

Sample Course or Addendum **Please use as a guide**

Comprehensive Professional Learning for Recertification Plan

1) PROGRAM

New Teacher Survival: Strategies for Success

1 PLU

Minimum 10 Contact Hours

2) GOALS ADDRESSED

Participants will:

- a) Improve student achievement by providing effectively planned and implemented instructional lessons.
- b) Improve student achievement through effective management of the classroom.
- c) Improve student achievement through high expectations & effective interactions.

3) IMPROVEMENT PRACTICES

Teaching carries its own stressors, especially the first years as a novice teacher is learning on-the-job. With having to learn, and learn quickly, about classroom management, planning and preparing instruction based on the curriculum, assessment, etc., new teachers are often overwhelmed with everything that is required to perform their jobs well. This course is designed to help teachers with three or fewer year of classroom teaching experience to learn some basic effective teaching practices. Participants will learn how to plan and implement instructional lessons that target the required curriculum and meet students' learning needs through meaningful teaching practices such as clear objectives, appropriate assessments, and worthwhile strategies and materials. Participants will also learn constructive ways to manage the people, materials, and physical setting in the classroom so that it is a safe and productive place for teachers to teach and children to learn. In this course, novice teachers will also learn about the impact of their interactions and expectations on student learning.

4) COMPETENCIES

Participants will be able to:

- a) Consistently provide a classroom environment that is supportive of all students maximizes instructional time, and minimizes student off-task behavior.
- b) Design and implement instructional lessons that reflect best teaching practices and that target student learning needs and the system's required curriculum.
- c) Demonstrate high expectations of all students learning.
- d) Monitor and assess student progress in a variety of ways.

5) PERFORMANCE INDICATORS

As a result of this course, participants will demonstrate their ability to:

- a) Manage the classroom effectively through each of the following:
 - * Develop & implement appropriate procedures for classroom routine tasks such as passing out/taking up materials, sharpening pencils, entering/exiting the room, etc.
 - * Identify, teach & enforce a set of rules & consequences governing basic classroom behavior (get permission before speaking or getting out desk, listen when others speak, etc.
 - * Create a design for the classroom physical setting that allows the students to observe the focus of instruction, to work without disruption, to obtain materials, and to move about easily and that allows the teacher to monitor students visually and by moving among them.
 - * Maintain appropriate student behavior by monitoring the behavior of the entire class and providing positive feedback when appropriate.
 - * Maintain appropriate student behavior by using low profile and timely, interventions such as proximity control, eye contact, signals, etc. when it is appropriate to intervene for off-task or disruptive student behavior.
- b) Design instructional lessons that provide students with a clearly defined objective & lesson focus, that provide a variety of strategies/techniques, and that provide appropriate & adequate student practice activities.
- c) Correctly use the school system's established coding method of correlating lesson plan objectives to those of the system's required curriculum, for that grade level and/or course.
- d) During lesson instruction, the teacher will use tactics that encourage the active involvement of students in the lesson, that maximize learning time, that consistently monitor student understanding & behavior, that uses effective questioning techniques, and that support & dignify students' involvement and efforts.
- e) Use a variety of appropriate tools & strategies for monitoring student understanding & assessing student attainment of learning objectives.
- f) Demonstrate high expectations of all students by providing wait time, response opportunities, feedback, probing, cues/hints, etc, for all students equally.

6) PREPARATION PHASE

- a) Instructional time for this course will be a minimum of 10 clock hours (1 PLU) excluding time allocated for meals. These hours of course instruction may be provided during the summer for a minimum of two days or after the school day for a minimum of three meetings. **Dates and times listed.**
- b) The instructor for this course must be selected by RESA or the school system as being knowledgeable about all aspects of implementing effective teaching research.
- c) This course may be employed only by RESA or one of the school systems operating under its Comprehensive Professional Learning Plan for Recertification.

- d) Strategies used in this course will include lecture, media presentations, discussion small group activities and oral and/or written assignments.

7) COURSE ASSESSMENT (Choose at least one): On-the-Job Assessment OR Mastery Verification

On-the job assessment will occur with a system-designated person conducting an observation in each participant's classroom during a time when he/she is actively teaching to look for satisfactory implementation of all skills listed here:

- b) The participant maximizes instructional time by providing clear and complete directions, focusing on objectives, providing sufficient instructional activities, and using effective methods for routine tasks.
- c) The participant uses a physical setting arrangement providing efficient physical & visual access to all parts of the room by every person.
- d) The participant maintains appropriate behavior by monitoring the behavior of the entire class, implementing behavior rules & procedures, providing feedback, and intervening appropriately when necessary.
- e) The participant provides instruction by focusing on the objective(s), by using a variety of strategies/techniques for helping students learn the content, by providing ample opportunities for students to learn the content through practice, by encouraging student involvement, by checking for student understanding and by being supportive of all student efforts.
- f) The participant provides wait time, response opportunities, probing, hints/cues, and other interactions equally for all students.

All On-the-job assessment activities must be completed within 20 working days after completion of the contact hours and return to RESA for final evaluation.

OR

Mastery Verification.

Mastery Verification Rationale: Mastery verification has been selected in lieu of on-the-job assessment is due to the nature of the knowledge and skills acquired during this course, the instructional staff is best qualified to assess and evaluate each participant's level of achievement in relation to the stated goals of the program. Competencies & performance indicators for this course will be assessed in two ways. Assessment will occur through mastery verification procedures as stated in "a" and "b". These must be completed no later than two weeks after course ends. The course instructor will evaluate each and provide feedback for correction or growth.

- a) The participant will demonstrate preparedness to effectively manage the classroom by providing each of these.
 - * A written plan for handling classroom routine tasks.
 - * A written set of rules and consequences governing basic classroom behavior.
 - * A printed diagram of the classroom showing placement of furniture students & materials.
- g) Design at least one instructional lesson that reflects all of the following:

- * A clearly defined objective and initial focus activity.
- * A variety (at least two different) of strategies/techniques for teaching the lesson content. Strategies (direct instruction, small group work, etc) must be appropriate for the topic and the ability & learning needs of the group of students.
- * Student practice activities of at least two different types. Activities must support the lesson objective and be appropriate to students' learning needs.
- * At least one activity each for remediation and enhancement.
- * A method/tool for formally determining student mastery of the lesson objective; must be appropriate for students' learning needs and target the objective.
- * The lesson must be coded correctly to all required curriculum.