to address cultural identity. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Book Study Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,4,6,7,11 Pathway Standards ED-TT 1,2,5,6	ELA 9-10R 1,2,4,7,8,9 9-10W 1,2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,6,9 9-10WHST 1,2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> How can a text or literature support empathy and understanding of cultural differences? How do cultural values impact and influence education in different countries and cultures? In what ways might education look different in a different culture? 	<ul style="list-style-type: none"> Explain the supports mandated and offered to students speaking a language other than English as a first language. Describe how a text or literature developed your personal understanding and empathy regarding cultural differences and approaches to education. Explain how cultural values impact and influence educational practices. Compare and contrast educational systems in the United States and a different country or culture. 			
Weeks 19-20 Community and Family Partnerships	<ul style="list-style-type: none"> What is the importance of school, community, and family partnerships for student success? How can teachers best work with community and families? 	<ul style="list-style-type: none"> Describe the relationships among schools, community, and family partnerships and student success. Research programs or trainings that are currently being used in schools to promote community and family partnerships. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12	ELA 9-10R 1,2,4,7,8,9 9-10W 1,2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
				Cluster Standards ED 1,2,3,5,11	
				Pathway Standards ED-TT 5,6,11	
Weeks 21-25 Classroom Management and Environment	<ul style="list-style-type: none"> What is student engagement and how does it relate to current knowledge about how students learn? How is student engagement related to student success? What classroom learning strategies support student engagement? How can visuals be employed in a classroom? How can classroom “décor” be purposeful to support active learning? What are key elements for a positive learning environment? How do effective teachers create a learning environment? 	<ul style="list-style-type: none"> Define student engagement and how it relates to current knowledge about how students learn. Review current research on student engagement and its relationship to learning and achievement. Research and demonstrate classroom learning strategies that support student engagement. Demonstrate create of tools and visual aids to support student learning. Describe how a classroom can be physically arranged and decorated to purposefully support active learning. Identify key elements for a possible learning environment. Evaluate different classrooms regarding creation and support for a positive learning environment. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
				Cluster Standards ED 1,2,3,5,11	
				Pathway Standards ED-TT 1,2,5,7,8	
Weeks 26-28 Assessing Learning	<ul style="list-style-type: none"> How does planning support teacher effectiveness? What is formative and summative assessment and how are they used in the classroom? 	<ul style="list-style-type: none"> Explain the relationship between teacher planning and teacher effectiveness. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz 	Career Ready Practices CRP 1,2,4,7,8,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,9,10,11	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> What types of formative and summative assessment strategies do mentor teachers use for instruction? How is an assessment constructed? 	<ul style="list-style-type: none"> Define formative and summative assessment and explain their uses in the classroom. Identify and explain formative and summative assessments used by mentor teachers. Demonstrate creation of an assessment by creating items reflecting desired learning (standards) at desired learning level. 	<ul style="list-style-type: none"> Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Pathway Standards ED-TT 1,2,3,9,10	Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
Weeks-29-30 Career Exploration	<ul style="list-style-type: none"> What are some of the different pathways in the various teaching fields? What career pathways are available in education? What educational background and training is required for various career pathways? What particular areas of education and types of teaching are of interest to the students? What are the requirements for the various levels of teaching assistant certification in New York State? 	<ul style="list-style-type: none"> Research and report on various career pathways within the Education and Training Cluster. Investigate the requirements for certification and licensure in different career pathways. Self-assess and investigate career pathways of individual interest. Explain the requirements for the various levels of teaching assistant certification in New York State. Assess progress toward a personal goal for teaching assistant certification for graduation. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Self-Assessment: What Kind of Teacher Would I Like to Be? Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal Project Presentations 	Career Ready Practices CRP 1,2,4,7,8,10,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,9,11	
				Pathway Standards ED-TT 6,10,11	Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
Weeks 31-35 This Is not a unit but rather reflects the on-going job-shadow experiences throughout the year.	<ul style="list-style-type: none"> How do observation, interviews and participation demonstrate theory and practice? 	<ul style="list-style-type: none"> Summarize what is observed, information gathered from interviews and experiences. Analyze how the experiential learning opportunities demonstrate theory and current learning and how it may differ in implementation. Demonstrate application of skills and knowledge. 	Written <ul style="list-style-type: none"> Summary of experiences. Performance <ul style="list-style-type: none"> Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,5,6,8,,12	ELA 9-10 R 1,2,4 9-10 W 2,3, 9-10 SL1,2,4,5,6 9-10 L 1.2.3.4.6
				Cluster Standards ED 1,2,3,4,5,6,7,8,9,10,11	
				Pathway Standards ED-TT 1,2,3,4,5,6,7,8,9,10,11	Literacy 9-10 RST 1.2 9-10 WHST 2,3,4
Weeks-36-40 Review and Preparation for Finals	<ul style="list-style-type: none"> What are the learning goals that have been successfully mastered this year? What evidence demonstrates personal growth in this program for this year, both academically and professionally? 	<ul style="list-style-type: none"> Complete the assessment demonstrating a thorough knowledge of the topics presented in the program this year. 	Written <ul style="list-style-type: none"> Final Reflection Paper Final Examination Performance <ul style="list-style-type: none"> Classroom Presentation Presentation Rubric 	Career Ready Practices CRP 1,2,4,6,8	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,6,7,8,9,11	
				Pathway Standards ED-TT 1,2,3,5,7,9,10	Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,6,7

Syracuse City School District
Career and Technical Education Program
Course Syllabus
UTP 300: Urban Teacher Preparation 300
Foundations of Curriculum and Instruction



Program Overview:

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Course Description

This course is designed for students to develop the knowledge and skills of the history of education in the United States, as well as curriculum delivery models in response to the needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

Pre-Requisites

UTP 100 – Urban Teacher Preparation 100
UTP 200 – Urban Teacher Preparation 200 – Growth and Development

Course Objectives

Students will:

- Explain the interaction of the Constitutional foundations of education, focusing on civil rights.
- Summarize the importance of culturally responsive teaching.
- Explain the connection between the learning standards of New York State and curriculum, instruction, and accountability.
- Apply their knowledge of effective learning strategies in real-world classrooms through job shadow experiences and reflection.
- Develop their identity as an educator including articulation of their personal philosophy of teaching.
- Demonstrate application of professional employability skills and learning to create a professional resume, and participate in mock applications and interviews.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** All Instructional materials, including an iPad.
- **Student will provide:** Three-ring binder exclusively for UTPP and an iPad cover.

Textbook

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Los Angeles: Sage.

Grading

- 50% Active Engagement (class attendance and punctuality, attending CTE events and field trip, participating in class and group discussions and activities, completing work in
- 25% Classwork and Homework
- 25% Quizzes and Assessments

Additional Course Policies

- Active Engagement is demonstrated by: class attendance and punctuality, attending CTE events and field trip, participating in class and group discussions and activities, completing work in timely fashion, communicating with teacher, changing as needed and being appropriately prepared for class and events, fully participate in OCC programming as offered
- Classwork and Homework will vary but may include, but not limited to: notes, reading, vocabulary work, independent and group assignments, hands-on activities, teacher observations
- Quizzes and Assessments but include projects, career coaching events, written assignments, and content quizzes
- Excessive unexcused tardiness (more than one per week) will result in loss of one point from the overall score.
- Students can earn credit for instructor approved activities
- Students are graded on participation, classwork assignments and .

Course Calendar:

Quarter	Units of Study
1	<ul style="list-style-type: none">• Introduction to Urban Teaching Preparation Program: Class Expectations• Preparation for Classroom Shadow Experience: Focus on management, planning, implementation of instruction, and assessment of learning• Education, History and Civil Rights• Education and the Constitution
2	<ul style="list-style-type: none">• Standards and Accountability• Professional Growth: Where Curriculum and Instruction Meet• Effective Teaching and Learning Strategies, Support Services
3	<ul style="list-style-type: none">• Culturally Responsive Teaching• Classroom Placement with Focus on Student Engagement• Reflection• Classroom Shadowing Experience
4	<ul style="list-style-type: none">• Personal Philosophy of Teaching• Resume Building and College Exploration• Review and Preparation for Finals

Syracuse City School District
Career and Technical Education Program
Scope and Sequence

UTP 300: Urban Teacher Preparation 300 - Foundations of Curriculum and Instruction



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 Introduction to Urban Teaching Preparation Program: Class Expectations	<ul style="list-style-type: none"> What are the goals and expectations of the Urban Teacher Preparation Program (UTPP)? What are the classroom rules and expectations? What career ready practices are relevant to success in the UTPP? How will this program help students achieve their personal and professional goals? 	<ul style="list-style-type: none"> Describe the goals of the UTPP. Develop and explain classroom rules and exhibit appropriate behavior in the classroom. Self-assess and analyze personal learning styles and their impact on academic progress and behavior. Analyze and explain personal and professional motivations and goals for participation in the UTPP. 	Written <ul style="list-style-type: none"> Learning Styles Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,10,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 6,10,11	ELA 11-12R 1,2,4 11-12W 2,4,5 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4 11-12WHST 2,4,7
Weeks On-going throughout the academic year Preparation for Classroom Shadowing Experience	<ul style="list-style-type: none"> What classroom management strategies does the mentor teacher use? What does planning for teaching and learning look like in a real-world classroom? What does the gradual release of responsibility look like in a real-world classroom? What does assessment look like in a real-world classroom? What is important to know about the logistics of planning and teaching? 	<ul style="list-style-type: none"> List a number of management strategies that have been observed in the mentor classroom. Relate knowledge and skills from the classroom to real classroom situations. Plan for participation in classroom shadowing experience. Reflect on classroom practices in the areas of objectives, gradual release of responsibility, assessment and the logistics of planning and teaching. Reflect on what has been learned. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,12 Cluster Standards ED 1,2,3,5,8,11 Pathway Standards ED-TT 1,2,3,5,6,9,10	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 3-5 Education, History and Civil Rights	<ul style="list-style-type: none"> What are the major events in the history of education in the United States? How were public schools created? Why is it necessary to study the educational system? How did education contribute to the equality struggle? How can a text or literature help develop understanding and empathy? Why is it important for an individual to find their voice? Why is cultural relevance important? 	<ul style="list-style-type: none"> Describe and put in chronological order the major events in the history of education in the United States. Research and describe the creation of public schools. Review and analyze critical legislation that has changed the course of education. Explain the role that the civil rights movement has played in education. Discuss the implications of changes in civil rights for students. Summarize how a text helps to develop understanding and empathy. Explain the importance of voice. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Book Study Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,6,7,8,11 Pathway Standards ED-TT 2,5,6,	ELA 11-12R 1,2,4,6,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> Explain the importance of cultural relevance. 			
Weeks 6-8 Education and the Constitution	<ul style="list-style-type: none"> Why is an education right guaranteed by the Constitution? What cases besides Brown v. Board of Education deal directly with education? 	<ul style="list-style-type: none"> Explain the connection between the 1st, 10th and 14th amendments and urban education. Review and analyze the relevant court cases related to education since Brown v. Board of Education. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,6,7,8,11 Pathway Standards ED-TT 5,6	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 9-12 Standards and Accountability	<ul style="list-style-type: none"> What are standards and accountability and what is their role in education? What are the New York State Learning Standards and what do they mean for teachers and students? What is the current national achievement gap and who does it affect? 	<ul style="list-style-type: none"> Explore and describe the current standards used in New York State. Explain the relationship between standards and accountability. Analyze and explain one of the NY State Learning Standards. Create a lesson that supports the level of the standard selected. Explain the current national achievement gap and create a visual that shows the groups affected. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,6,9,11 Pathway Standards ED-TT 1,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 13-15 Professional Growth: Where Curriculum and Instruction Meet	<ul style="list-style-type: none"> What is the connection between curriculum and instruction? How do teachers build curriculum using standards? How do teachers relate the curriculum to instruction? 	<ul style="list-style-type: none"> Explain the connection between curriculum and instruction Explain the factors that influence curriculum design. Analyze curriculum for a selected content area and explain how it is aligned with standards. Analyze a lesson for its connection to curriculum and standards. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,9,11 Pathway Standards ED-TT 1,3,4	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 16-18 Effective Teaching and Learning Strategies Support Services	<ul style="list-style-type: none"> What teaching and learning strategies make teaching effective for all students? How can reading strategies be differentiated to support students at various levels of learning? What are different roles contributing to implementation of instruction (examples might be related services, literacy specialist, special education, etc.)? 	<ul style="list-style-type: none"> Explore teaching and learning strategies that make teaching effective for all students. Describe learning strategies that have been observed in the mentor classroom. Create the learning goals for a unit of study. Apply knowledge of learning strategies through lesson planning. Compare and contrast reading strategies that support students at various levels of learning. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,9,11 Pathway Standards ED-TT 1,2,3,4,5,7	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none">How do varied professionals work collaboratively for common outcomes?How are different student needs addressed in a classroom?	<ul style="list-style-type: none">Identify different roles that work within an educational setting.Summarize what are career paths for different roles.Explain how professionals with different career roles work together to support student growth.Identify ways in which student emotional, social, behavior and academic needs are addressed.Identify systems within a school setting to support students such as team meetings, 504 teams, etc.Synthesize how district, building and team support systems, specialized personal, and instructional moves work collaboratively.			
Weeks 19-21 Culturally Responsive Teaching	<ul style="list-style-type: none">What cultures are represented in an urban school?Why are demographics important in urban education?What do urban teachers need to know about culturally responsive teaching?	<ul style="list-style-type: none">Describe the cultures that are represented in an urban school.Explain the importance of demographics in urban education.Explain the important concepts of culturally responsive teaching that affect student success.Interview a peer from another culture.Prepare a culturally responsive lesson that addresses the demographics for an urban school.	Written <ul style="list-style-type: none">Homework/Class AssignmentResearch ProjectQuizSelf-Assessment Performance <ul style="list-style-type: none">Group Process RubricTeacher Observation RubricParticipation in collaborative experience at SUNY CortlandVideo Reflection Journal	Career Ready Practices CRP 1,2,4,6,7,8,12	ELA 11-12R 1,2,4,6,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,6,7,8,11	
				Pathway Standards ED-TT 1,2,3,4,5,6	
Weeks 22-24 Classroom Placement with Focus on Student Engagement	<ul style="list-style-type: none">What are the elements of the host teacher's classroom that make it effective and why?What strategies and techniques can be used to engage students?	<ul style="list-style-type: none">Explore and gain practical experiences assisting certified teachers.Describe the strategies and techniques that will engage students in a lesson.	Written <ul style="list-style-type: none">Homework/Class AssignmentResearch ProjectQuizSelf-Assessment Performance <ul style="list-style-type: none">Group Process RubricTeacher Observation RubricVideo Reflection Journal	Career Ready Practices CRP 1,2,4,6,7,8,12	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,9,11	
				Pathway Standards ED-TT 1,2,3,4,5,10	
Weeks 25-26 Reflection	<ul style="list-style-type: none">What is metacognition?Based on individual experiences, how have personal views on teaching and learning changed?	<ul style="list-style-type: none">Demonstrate how to use the metacognitive process to enhance reflections.Write a reflection that addresses personal views on teaching and learning.	Written <ul style="list-style-type: none">Homework/Class AssignmentResearch ProjectQuizSelf-Assessment	Career Ready Practices CRP 1,2,4,6,7,8,12	ELA 11-12R 1,2,4,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,11	
				Pathway Standards	
				Literacy	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	ED-TT 6,9,10	11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 27-30 Classroom Shadowing Experience-ongoing and detailed above---this is to hold accountability for time	<ul style="list-style-type: none"> What classroom management strategies does the mentor teacher use? What does planning for teaching and learning look like in a real-world classroom? What does the gradual release of responsibility look like in a real-world classroom? What does assessment look like in a real-world classroom? What is important to know about the logistics of planning and teaching? What key points were observed? 	<ul style="list-style-type: none"> List a number of management strategies that have been observed in the mentor classroom. Relate knowledge and skills from the classroom to real classroom situations. Plan for participation in classroom shadowing experience. Reflect on classroom practices in the areas of objectives, gradual release of responsibility, assessment and the logistics of planning and teaching. Reflect on what has been learned. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal	Career Ready Practices CRP 1,2,4,6,7,8,12	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,8,11	Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
				Pathway Standards ED-TT 1,2,3,5,6,9,10	
Weeks 31-33 Personal Philosophy of Teaching	<ul style="list-style-type: none"> How do teachers develop personal philosophies of teaching? How do teachers' philosophies influence student outcomes? 	<ul style="list-style-type: none"> Create an individual educational philosophy. Explain with examples metaphysics, epistemology, and axiology. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal	Career Ready Practices CRP 1,2,4,6,7,8,12	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,11	Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
				Pathway Standards ED-TT 1,2,3,5,6	
Weeks 34-36 Resume Building and College Exploration	<ul style="list-style-type: none"> How have students' professional resumes changed based on experiences this year? What do college teacher preparation program offer prospective students? What is a certification officer? What supports does a human resource department offer? What are key elements or information requested in a job application? What are key elements for a successful interview? 	<ul style="list-style-type: none"> Create and edit a professional resume taking into account professional and personal growth. Explore colleges and universities with Schools of Education and teacher preparation programs. Identify certification process and system in New York State (including TEACH accounts) Name key questions/information requested in an application for employment/college entrance. Demonstrate completion of mock application. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal	Career Ready Practices CRP 1,2,4,7,8,10,12	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,9,11	Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
				Pathway Standards ED-TT 6,10,11	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> What types of supports and requirements are there for new teachers in this district? How can social media be successfully utilized in a job search or college application process? What are personal goals for employment post high school? 	<ul style="list-style-type: none"> Research and summarize common interview questions. Identify appropriate dress, introductions, use of language and responses for interview questions. Demonstrate application of learning to complete a mock interview. Identify support and requirements for a new teacher to this district. Identify elements within use of social media that may deter obtaining employment or college acceptance. Demonstrate “clean-up” of social media presence as needed. Demonstrate use of social media and technology to research employment opportunities. Articulate personal goals and create a plan towards achieving identified goals. 			
Week 37-40 Review and Preparation for Finals	<ul style="list-style-type: none"> What learning goals have been successfully mastered this year? What evidence demonstrates personal growth in this program for this year, both academically and professionally? Is progress toward graduation on track? What is the importance of a personal learning philosophy? 	<ul style="list-style-type: none"> Reflect on learning and progress from the school year. Demonstrate proficiency on CTE Technical Assessment. Check on progress toward graduation requirements. Develop and finalize a personal philosophy of teaching and learning. 	Written <ul style="list-style-type: none"> Personal Philosophy of Teaching and Learning Final Examination CTE Technical Assessment Performance <ul style="list-style-type: none"> Classroom Presentation Presentation Rubric 	Career Ready Practices CRP 1,2,4,6,7,8,12	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,8,9,11	
				Pathway Standards ED-TT 2,3,5,6,10	Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7

Syracuse City School District
Career and Technical Education Program
Course Syllabus
UTP 400: Urban Teacher Preparation 400
Becoming Tomorrow's Effective Teacher



Program Overview:

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Course Description

The course is designed for students to apply their knowledge in real world education settings. Students must complete an internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. Following the unit focused on Internship preparation, depending on placements and scheduling, students may pursue the internship in one concentrated block or have experiences distributed across the year. The student will submit a completed portfolio by the end of the course for feedback.

Pre-Requisites

UTP 100 – Urban Teacher Preparation 100
UTP 200 – Urban Teacher Preparation 200 – Growth and Development
UTP 300 – Urban Teacher Preparation 300 – Foundations of Curriculum and Instruction

Course Objectives

Students will:

- Develop short- and long-term instructional plans.
- Identify how individual experience, talents, and prior learning as well as language, culture and family influence student learning and plan accordingly.
- Explain the alignment of goals, objectives, instructional plans, and assessments.
- Develop their identity as an educator.
- Apply knowledge of student development, learning theory, curriculum and instructional approaches, support of student social, emotional learning, and classroom environment.

Integrated Academics

1 CTE Integrated English Credit

Concurrent College Enrollment

Students have the opportunity to pursue the following:

- ENG 103,104- Freshman Composition and Literature I and II
- ILS 153-Integrated Learning Seminar
- PSY 103-General Psychology
- PSY204-Child Psychology
- COM 210-Public Speaking
- SOC 103-Introductory Sociology

Equipment and Supplies

- **School will provide:** All Instructional materials, including an iPad.
- **Student will provide:** Three-ring binder exclusively for UTPP and an iPad cover.

Textbook

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Los Angeles: Sage.

Grading

- 50% Active Engagement (class attendance and punctuality, attending CTE events and field trip, participating in class and group discussions and activities, completing work in
- 25% Classwork and Homework
- 25% Quizzes and Assessments

Additional Course Policies

- Active Engagement is demonstrated by: class attendance and punctuality, attending CTE events and field trip, participating in class and group discussions and activities, completing work in timely fashion, communicating with teacher, changing as needed and being appropriately prepared for class and events, fully participate in OCC programming as offered
- Classwork and Homework will vary but may include, but not limited to: notes, reading, vocabulary work, independent and group assignments, hands-on activities, teacher observations
- Quizzes and Assessments but include projects, career coaching events, written assignments, and content quizzes

Course Calendar:

Quarter	Units of Study
1	<ul style="list-style-type: none">• College and Career Readiness• Support for Concurrent College Level Learning (on-going)• Internship Expectations and Participation (actual internship experience may be in block of time or sustained across the year)• School Finance• Learning Standards and Accountability
2	<ul style="list-style-type: none">• Curriculum Design• Teaching Standards• College Readiness
3	<ul style="list-style-type: none">• Requirements for Teaching Assistant Certification• Career Preparation• Community Involvement and Relationships• What Makes an Effective Teacher
4	<ul style="list-style-type: none">• Obtaining Certifications and TEACH accounts• Internship (or time accounted for)• Final Reflection

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence**

UTP 400: Urban Teacher Preparation 400 – Becoming Tomorrow’s Effective Teacher



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Career Readiness and College Success	<ul style="list-style-type: none"> What does it mean to be career ready? What processes and procedures are required? What systems and certifications are required to enter the teaching profession? What are requirements for DASA and fingerprinting? How does certification for Teaching Assistant and Teacher differ? What are a college's standards for its teacher preparation program? What mechanisms need to be in place to ensure college success? What does college application process include? How is post-secondary learning financed? 	<ul style="list-style-type: none"> Review and rewrite a professional resume based on experiences to date. Explain what requirements are needed to work in a school setting. Explain what DASA is and how to obtain certification. Explain how to obtain fingerprinting clearance. Examine requirements for teacher certification. Compare and contrast requirements for teacher and teaching assistant. Identify local and regional Institutes of Higher Education that offer teacher preparation programs. Identify elements for success in pursuing a post-secondary education degree such as study skills, time management, communication, self-advocacy, etc. Reflect and self-identify strengths and goals to demonstrate elements for higher education success. Explain the requirements for college application. Develop a timeline and task list for college entrance. Summarize sources for financial support for post-secondary education. Explain requirements and application process for financial support. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,12	ELA 11-12R 1,2,4,7,9
				Cluster Standards ED 1,2,3,5,8,9	11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Pathway Standards ED-TT 6,10,11	Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Week 5 (On-going throughout the course) Support for Concurrent College Level Class	<ul style="list-style-type: none"> What specific study skill will need to be implemented for success in this OCC class? How will communication with professor, any group members be implemented? How will I demonstrate mastery of material? How in information summarized and internalized? 	<ul style="list-style-type: none"> Identify expectations for OCC enrolled class. Develop and implement a study plan. Explain the importance of communication with instructors and classmates. Demonstrate appropriate communication that is concise and clear in verbal, written (including digital) communication. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz/Exams Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric 	Career Ready Practices CRP 1,2,4,10,11	ELA 11-12 R 1,2,4,5 11-12 W 2,3,5 11-12 SL 1,2,5,6,7 11-12 L 1,2,3,4,6
				Cluster Standards ED-1,2	Literacy Standards 11-12 RST1,2,4,5 11-12 WHST 2
				Pathway Standards	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> How is time managed to meet expectations? How is a textbook read? 	<ul style="list-style-type: none"> Reflect on previous learning experiences and identify ways and methods that support individual learning. Demonstrate concise annotation and/or notetaking. Demonstrate ability to summarize material. Demonstrate ability to manage time and expectations to complete assignments and preparation for any projects, demonstrations, or assessments. Demonstrate ability to navigate a textbook and use technical reading skills to use textbook features to assist in understanding material. 	<ul style="list-style-type: none"> Video Reflection Journal 		
Week 6 Preparation for Internship: Expectations and Participation As noted in the syllabus, following this unit, the actual internship this may be implemented as a 5-7 week concentrated internship or a weekly experience through the end of the school year. This scope and sequence includes a placeholder to account for the internship time during weeks 33-38.	<ul style="list-style-type: none"> What are the expectations for the internship experience? Why is professionalism important? Why is communication with mentor teacher critical? What are individual learning goals through the experience? 	<ul style="list-style-type: none"> Develop a list of expectations for the internship program, along with those areas completed to date. List professional attributes, traits, and behaviors expected during an internship experience. Demonstrate presenting as a professional Explain how communication during an internship supports success. Demonstrate effective professional communication. Reflect on previous career readiness experiences and job-shadowing opportunities and identify learning goals for the internship experience. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,12	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,8,9,11	Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
				Pathway Standards ED-TT 1,3,4,5,6,8,9,10	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 7 School Finance	<ul style="list-style-type: none"> How are schools funded? What is involved in school finance? What are the responsibilities of a teacher in school finance? How are schools paid for? What is the true cost of dropping out? What is the per student expenditure? How is revenue relevant to the achievement gap? 	<ul style="list-style-type: none"> Discuss the variety of funding sources a school district and schools receive. Compare and contrast how public, charter, and private school funding is different and similar. Examine the financial constraints of school budgeting. Compare and contrast school spending and funding, urban vs. suburban. Explain the connection between school district/student expenditures and individual student success in school. Explain the connection between per student expenditure and individual student success. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
				Cluster Standards ED 1,2, 3,6,7,9	
				Pathway Standards ED-TT 1,2,9,10,11	
Weeks 8-11 Learning Standards and Accountability	<ul style="list-style-type: none"> Why are standards important to education? How are teachers held accountable for student outcomes? Where are New York State Learning Standards found? How are NYS Learning Standards organized? How do state level standards translate into teaching and learning? How are learning standards assessed? When might there be standards in addition to state standards? 	<ul style="list-style-type: none"> Define the Standards of Professional Practice. Analyze teaching and learning standards and discuss their importance to urban education and teacher accountability. Demonstrate locating NYS Standards for Learning. Demonstrate accurate reading and interpretation of NYS Learning Standards. Explain what selected standards mean in action. Analyze the connection between NYS Learning Standards and local and state assessments. Explain when other standards may influence content (such as national associations, professional organizations). 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
				Cluster Standards ED 1,2,3,6,7,9	
				Pathway Standards ED-TT 1,3,10	
Weeks 12-15 Curriculum Design	<ul style="list-style-type: none"> What are the important aspects of curriculum design? What is the purpose of a curriculum document? What key elements are found in a curriculum document? Why are National, State and Local standards key for curriculum development? How is curriculum developed? 	<ul style="list-style-type: none"> Investigate and summarize the ten axioms of curriculum and design. Explain the purpose of a curriculum. Identify key elements of a curriculum document. Explain the relationship between standards and curriculum. Explain a process for curriculum development. Read and summarize key elements of a specific scope and sequence. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,12	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
				Cluster Standards ED 1,2,3,9	
				Pathway Standards ED-TT 1,2,3,4,8	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> What is a scope and sequence? What is the relationship between curriculum and textbooks/resources? How is a curriculum document different from a lesson plan? Why is the desired level of learning important, as well as, content in a curriculum? How do teachers implement a curriculum? How are national standards and state standards aligned? 	<ul style="list-style-type: none"> Analyze the relationship between curriculum and resources such as textbooks, ELA series or approach, etc. Compare and contrast curriculum document with a lesson plan. Identify different levels of learning (Bloom, Webb). Explain how levels of learning relate to instruction, assessment, and accountability. Demonstrate understanding of curriculum documents but collecting and analyzing curricula. Analyze current thinking on whether standards for American students are set too low. Create a lesson plan based from a section of curriculum. Compare and contrast the learning standards from another country and New York State. Compare and contrast National Learning Standards and New York State Learning Standards. Create an example of a lesson objective with both National and New York State Standards. 			
Weeks 16-19 Teaching Standards	<ul style="list-style-type: none"> What are the differences between teacher standards and student standards? Where are New York State Teaching Standards found? How are NYS Teaching Standards organized? How do professional standards translate into teaching and learning? How are teaching standards assessed in professional practice? 	<ul style="list-style-type: none"> Define the Standards of Professional Practice. Analyze teaching and learning standards and discuss their importance to urban education and teacher accountability. Demonstrate locating NYS Standards of Teaching. Demonstrate accurate reading and interpretation of NYS Teaching Standards. Explain what each standard means in action. Analyze the connection between NYS Teaching Standards and Teacher Accountability Systems. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,8,9	
				Pathway Standards ED-TT 1,3,5,10	Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Week 20	<ul style="list-style-type: none"> What is a reasonable timeline for college readiness? 	<ul style="list-style-type: none"> Meet with guidance counselor to discuss college readiness. 	Written <ul style="list-style-type: none"> Self-Assessment Performance	Career Ready Practices CRP 1,2,4,7,8,10,12	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
College Readiness	<ul style="list-style-type: none"> What areas still need to be addressed? 	<ul style="list-style-type: none"> Obtain letters of recommendation and complete college applications to schools of their choice. 	<ul style="list-style-type: none"> Teacher Observation Rubric Video Reflection Journal Documents as needed for further study 		11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,9	Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
				Pathway Standards ED-TT 6,10,11	
Week 21 Requirements for Teaching Assistant Certification	<ul style="list-style-type: none"> What is the difference between teacher aide, teaching assistant, and teacher? What are the requirements for teaching assistant? What are the pathways to obtain teaching assistant certification? What supports and resources are available locally to support obtaining Teaching Assistant Certification? 	<ul style="list-style-type: none"> Explain the roles and responsibilities of teacher aide, teaching assistant and teacher. What specific tasks might a teaching assistant perform (including in varied special education placements)? Identify the requirements for certification as a teaching assistant. Identify varied pathways to achieve teaching assistant certification. Identify any supports and resources available locally to offer training and workshops towards certification. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,3,4,10	ELA 11-12 R 2,3,4 11-12 W 2,5 11-12 SL 1 11-12 L 1,2,3,4,6
				Cluster Standards ED 6,9	Literacy 11-12 RST 1,2,4,7 11-12 WHST 2,5,6,7
				Pathway Standards	
Weeks 22-26 Career Preparation Community Involvement and Relationships	<ul style="list-style-type: none"> What is the role and purpose of extracurricular activities in education? What is the purpose of Arts and Physical Education, etc. in education? How does pursuit of non-core studies support student growth and development? How can community resources support student learning How can student performance, and demonstration of work support positive public relationship for schools? Why is community involvement important? How can students give back and contribute to their community? 	<ul style="list-style-type: none"> Summarize research relating to the role of extracurricular activities for student health and academic achievement. Research and summarize the history of the development of required non-core (beyond reading, writing and math) classes in New York State. Summarize research relating to student social and emotional development. Explain how community resources, and support (beyond fiscal) enhance student experiences. Explain how community involvement supports the school, student earning, and the larger community. Demonstrate contributing to the community by participation in a community-based program/initiative such as an art project. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Applied Action Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,12	ELA 11-12 R 1,2,4,7 11-12 W 2,5,7 11-12 SL 1,2,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards ED 1,2,3,5,	Literacy 11-12 RST 1,2,4,7 11-12 WHST 2,4,5
				Pathway Standards ED-ADM 2	
Weeks 27-30 What Makes an Effective Teacher	<ul style="list-style-type: none"> What makes an effective teacher? 	<ul style="list-style-type: none"> Determine what effective teaching looks and sounds like and create criteria identifying effective teaching. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Case Study Text 	Career Ready Practices CRP 1,2,4,8,9,10	ELA 11-12 R 1 11-12 W 2,3,5 11-12 SL 1,2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> What is the importance of school and home communication? How do effective teachers navigate school and home rules and expectations differences? How do professionals assess students' readiness for learning and adapt instruction to meet student needs? What personal traits do effective teachers exhibit? What professional traits and skills do effective teachers demonstrate? What traits, skills and talents will support your growth as an effective teacher? 	<ul style="list-style-type: none"> Collect, synthesize, and analyze responses from a varied sample of stakeholders (students, parents/guardians, teachers, administrators, community members, etc.) to compile a profile of effective teachers and their practices. Upon completion of a text with case study, summarize, analyze, and evaluate what considerations and actions the teacher(s) demonstrate in the case studies that made them effective teachers. Analyze how and what skills effective teachers employ to navigate respectfully differences between home and school rules and expectations. Identify and analyze personal traits exhibited by effective teachers. Identify and analyze professional traits, skills, and behaviors exhibited by effective teachers. Reflect and identify what assets you demonstrate that support development as an effective teacher. 	<ul style="list-style-type: none"> Quiz Self-Assessment Performance Group Process Rubric Teacher Observation Rubric Video Reflection Journal 		11-12 L 1,2,3,4,6
				Cluster Standards ED 1,2,3,5,6,7,8,9,10,11	Literacy 11-12 RST 2,7,8 11-12 WHST 1,2,3,4
				Pathway Standards ED-TT 1,2,3,4,5,6,7,9,10	
Weeks 30-32 Obtaining Certifications and TEACH accounts	<ul style="list-style-type: none"> What certifications and requirements are required to work in schools? What is TEACH? How does successfully obtaining certifications help with career goals? 	<ul style="list-style-type: none"> Identify core certifications required such as DASA, SAVE, Mandated Reporting, Fingerprinting and what the content is and how to pursue obtaining them. Explain what the purpose of TEACH account is and how to establish one. Demonstrate success in obtaining identified certifications and establishing a TEACH account. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal Obtainment of certifications of completion for required workshops and professional development (such as DASA, fingerprinting and Teaching Assistant certification) prior to obtaining employment in an educational setting, successful fingerprinting, and establishment of TEACH account. 	Career Ready Practices CRP 1,2,5,10,11	ELA 11-12 R2 11-12 L 1,2,3,4,6
				Cluster Standards ED 9,10	Literacy 11-12 RST 2,4
				Pathway Standards ED-TT 10,11	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 33-38 Reminder that weeks 33-38 account for internship time whether in a single block or sustained across the year	<ul style="list-style-type: none"> What does application of knowledge and skills look and sound like in an actual classroom? How has the internship experiences impacted personal career goals? 	<ul style="list-style-type: none"> Analyze experiences for aspects of teaching and learning. Compare and contrast observations and experiences with theory and practice. Demonstrate application of all tenets of teaching and learning. Articulate career goals. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Self-Reflection Performance <ul style="list-style-type: none"> Classroom demonstrations Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,3,4,5,6,8,9,10,11,12	ELA 11-12 W 2,3 11-12 SL 1,2,5,6 11-12 L 1,2,3,6
				Cluster Standards ED-1,2,3,4,5,6,7,8,1,0,11	Literacy 11-12 WHST 3,4
				Pathway Standards ED-PS 1,2,3,4 ED-TT 1,2,3,4,5,6,7,8,9,10,11	
Weeks 39-40 Final Reflection	<ul style="list-style-type: none"> What has been learned during Urban Teacher Preparation Program? Does the Portfolio have all of the elements necessary for graduation? What preparation is needed to be successful on the NY State Teacher Assistant Certification Exam? 	<ul style="list-style-type: none"> Re-examine Professional Portfolio for successful completion of the necessary graduation topics. Pass the practice TA Certification Exam. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Portfolio Self-Assessment CTE Technical Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,10,12	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,8,9	
				Pathway Standards ED-TT 6,10	Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7