

***One Teacher at a Time* S/b (28) for graduate courses**

Pollock

1. Knows the history of curriculum in the United States

1.1 Knows the original and other “authors” of NCLB concept and the goal for all children to learn

- Thomas Jefferson
- Ralph Tyler
- Presidents Clinton and Bush

1.2 Knows that the purpose of schooling has remained intact despite events such as population changes

- End of Civil War
- Immigration during Industrialization
- Women in the workplace
- Disabilities act

1.3 Understands that all teachers, regardless of experience, may benefit from changes in pedagogical practices

- *Learning/Teaching Gap*

2. Knows that implementing learning targets will impact student learning

2.1 Knows that criteria for learning and cultural literacy were deliberately changed from colonial times to present

- Carnegie Unit
- Dewey and the Life Curriculum
- Educational Taxonomy (1956)
- Behavioral Objectives, Outcomes and Standards

2.2 Knows how coding benchmarks declarative and procedural knowledge helps teachers make decisions for instructional design

- Declarative is easy to learn, easy to forget (needs organizing)
- Procedural is hard to learn, hard to forget (requires practice)

2.3 Knows that format provides an efficient and flexible tool for tracking student progress, keeping material up-to-date, and managing communications

- Mapping v list of content criteria
- “scroll” v tables
- Sb, sbcs, unit titles, units with lessons/assessments

2.4 Understands that the curriculum process manages the communication about student progress and recommends adaptations based on new research or sources

- Curriculum timelines
- Goals for improvement (student learning, pedagogical automaticity, communications)

2.5 Differentiates among the various types of academic and non-academic learning targets

- character education
- effort
- study skills

3. Knows how to plan and deliver instruction

3.1 Knows schema history

- Herbart
- Rosenshine
- Hunter
- Pollock

3.2 Knows the steps in GANAG, the Pollock lesson schema

- Goal, APK, New Info, Apply, Generalize – Flood with Feedback

3.3 Knows how to plan a unit of study using the planning schema

3.4 Knows the research findings about various learning strategies

- *Classroom Instruction that Works*

3.5 Knows how to infuse technology strategies into lessons

- I-4 Principle

4. Knows that by varying assessment, one can improve learning and communication

4.1 Knows that assessment may be used for improvement or status reporting

4.2 Knows the importance of feedback to improve any type of skills or knowledge base

4.3 Knows the advantages and disadvantages of many types of assessment

- Selected response, constructed response, essay, interview

4.4 Applies KCAASE assessment and adaptation (B. Bloom)

5. Knows how to grade, keep records, and generate reports

5.1 Understands why we should still give grades or scores for student work

5.2 Knows that teachers can use a variety of scales

- Percentages or points
- A,B,C, other alpha scales, or checks
- Rubric-like scores of 4-3-2-1

5.3 Understands why grading homework should be an instructional, not assessment issue

5.4 Knows that effort impacts performance

- Effort should be taught
- Effort should be evaluated and communicated

5.5 Understands that scoring to benchmarks is a process, not the end assessment

- Multiple scores for varied tasks are needed to show trend and reliability
- Missed assignments mean missing pertinent assessment information

5.6 Knows that rubrics are appropriate for some tasks only

5.7 Knows the advantages and disadvantages of using electronic gradebooks

- Efficiency
- Reliability
- Report generating, including report cards
- Some programs espouse standards assessment that is merely compliance

5.8 Knows why students should have the benchmarks

- Self-assessment

5.9 Knows the importance of report cards as communication not improvement devices