

## Curriculum Standards: *Experiencing Education*, Eleventh Edition

### Experiencing Learning

#### **AWARENESS AND REFLECTION**

- I.1.1: Students will analyze their strengths and areas for improvement as learners.
- I.1.2: Students will evaluate themselves as diverse individuals, learners, and community members.
- I.1.3: Students will determine how diversity enhances the classroom and the community.
- I.1.4: Students will analyze the role of self-esteem in learning and its contributing factors.
- I.1.5: Students will recognize and establish a respectful environment for diverse populations of students in the classroom.

#### **STYLES AND NEEDS**

- I.2.1: Students will evaluate different learning styles.
- I.2.2: Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process.
- I.2.3: Students will evaluate major physical, social, and personal challenges that can impede successful learning.

#### **GROWTH AND DEVELOPMENT**

- I.3.1: Students will differentiate among the physical stages of learners.
- I.3.2: Students will differentiate among the cognitive stages of learners.
- I.3.3: Students will distinguish between the moral stages of learners.
- I.3.4: Students will analyze the steps in the psychosocial stages of learners.
- I.3.5: Students will apply their knowledge of the developmental changes of learners.

### **Experiencing the Classroom**

#### **OBSERVATION AND PREPARATION**

- II.1.1: Students will analyze their strengths and areas for improvement as potential teachers.
- II.1.2: Students will evaluate positive and negative aspects of the teaching profession.
- II.1.3: Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners.
- II.1.4: Students will distinguish between effective and ineffective methodologies and teaching strategies and traits in various educational settings.
- II.1.5: Students will analyze ways in which a teacher's personality impacts instructional style and interaction.
- II.1.6: Students will defend effective teaching methodologies and strategies.
- II.1.7: Students will evaluate components of effective classroom climate, management, and discipline.
- II.1.8: Students will incorporate various technologies in the planning of effective instruction and demonstrate its application.
- II.1.9: Students will evaluate various assessment techniques.
- II.1.10: Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners.

#### **APPLICATION AND INSTRUCTION: THE INTERNSHIP WITH A COOPERATING TEACHER**

- II.2.1: Students will implement developmentally appropriate learning activities for all learners in order to build confidence, knowledge and skills.
- II.2.2: Students will accommodate major physical, social, and personal challenges that can impede successful learning.
- II.2.3: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy, Webb's Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment.

- II.2.4: Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners.
- II.2.5: Students will apply the components of effective classroom climate, management, and discipline.
- II.2.6: Students will describe, analyze, and reflect on their teaching practices and field experiences.

## **Experiencing the Teaching Profession**

### **HISTORY AND TRENDS**

- III.1.1: Students will identify and analyze the impact of key historical educational events in the United States.
- III.1.2: Students will evaluate various educational philosophies and begin developing their own personal philosophy of education.

### **STRUCTURE AND GOVERNANCE**

- III.2.1: Students will compare and contrast the various types of schooling.
- III.2.2: Students will analyze the governance structure of their local, state, and national educational systems.

### **CERTIFICATION AND EMPLOYMENT**

- III.3.1: Students will investigate careers in education.
- III.3.2: Students will describe the process and structure of teacher certification.
- III.3.3: Students will identify the reasons for teacher shortages and the content and geographic areas that are most greatly impacted.
- III.3.4: Students will demonstrate effective job application and interview skills.

### **ETHICS AND PROFESSIONALISM**

- III.4.1: Students will analyze and interpret the current state code of educator conduct.
- III.4.2: Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities.
- III.4.3: Students will identify the services professional organizations provide for teachers.