

An Overview of the CalStateTEACH Curriculum by Term and Module

TERM 1 (includes 12 hours of field work or full time internship)

Module 1: Planning for Classroom Management

Module 1 begins with activities designed to help you explore your social, historical, cultural and personal associations with schooling. You will draw on this reflection as you begin to examine models of classroom discipline before developing your own classroom management plan. Effective classroom management maximizes students' time on task. Classroom management is an all-encompassing term used to describe the many and varied teacher actions designed to facilitate a classroom that is both productive and humane.

Module 2: Lesson Planning

Module 2 introduces you to the science and art of lesson planning. You will take part in a number of activities that will lead you through the components of effective lesson planning. This Module will also help you understand how effective lesson planning is key to successful teaching and learning.

Module 3: English Language Development

Module 3 is designed to help you understand and reflect on language development that meets the needs of English learners. As you explore English Language Development educational instruction, you will begin to see how it fits into the curriculum and supports learning and growth of the total child. You will examine the needs of English learners through readings and observation and identify supportive instructional strategies.

Module 4: Content Area Knowledge and Special Needs

Participants conduct a self-assessment and identify strategies for improving their understanding of the content knowledge outlined in the California Academic Content Standards for the curricular areas of mathematics, science, English-language arts and history-social science and develop a long-range classroom instructional plan based on the California Academic Content Standards. Participants then examine legal obligations and ethical considerations related to the role of the general education teacher in the education of all children (inclusion) and child abuse.

Module 5: Getting Started with Balanced and Comprehensive Reading/Language Arts

Participants document through lesson plans, analysis of student work, faculty-generated narrative observations and reflective analysis the teaching of reading/language arts instruction

that incorporates literature, listening skills, vocabulary development, guided reading, independent reading, comprehension, writing and assessment.

Module 6: Using Learning Theories to meet Individual Needs

Module 6 begins with an exploration of five leading theories on teaching and learning and continues with a study of human development through physical education. You will have the opportunity to identify the learning theory elements that are already at work in your classroom.

Module 7: Lesson Planning for Mathematics

Module 7 is the first in a series that will address mathematics instruction. The mathematics portion of the CalStateTEACH program is supported by the book, Elementary and Middle School Mathematics, by Van de Walle. In addition to using this text, you are going to be viewing mathematics videos on CD-ROM, accessing current information from the Internet, conversing with colleagues and utilizing the teacher's manual and supplementary materials provided by your school district for teaching mathematics. You will discover that not only is there mathematics everywhere, but there are also resources everywhere for effectively teaching mathematics.

TERM 2 (includes 12 hours of field work or full time internship)

Module 8: Increasing Proficiency in Lesson Planning

Module 8 extends the lesson planning foundation you acquired in Module 2. In these previous activities you concentrated your study on the cognitive domain. You will now add inquiry as an additional teaching strategy. You will discover techniques to assist your students in taking new learning past remembering into application levels of thinking.

Module 9: Science Lesson Planning

Module 9 begins with assessing your own perceptions of teaching science, then of your students' perceptions and attitudes towards knowing and doing science. From there you will be introduced to the "nature of science" and teaching science as inquiry. You will then teach a lesson utilizing these concepts. Last, you will be introduced to the sixth step in unit planning-instructional decision-making.

Module 10: Building blocks of Literacy

Module 10 continues your study of best practices for reading/language arts instruction. In this Module, you will examine teaching emergent and developing literacy for students of all ages. You will be introduced to phonemics and phonics instruction as well as other strategies for

developing literacy in the classroom. Note that some activities require work with specific grade levels. You may need to make special arrangements for activities that must be completed outside your regular teaching placement. Module 10 provides practice in assessment and engages you in activities designed to prepare you for TPA Task 1. Your outcomes for Module 10 are designed to contribute to your success in the literacy case study (Term 3) and provide preliminary preparation for the RICA exam, which you will complete in either Term 3 or 4.

Module 11: CalTPA 1--Subject Specific Pedagogy

You will complete your submission for the first item in the 4-part Teacher Proficiency assessment in this module.

Module 12: School Health, special Needs, and the Student Study Team

Module 12 begins with an exploration health issues in schools. IRIS Modules will introduce you to strategies for addressing student medical needs and the important role of the student study team process. It also explores the role of the general education teacher in the educational challenges presented by students with Attention Deficit Hyperactivity Disorder.

Module 13: Mathematics Instruction

Module 13 begins with an emphasis on specific strategies for integrating technology, addressing assessment and making accommodations for students with learning disabilities. You will then plan and teach a minimum of two lessons.

Module 14: A Look ahead: Planning for Term 3

Since the CalStateTEACH program integrates learning around 13 Teacher Performance Expectations, it is vital to illustrate TPE 13 by learning to plan ahead in all aspects of teaching. This Module is designed to acquaint you with the essential elements of Term Three and assist you in organizing your thinking and preparation so that you will be able to make the most of the upcoming events.

TERM 3 (includes 15 hours of field work or full time internship)

Module 15: Developing a Literature Unit

Module 15 leads you through the development of a literature unit using the Unit Builder. The three-week unit (based on exploration of a single piece of literature or several related short pieces) integrates art, higher-order thinking skills, related language arts skills and technology as well as adaptations for gifted and talented and English learners. By creating these lessons you

have addressed **RICA Domain 4: Supporting Reading Through Oral and Written Language Development**.

Module 16: Developing Literacy and Content Area Reading

Module 16 continues the exploration of literacy skills important for a comprehensive and balanced literacy program. Oral language, writing, comprehension and content area instruction are all addressed in these activities. By completing this Module, you will have continued to increase the depth and sophistication of your reading/language arts instructional knowledge and skills as well as your preparation for RICA.

Module 17: Literacy Case Study

In Module 17 you will use the material presented in the following case study protocol to address the needs of *Student 2: A student who presents a different instructional challenge* while completing TPA Task 2.

Module 18: CalTPA 2--Connecting Instructional Planning to Student Characteristics for Academic Learning

During this module you will complete and submit your work for the CalTPA Task 2.

Module 19: Standardized Testing

Module 19 looks at the complexity of the issues of standardized testing and its results. You will participate in an online discussion by responding to the needs of students presented in a case study format. You will also be asked to share a case history to gain ideas from the collaborative dialogue that will occur online and tell how this discussion has taught you about using standardized testing to plan instructional interventions and design alternative assessment strategies.

Module 20: Strengthening Class Management

Module 20 begins with a combination of readings and written activities to further your insights into theories, models and practice of classroom management. You will update the classroom management plan you wrote in Term One, then plan, teach, and analyze a lesson utilizing classroom management tools. You will also learn more about meeting the needs of students with behavioral disorders.

Module 21: Mathematics Instruction

In Module 21, you will design and implement a lesson for your choice of one strand of mathematics at your grade level. These strands are Number Sense; Algebra and Functions;

Measurement and Geometry; Statistics, Data Analysis and Probability; and Mathematical Reasoning. Finally, you will explore the use of student interviews as an assessment tool.

TERM 4 (includes full-time student teaching or internship)

Module 22: Planning and Teaching a Community-Based Integrated Unit

This sequence of activities will lead you through the development of an integrated unit using the Unit Builder in TaskStream. You also will complete TPA Task 3 and Task 4 in conjunction with the unit. Appendix 22.02a illustrates the overview of this capstone project. Participants plan, implement and reflect on a culturally responsive integrated unit that promotes critical thinking and problem solving. Because you selected math for your topic for TPA Task 2, your unit will integrate social science and at least two of the following: science, language arts, math and other subjects of your choice for a minimum of six (6) lessons. You will use one lesson for TPA Task 4, making certain that it addresses a separate content area than TPA Task 2. You will have a total of nine weeks to create and implement your unit and complete TPA Tasks 3 and 4. Use the pacing guide to determine exact dates for submission of the unit and the Tasks.

Module 23: CalTPA 3—Assessing Learning

In this module you will complete and submit your response to TPA Task 3.

Module 24: CalTPA 4--*The Culminating Teaching Experience Task (Videotaped Demonstration submitted on DVD)*

In this module you will submit your response to TPA Task 4.

Module 25: Working with Students with Special Needs

Module 25 continues to develop your expertise in instructional planning. This Module examines physiological, emotional and social factors that contribute to lack of success in school and society. According to various estimates, from 25% to 40% of K-12 school populations can be considered at risk of school and life failure. Consequently, no classroom is without children who need additional support to succeed. You will also explore additional technologies to support student learning and utilize cooperative learning in your classroom setting.

Module 26: Portfolio and CSU Exit Survey

You have now completed all of the field-based activities and Teaching Performance Support modules for the CalStateTEACH program and are ready to showcase your accomplishments. The program's last TPS module asks you to assemble a professional portfolio and complete the CSU Exit Survey. In this module participants compile a portfolio reflecting upon and showcasing their

accomplishments in the program organized by the six domains of the California Standards for the Teaching Profession (CSTP). Participants complete the CSU Exit Survey.