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

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.

Pre-Requisites

N/A

Course Objectives

Students will:

- Describe the career path to becoming a certified Teacher Assistant.
- Identify the characteristics and skills necessary to obtain a position in their chosen curricular field.

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

A (95%+) 475 +	C (75%+) 375 – 389
A- (92%+) 460 – 474	C- (72%+) 360 – 374
B+ (88%+) 440 – 459	D+ (68%+) 340 – 359
B (85%+) 425 – 439	D (65%+) 325 – 339
B- (82%+) 410 – 424	D- (62%+) 310 – 324
C+ (78%+) 390 – 409	F (< 62%) < 310

Additional Course Policies

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

Course Calendar:

Quarter	Units of Study
1	• Introduction to Urban Teaching Preparation Program: Class Expectations • Understanding Teaching • Understanding Learning • Career Exploration
2	• Professionalism • College Readiness: An Introduction • Teaching Simulation: Planning and Teaching a Lesson
3	• Teaching Simulation: Planning and Teaching a Lesson (Continued) • Bias, Equity, and Diversity • Preparation for Classroom Shadowing Experience
4	• Classroom Shadowing Experience • Review and Preparation for Final Exam

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**	• 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?	• 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** • Learning style Self-Assessment **Performance** • 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**	• 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?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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**	• 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?	• 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.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,11,12 **Cluster Standards** ED 1,2,3,510,11 **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
Weeks 7-10 **Career Exploration**	• 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?	• 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	**Written** • Homework/Class Assignment • Research Project • Self-Assessment: What Kind of Teacher Would I Like to Be? **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,10,11,12 **Cluster Standards** ED 1,2,3,5,6,9 **Pathway Standards** ED-TT 1,2,3	**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

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
	• What are the requirements for the various levels of teaching assistant certification in New York State?	in New York State. • Set a personal goal for teaching assistant certification for graduation.	• Project Presentations		
Weeks 11-13 **Professionalism**	• 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?	• 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** • Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,7,8,10,11,12 **Cluster Standards** ED 1,2,3,4,5,6,7,8 **Pathway Standards** ED-TT 5,6,7	**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 14-15 **College Readiness: An Introduction**	• What do college teacher preparation programs offer prospective students? • What do college teacher preparation programs require of prospective students?	• 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. • Meet with assigned college student mentors.	**Written** • Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,7,8,10,11,12 **Cluster Standards** ED 1,2,3,5,9 **Pathway Standards** ED-TT 1,4,10	**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 16-23 **Teaching Simulation: Planning and Teaching a Lesson**	• 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?	• 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.	**Written** • Lesson Plans Using SCSD Planning Forms • Self-Assessment • Reflection Paper **Performance** • 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 **Cluster Standards** ED 1,2,3,5,10,11 **Pathway Standards** ED-TT 1,3,4,8	**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

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
		• 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.			
Weeks 24-26 **Bias, Equity, and Diversity**	• 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?	• 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** • Assignment • Research Project(Diversity) • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,5,6,7,8,10,11,12 **Cluster Standards** ED 1,2,3,5,7,8 **Pathway Standards** ED-TT 2,4,5,6,7,8	**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 **Literacy** 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 27-29 **Preparation for Classroom Shadowing Experience**	• What are the goals and expectations for students participating in the classroom shadowing experience? • How does an educator demonstrate professionalism?	• 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** • Class/homework Assignment • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Role Play • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,7,8,10,11,12 **Cluster Standards** ED 1,2,3,5,10,11 **Pathway Standards** ED-TT 1,2,3,4,6,8,9	**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 30-34 **Classroom Shadowing Experience**	• 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?	• 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** • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,7,8,9,10,11,12 **Cluster Standards** ED 1,2,3,5,8,10,11 **Pathway Standards** ED-TT 2,3,4,5,6,7,8,9,10,11	**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

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 35-40 **Review and Preparation for Final Exam**	• 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?	• Complete the assessment demonstrating a thorough knowledge of the topics presented in the program this year.	**Written** • Final Reflection Paper • Final Examination **Performance** • Classroom Presentation • Presentation Rubric	**Career Ready Practices** CRP 1,2,4,6,7,8,10,11,12 **Cluster Standards** ED 2,3,5 **Pathway Standards** ED-TT 1,2,3,9,10	**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

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.

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
A (95%+) 475 +	C (75%+) 375 – 389
A- (92%+) 460 – 474	C- (72%+) 360 – 374
B+ (88%+) 440 – 459	D+ (68%+) 340 – 359
B (85%+) 425 – 439	D (65%+) 325 – 339
B- (82%+) 410 – 424	D- (62%+) 310 – 324
C+ (78%+) 390 – 409	F (< 62%) < 310

Additional Course Policies
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

Course Calendar:

Quarter	Units of Study
1	• Introduction to Urban Teaching Preparation Program: Class Expectations • Racial and Ethnic Diversity • Mental Growth: Brain Development and Intelligence
2	• Exceptional Learners • Culture and Education • Community and Family Partnerships
3	• Classroom Management • Professional Growth • Preparation for Classroom Shadowing Experience • Classroom Shadowing Experience
4	• Career Exploration • Review and Preparation for Finals

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**	• 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?	• 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** • Learning Styles Self-Assessment **Performance** • 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**	• 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?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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 6-9 **Mental Growth: Brain Development and Intelligence**	• 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?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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-10-13 **Exceptional Learners**	• 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?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric	**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

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
			• Video Reflection Journal		
Weeks 14-17 **Culture and Education**	• 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?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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
Weeks 18-19 **Community and Family Partnerships**	• What is the importance of school, community, and family partnerships for student success? • How can teachers best work with community and families?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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 5,6,11	**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 20-21 **Classroom Management**	• 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?	• 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.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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 1,2,5,7,8	**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 22-24 **Professional Growth**	• How does planning support teacher effectiveness? • What is formative and summative assessment and how are they used in the classroom? • What types of formative and summative assessment strategies do mentor teachers use for instruction?	• Explain the relationship between teacher planning and teacher effectiveness. • Define formative and summative assessment and explain their uses in the classroom. • Identify and explain formative and summative assessments used by mentor teachers.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,12 **Cluster Standards** ED 1,2,3,5,9,10,11 **Pathway Standards** ED-TT 1,2,3,9,10	**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 25-27 **Preparation for**	• What are the goals and expectations for students	• Explain the different roles involved in working in an educational setting	**Written** • Class/homework	**Career Ready Practices** CRP 1,2,4,8,10,12 **Cluster Standards**	**ELA** 9-10R 1,2,4,7,8,9 9-10W 2,4,5,7

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
Classroom Shadowing Experience	participating in the classroom shadowing experience? • How does an educator demonstrate professionalism?	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.	Assignment • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Role Play • Video Reflection Journal	ED 1,2,3,5,11 **Pathway Standards** ED-TT 1,2,5,6,7	9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
Weeks 28-31 **Classroom Shadowing Experience**	• 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?	• 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** • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,8,9,12 **Cluster Standards** ED 1,2,3,5,8,11 **Pathway Standards** ED-TT 1,2,3,5,6,10	**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-32-35 **Career Exploration**	• 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?	• 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** • Homework/Class Assignment • Research Project • Self-Assessment: What Kind of Teacher Would I Like to Be? **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal • Project Presentations	**Career Ready Practices** CRP 1,2,4,7,8,10,12 **Cluster Standards** ED 1,2,3,5,9,11 **Pathway Standards** ED-TT 6,10,11	**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-36-40 **Review and Preparation for Finals**	• 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?	• Complete the assessment demonstrating a thorough knowledge of the topics presented in the program this year.	**Written** • Final Reflection Paper • Final Examination **Performance** • Classroom Presentation • Presentation Rubric	**Career Ready Practices** CRP 1,2,4,6,8 **Cluster Standards** ED 1,2,3,5,6,7,8,9,11 **Pathway Standards** ED-TT 1,2,3,5,7,9,10	**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

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:
- Explore the Constitutional foundations of education, focusing on civil rights.
- Learn about the standards of New York State and explain the connection to curriculum, instruction, and accountability.
- Apply their knowledge of effective learning strategies in real-world classrooms.

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

A (95%+) 475 +	C (75%+) 375 – 389
A- (92%+) 460 – 474	C- (72%+) 360 – 374
B+ (88%+) 440 – 459	D+ (68%+) 340 – 359
B (85%+) 425 – 439	D (65%+) 325 – 339
B- (82%+) 410 – 424	D- (62%+) 310 – 324
C+ (78%+) 390 – 409	F (< 62%) < 310

Additional Course Policies

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

Course Calendar:

Quarter	Units of Study
1	• Introduction to Urban Teaching Preparation Program: Class Expectations • Education, History and Civil Rights • Education and the Constitution
2	• Standards and Accountability • Professional Growth: Where Curriculum and Instruction Meet • Effective Teaching and Learning Strategies
3	• Culturally Responsive Teaching • Classroom Placement with Focus on Student Engagement • Reflection • Classroom Shadowing Experience
4	• Personal Philosophy of Teaching • Resume Building and College Exploration • Review and Preparation for Finals

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**	• 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?	• 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** • Learning Styles Self-Assessment **Performance** • 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 3-5 **Education, History and Civil Rights**	• 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?	• 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.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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
Weeks 6-8 **Education and the Constitution**	• Why is an education right guaranteed by the Constitution? • What cases besides Brown v. Board of Education deal directly with education?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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**	• 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	• 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.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric	**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

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
	achievement gap and who does it affect?	• Explain the current national achievement gap and create a visual that shows the groups affected.	• Teacher Observation Rubric • Video Reflection Journal		
Weeks 13-15 **Professional Growth: Where Curriculum and Instruction Meet**	• What is the connection between curriculum and instruction? • How do teachers build curriculum using standards? • How do teachers relate the curriculum to instruction?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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**	• 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?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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
Weeks 19-21 **Culturally Responsive Teaching**	• 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?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,7,8,12 **Cluster Standards** ED 1,2,3,5,6,7,8,11 **Pathway Standards** ED-TT 1,2,3,4,5,6	**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
Weeks 22-24 **Classroom Placement with Focus on Student Engagement**	• 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?	• Explore and gain practical experiences assisting certified teachers. • Describe the strategies and techniques that will engage students in a lesson.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,7,8,12 **Cluster Standards** ED 1,2,3,5,9,11 **Pathway Standards** ED-TT 1,2,3,4,5,10	**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 25-26	• What is metacognition?	• Demonstrate how to use the	**Written**	**Career Ready Practices**	**ELA**

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
Reflection	• Based on individual experiences, how have personal views on teaching and learning changed?	metacognitive process to enhance reflections. • Write a reflection that addresses personal views on teaching and learning.	• Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	CRP 1,2,4,6,7,8,12 **Cluster Standards** ED 1,2,3,5,11 **Pathway Standards** ED-TT 6,9,10	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 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 27-30 **Classroom Shadowing Experience**	• 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?	• 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • 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 1,2,47,9 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 31-33 **Personal Philosophy of Teaching**	• How do teachers develop personal philosophies of teaching? • How do teachers' philosophies influence student outcomes?	• Create an individual educational philosophy. • Explain with examples metaphysics, epistemology, and axiology.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,7,8,12 **Cluster Standards** ED 1,2,3,5,11 **Pathway Standards** ED-TT 1,2,3,5,6	**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 34-36 **Resume Building and College Exploration**	• How have students' professional resumes changed based on experiences this year? • What do college teacher preparation program offer prospective students?	• 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.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,10,12 **Cluster Standards** ED 1,2,3,5,9,11 **Pathway Standards** ED-TT 6,10,11	**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
Week 37-40 **Review and**	• What learning goals have been successfully mastered this	• Reflect on learning and progress from the school year.	**Written** • Personal Philosophy of	**Career Ready Practices** CRP 1,2,4,6,7,8,12 **Cluster Standards**	**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
Preparation for Finals	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?	• Check on progress toward graduation requirements. • Develop and finalize a personal philosophy of teaching and learning.	Teaching and Learning • Final Examination **Performance** • Classroom Presentation • Presentation Rubric	ED 1,2,3,5,8,9,11 **Pathway Standards** ED-TT 2,3,5,6,10	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

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. 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.

Integrated Academics

1 CTE Integrated English Credit

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

A (95%+) 475 +	C (75%+) 375 – 389
A- (92%+) 460 – 474	C- (72%+) 360 – 374
B+ (88%+) 440 – 459	D+ (68%+) 340 – 359
B (85%+) 425 – 439	D (65%+) 325 – 339
B- (82%+) 410 – 424	D- (62%+) 310 – 324
C+ (78%+) 390 – 409	F (< 62%) < 310

Additional Course Policies

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

Course Calendar:

Quarter	Units of Study
1	• Career Readiness • School Finance • Standards and Accountability
2	• Internship Expectations and Participation • College Readiness
3	• Curriculum Design • Teaching Standards
4	• Ensuring College Success • Final Reflection

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 1-3 **Career Readiness**	• 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?	• Review and rewrite a professional resume based on experiences to date. • Examine requirements for teacher certification.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,10,12 **Cluster Standards** ED 1,2,3,5,9 **Pathway Standards** ED-TT 6,10,11	**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 4-6 **School Finance**	• 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?	• Discuss the variety of funding sources a school district and schools receive. • Examine the financial constraints of school budgeting. • Compare and contrast school spending, 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** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,12 **Cluster Standards** ED 1,2, 3,6,7,9 **Pathway Standards** ED-TT 1,2,9,10,11	**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 7-10 **Standards and Accountability**	• Why are standards important to education? • How are teachers held accountable for student outcomes?	• Define the Standards of Professional Practice. • Analyze teaching and learning standards and discuss their importance to urban education and teacher accountability.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,12 **Cluster Standards** ED 1,2,3,6,7,9 **Pathway Standards** ED-TT 1,3,10	**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 11-16 **Internship Expectations and Participation**	• What are the internship program expectations?	• Develop a list of expectations for the internship program, along with those areas completed to date.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation	**Career Ready Practices** CRP 1,2,4,7,8,10,12 **Cluster Standards** ED 1,2,3,8,9,11 **Pathway Standards** ED-TT 1,3,4,5,6,8,9,10	**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

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
			Rubric • Video Reflection Journal		
Weeks 17-19 **College Readiness**	• What is a reasonable timeline for college readiness? • What areas still need to be addressed?	• Meet with guidance counselor to discuss college readiness. • Obtain letters of recommendation and complete college applications to schools of their choice.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,10,12 **Cluster Standards** ED 1,2,3,9 **Pathway Standards** ED-TT 6,10,11	**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 20-24 **Curriculum Design**	• What are the important aspects of curriculum design? • How are national standards and state standards aligned?	• Investigate the ten axioms of curriculum and design. • Analyze current thinking on whether standards for American students are set too low. • 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.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,6,7,8,12 **Cluster Standards** ED 1,2,3,9 **Pathway Standards** ED-TT 1,2,3,4,8	**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 25-28 **Teaching Standards**	• What are the differences between teacher standards and student standards?	• Define teacher standards and student standards. • Interview a teacher about the ways students can facilitate the planning process and record findings in the Professional Portfolio.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,12 **Cluster Standards** ED 1,2,3,8,9 **Pathway Standards** ED-TT 1,3,5,10	**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 29-33 **Ensuring College Success**	• What are a college's standards for its teacher preparation program? • What mechanisms need to be in place to ensure college success?	• Research and share the graduation criteria for the selected teacher education program. • Reflect and write about the skills and supports needed to be successful in a teacher preparation program.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,7,8,10,12 **Cluster Standards** ED 1,2,3,8,9 **Pathway Standards** ED-TT 6,10	**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

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 34-40 **Final Reflection**	• 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?	• Re-examine Professional Portfolio for successful completion of the necessary graduation topics. • Pass the Practice TA Certification Exam.	**Written** • Homework/Class Assignment • Research Project • Quiz • Self-Assessment **Performance** • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal	**Career Ready Practices** CRP 1,2,4,8,10,12 **Cluster Standards** ED 1,2,3,8,9 **Pathway Standards** ED-TT 6,10	**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