

Applications of Education

Course Description

Applications of Education encourages academically able students who possess exemplary interpersonal and leadership skills to contemplate a career in teaching. The program sets forth the path for twenty-first century learning that embodies an approach to teaching that weds content to skill. The course is “learner-driven,” which translates into embracing learning in the global classroom that is not necessarily contained within that classroom. The Applications of Education program encourages future educators, politicians, or citizens, who advocate for education, to not be mere receptacles filled with information but to influence change and inspire a direction for education towards a meaningful end. Twenty-first century learning must include the power of knowledge that embraces the history of education—both past and present, inequities in society, both racial and socioeconomic, that tests freedom, equality, and opportunity for individual students and school districts. Tomorrow’s Teachers recognizes the need to recruit and prepare potential teachers through the educational experience provided in the program’s curriculum with the hope that students will strive to become future educators in the state of New Jersey. Lee Iacocca, former president and CEO of Chrysler stated, “In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.” This course is a study of the history, development, organization and practices of preschool, elementary, and secondary education.

Applications of Education

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Experiencing Learning	approx. 8 weeks
Unit 2	Experiencing Education Today	approx. 9 weeks
Unit 3	Experiencing the Classroom	approx. 10 weeks
Unit 4	Experiencing the Profession	approx. 8 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

[New Jersey Student Learning Standards](#)

9.3– Career and Technical Education

Career Cluster: Education & Training (ED)

- 9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3: Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4: Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5: Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.6: Analyze ethical and legal policies of professional education and training practice.
- 9.3.12.ED.7: Explain legal rights that apply to individuals and practitioners within education and training settings.

Pathway: Teacher/Training (ED-TT)

- 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.
- 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5: Establish a positive climate to promote learning.
- 9.3.12.ED-TT.6: Identify motivational, social and psychological practices that guide personal conduct.

Career Cluster Knowledge & Skill Statements Education & Training

EDPC01.04 Use content knowledge and instructional skills to construct standards based educational goals

ESS01.02 Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.

ESS01.04 Demonstrate science knowledge and skills required to pursue the full range of post-secondary and career education opportunities.

ESS07.01 Employ leadership skills to accomplish organizational goals and objectives.

ESS02.10 Listen to and speak with diverse individuals to enhance communication skills.

ESS02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction.

ESS03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability

EDC: Foundation Knowledge and Skills

EDC 01 Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

- EDC01.01 Employ fundamental principles of psychology to enhance learner achievement
- EDC01.01.01 Employ fundamental knowledge of developmental theory to enhance learner achievement
- EDC01.01.02 Employ fundamental knowledge of learning theory to enhance learner achievement.
- EDC01.02 Employ fundamental principles of sociology to enhance learner achievement.
- EDC 01.02.01 Employ fundamental knowledge of the social interaction of individuals and institutions to enhance learner achievement.

- EDC 01.03 Utilize knowledge about the history and belief systems of multiple cultural, ethnic, and racial groups to enhance learner achievement
- EDC01.04 Analyze and apply knowledge of the relationships between education and society to enhance learner achievement.
- EDC 01.05 Explain and apply a variety of instructional models to enhance learning achievement

EDC 02 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information

- EDC 02.01 Provide information using motivational and engaging communication techniques.
- EDDC 02.01.07 Utilize feedback to improve communication.
- EDC 02.02 Employ communication skills in interactive situations to enhance learning and stakeholder commitment to the organization.

EDC 03 Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation

Common Career Technical Core (CCTC)

Career Cluster Education & Training

ED 01 – Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- ED 01.1 – Provide information using motivational and engaging communication techniques.
- ED 01.2 – Enlist stakeholder commitment using persuasive communication techniques.
- ED 01.3 – Use non-verbal communication to enhance verbal communication.
- ED 01.7-Utilize feedback to improve communication
- ED 01.8-- Utilize discussion skills
- ED 01.10 Apply listening skills to enhance learning and stakeholder investment in learning organization

ED 02 – Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- ED 02.1 – Write informational correspondence to stakeholders in the learning environment.
- ED 02.3 – Write requests for funding, resources and services in the learning setting.

ED 03 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

- Analyze the diversity of objectives and perspectives of multiple stakeholders.

ED 04 – Evaluate and manage risks to safety, health and the environment in education and training settings.

- ED 04.1 – Evaluate equipment and facility safety within the learning environment.
- ED 04.3 – Control environmental health and safety in the learning setting.

ED 05 - Demonstrate group collaboration skills to enhance professional education and training practice.

- ED 05.1 – Employ interpersonal skills to enhance professional practice.
- ED 05.2 – Employ group processes knowledge and skills to enhance professional practice.

ED 07 Explain legal rights that apply to individuals and practitioners within education and training settings.

- Explain legal rights of stakeholders within learning settings.

ED-ADM 2: Identify behaviors necessary for developing and sustaining a positive learning culture

ED-ADM 9 Describe advocacy strategies to promote the learning organization's needs.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.4.
- CCSS.ELA-LITERACY.RL.11-12.7

Craft and Structure:

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

<p>Course: Applications of Education</p> <p>Unit: Two</p> <p>Grade Level: 12</p>	<p>Unit Overview: Education Today</p> <p>This unit will explore how people learn with a focus on brain development, education philosophy, psychological theories and other explanations for learning styles and types. This unit will also allow for students to become better acquainted with themselves as individuals, learners, teachers, contributors, and community members. This unit’s timeline will be first quarter.</p>
<p>New Jersey Student Learning Standards (NJSLS): 8.1.12.A.3, 8.1.12.A.4, 9.3.12.ED-1, 9.3.12.ED-TT.1, 9.3.12.ED-TT.2, 9.3.12.ED.5, 9.3.12.ED-TT.5</p>	
<p>Common Career Technical Core (CCTC): ED 1.1, ED 1.2, ED 1.3, ED 1.5; ED 1.7; ED 1.8; ED 1.10; ED 2.1, ED 02.2, ED 3.1 ED 04.1, ED 05.1, ED 05.2 ED 11.1 ED-TT 5.1; ED-TT 5.2</p>	
<p>Common Core State Standards (CCSS): RI 11-12.1. RI 11-12.4 RI.11-12.7 , W 11-12.4 W 11-12.5 W 11-12.6 W 11-12.7 W 11-12.8 W 11-12.9 SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5</p>	
<p>Enduring Understandings:</p> <p>How will the student use what is learned about the History of Education to determine their employability, to decide on what discipline they will focus on, and how far they will travel through the educational leader?</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Students will trace the history of education in New Jersey and the United States.</p> <p>NJSLS: 8.1.12.A.2 9.3.12.ED.1, 9.3.12.ED-TT.1, 9.3.12.ED-TT.2</p>	<p>In what ways are today’s schools a product of our past?</p> <p>How do today’s schools reflect society, its makeup, and our values?</p>	<p>Explain history that relates to learning settings and institutions.</p> <p>Explain history that relates to family and community.</p>	<p>NJ Curriculum - Discovering Educational Roots</p> <p>Discuss “Educational Trends in America</p> <p>Timeline:In groups students</p>	<p>Moments that Changed Education</p> <p>Suggested Handouts:</p> <ul style="list-style-type: none"> • History of Education - An Overview

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCTC: ED 01.1, ED 01.2, ED 01.3 ED 02 ED 03 ESS01.02 EDC 01.04 EDC01.02.01 ESS 02.10 ESS 03.03</p> <p>CCS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 W 11-12.7 SL.11-12.1 SL.11-12.1a SL.11-12.2 SL.11-12.4 SL.11-12.5</p>	<p>How does a person’s personal history reflect state and national trends in education?</p> <p>How did segregation impact our schools?</p> <p>How integrated are our schools today?</p> <p>Why is change necessary?</p>	<p>Demonstrate respect for multiple viewpoints.</p> <p>Explain underlying assumptions of multiple viewpoints.</p> <p>Identify common ground among multiple viewpoints.</p> <p>Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>Employ graphic communication to enhance learning and stakeholder investment in learning organization.</p> <p>Explain relevance to audience and context.</p> <p>Use complexity suitable to audience.</p> <p>Collect qualitative data.</p>	<p>will create a comprehensive, two –tiered timeline banner of the history of education in the United States and New Jersey. Illustrations and major historical events should be included.</p> <p>The video, Teaching Over Time may be shown as a supplemental resource.</p> <p>Discuss Educational Trends in America...Video The Evolution of Society: A History of Education</p> <p>Role Play Educational Roles in Colonial Times Resource: History of Education an Overview Resource: Educational Trends in America...Time Period Chart</p> <p>Community Engagement Interviews with community</p>	<ul style="list-style-type: none"> • Education Trends in America Ten Reasons for Slow Growth of a Statewide Public School System Suggested Handouts: <ul style="list-style-type: none"> • Article - “1943: School Spirit” - “Black History Month –Integrating Jersey’s Schools That Was Then – And Then – And Then Changes in American Education Changing Our Comfort Zone

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		Collect quantitative data. Analyze data. Interpret research. Identify multiple options for action.	members who are willing to talk about their educational experiences as students. Create presentation for class. Research article related to integration...present to class. Integration/DeFacto Segregation Through viewing videos such as Lean on Me and reading articles on integrating in NJ and other US schools, explain and discuss how segregation affects our students. Read “The Pony Express – Lessons from Modern Day Educators” Discuss, review, reflect. Discuss, review, reflect the Changes in Society in One to Two Generations	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Students will analyze the inevitable presence of societal and cultural influences in contemporary educational thought and practice</p> <p>NJSLS: 9.3.12.ED.1, 9.3.12.ED-TT.1, 9.3.12.ED-TT.2</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3 EDC 01.02 EDC 01.03 ESS02.11 EDC02.02, ESS07.01 EDC02.03 EDC02.01</p> <p>CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4</p>	<p>How does society and culture affect education? How can values and ethics be maintained in interpreting contemporary educational issues?</p> <p>How do values and ethics impact educational practices?</p> <p>Why is it important for ethical issues to be a part of the educational policy and practices?</p> <p>How is the practice of education influenced by contemporary events and societies? What can I learn from my grandparents, or people over 60, that relate to current diversity challenges in today's classroom?</p>	<p>Explain multiple cultural, ethnic, and racial groups' belief systems that relate to learning.</p> <p>Predict the impact of policies and procedures on educational facilities, instructional strategies and goals.</p> <p>Explain options for aligning educational facilities, policies and procedures with instructional goals.</p> <p>Employ fundamental principles of sociology to enhance learner achievement.</p> <p>Analyze social barriers to learning.</p> <p>Identify multiple barriers.</p>	<p>Discuss moral obligations of a teacher.</p> <p>Ethical Assumptions Develop systematic procedures in examining the normative and ethical assumptions of critical and contemporary schooling practice and educational ideas.</p> <p>Case studies of curriculum and content banned in various schools and districts and consider the values represented in the decisions</p> <p>Truth Justice and Education Evaluate conceptions of truth, justice, and caring as they are applied in contemporary educational policy and practice.</p> <p>Changes in American</p>	<p>PBS Race Relations Video</p> <p>Brown v. Board Summary</p> <p>NCLB Resources</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>W 11-12.5 W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5</p>	<p>How are differences in students (societal/cultural) addressed in the teaching of these students?</p> <p>How should we evaluate schools, teachers, curricula, and society's support of schools?</p> <p>How should we address problems of inequality, racism, sexual discrimination, and violence in schools?</p> <p>How should schools be financed, and how well?</p> <p>What methods would you use to evaluate your school and its problems? Elaborate.</p> <p>How have contemporary issues facing education</p>	<p>Explain barriers using real-world examples.</p> <p>Propose solutions to barriers.</p> <p>Cite data.</p> <p>Explain relevance to audience and context.</p> <p>Explain the significance of the tone of the communication.</p> <p>Use concise, coherent organization.</p> <p>Use language, terminology, and complexity suitable to audience.</p> <p>Use language sensitive to culture and gender.</p> <p>Address multiple intelligences and modalities.</p> <p>Use appropriate volume, rate, and clarity of voice.</p> <p>Use multiple mediums.</p>	<p>Education Directions: Create a visual representation (PowerPoint, brochure, flyer, video clip) on the changes in American Education. Respond to the following prompts: 1. In what ways have historical events impacted education? 2. In what ways have changes in education impacted society? 3. What are the implications of change to the education of students, families, communities, and the nation?</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	changed over time?			
<p>Students will predict future educational movements based on past and current events</p> <p>NJSLS: 9.3.12.ED.5, 9.3.12.ED-TT.5</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3 EDC01.05,ED 01.3 ESS02.11 07 EDC03.02 EDC03.02.01 EDC02.02, ESS07.01 EDC02.03 EDC02.01</p> <p>CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5</p>	<p>What are the present directions of American education?</p> <p>How do current events affect schools?</p> <p>How do educational issues affect the average taxpayer?</p> <p>Whose interest should schools serve?</p> <p>In what ways do educational choices create advantages and disadvantages for students and society?</p> <p>In what ways has workplace preparation become a part of public schools?</p>	<p>Cite data.</p> <p>Explain relevance to audience and context.</p> <p>Explain the significance of the tone of the communication.</p> <p>Use concise, coherent organization.</p> <p>Use language, terminology, and complexity suitable to audience.</p> <p>Use language sensitive to culture and gender.</p> <p>Use multiple mediums.</p> <p>Synthesize multiple sources of information.</p> <p>Analyze the diversity of</p>	<p>The Many Faces of Education Alternatives Analyze alternatives to public education. Brainstorm the reasons why parents may want to send their children to independent, private, or special purpose schools. In groups, develop a creative display that explains the advantages and disadvantages of the alternative school they have chosen to research.</p> <p>Investigate/Create the implementation of exciting educational programs locally, statewide, nationally and internationally. Create a silhouette puzzle of a schoolhouse with the title of the programs</p>	<p>Ravitch, The Death and Life of the Great American School System</p> <p>Alternatives to Traditional Public Education</p> <p>www.edutopia.com</p> <p>The Workshop School, Philadelphia</p> <p>The Role of Schools</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5</p>	<p>How are private and charter schools in New Jersey governed, compared to the public schools?</p> <p>Where do we go from here?</p> <p>In what ways do educational choices create advantages or disadvantages for students or society?</p>	<p>objectives and perspectives of multiple stakeholders.</p> <p>Analyze public and organizational policies and procedures.</p> <p>Predict the impact of policies and procedures on instructional goals.</p> <p>Explain options for aligning policies and procedures with instructional goals.</p>	<p>researched. Display in class. Suggested Handout: Experiential Learning Programs</p> <p>Career Readiness Examine programs and initiatives that prepare pupils for the demands of the workplace.</p> <p>Ideal Schools Demonstrate elements that make up an ideal school.</p> <p>Research and debate a variety of educational issues that affect our schools</p> <p>Waiting for Superman? The Question of “School Reform” Watch the documentary film by Davis Guggenheim, “Waiting for</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>Superman” : RESPONSE PAPER DUE: Please analyze the movie “Waiting for Superman,” in light of what you have learned in this course. Do you support the movie’s claims and conclusions? Which ones? Why or why not?</p>	
<p>Students will analyze and investigate the full significance of diversity in a democratic society and how that society influences instruction, school leadership and governance.</p> <p>NJSLS: 9.3.12 ED1. 9.3.12 ED 2 9.3.12.ED.5, 9.3.12.ED-TT.5</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3 ED 1.7,</p>	<p>How does diversity affect classroom instruction? How does diversity influence the way we teach in the classroom?</p> <p>What are the human commonalities within the diversity of your students?</p> <p>Why is understanding the impact of diversity important in maximizing teaching and learning?</p>	<p>Analyze and apply knowledge of the relationships between education and society to enhance learner achievement.</p> <p>Relate governance structures to contemporary issues in professional practice. Select context appropriate strategies to capitalize on diversity.</p> <p>Collect and analyze data</p>	<p>Discussion: understand how social and cultural differences originating outside of the classroom and school affect student learning.</p> <p>Jigsaw Research Project: Students will take a detailed consideration of different dimensions of diversity in contemporary schools (e.g.— gender, race, ethnicity, natural origin, sexual orientation, language, immigrant/refugee status,</p>	<p>Differences Lesson</p> <p>In Another’s Shoes</p> <p>The Power of Our Words</p> <p>Multicultural Resources</p> <p>What Makes a Great School Leader?</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>ED 1.10 ESS 01.02 EDC01.04 ED-ADM 2.1 ED-AM 9</p> <p>CCSS: CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7</p> <p>Writing W 11-12.4 W 11-12.5 W 11-12.6</p> <p>Research W 11-12.7 W 11-12.8 W 11-12.9</p> <p>Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4</p>	<p>How can understanding my own prejudices enable me to understand others?</p> <p>What are some specific commonalities of all learners?</p> <p>What issues are present in your community that influence instruction/learning in the classroom?</p> <p>Why is it important to understand why we are all alike and different?</p>	<p>and information pertinent to the educational environment.</p> <p>Identify multiple social factors and institutions that impact learning.</p> <p>Explain factors using real-world examples.</p> <p>Use social interaction of individuals and institutions to predict and explain individual and group behavior.</p> <p>Employ verbal skills when obtaining and conveying information.</p> <p>Record information needed to present a report on a given topic or problem</p>	<p>alternate abilities, religion, SES and impoverishment, etc.)</p> <p>Case studies, video cases, short stories, personal portraits, other media, etc., in examining diversity in its various forms, with possible attention paid to recent trends in minority students in NJ(e.g.—Latinos, Eastern European, Asian, etc.)</p> <p>In-class readings and discussion of in school realities and implications for “different” students regarding content, expectations of teachers, evaluations and performance, language and culture issues, etc.</p> <p>Volunteering in community settings and local schools for first hand experience of the</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
SL.11-12.5			<p>degrees, levels, and varieties of difference evidenced in current society.</p> <p>Diversity in Children’s Literature Book Talk</p> <p>Field Visit/Classroom Profile</p> <p>Collaborative Activity:Evaluate curriculum for diversity.</p>	
<p>Students will examine the governance structure of their local, state, and national educational systems.</p> <p>NJSLS: 9.3.12.ED.5, 9.3.12.ED-TT.5</p> <p>CCTC: ED 01.1, ED 01.2,</p>	<p>What is best for learners?</p> <p>What makes for an ideal school?</p> <p>How does the influence of local and state government impact the operation of the school system?</p>	<p>Relate governance structures to contemporary issues in professional practice.</p> <p>Analyze structures for governing professional practices in learning settings.</p> <p>Identify multiple governance structures.</p>	<p>Governance Identify how schools are governed at the federal, state, and local levels.</p> <p>Create a Venn Diagram: use this link to the Bureau of Labor Statistics, Occupational Outlook Handbook. Discuss further</p>	<p>Suggested Handouts:</p> <p>Who Decides?</p> <p>Governance of Schools</p> <p>State and Local Educational Governance Ladder</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>ED 01.3 EDC01.04 EDC01.05,ED 01.3 ESS02.11 EDC03.02 EDC03.01.04 EDC02.02, EDC02.03 EDC02.01 ESS 07.01</p> <p>CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b</p>	<p>Who makes decisions in educational systems?</p> <p>In what ways do all school employees contribute to the governance and culture of a school</p> <p>How should schools be financed, and how well?</p> <p>How should schools be organized and operated?</p> <p>Who should be going to school, for how long, to study what, and for what purposes?</p>	<p>Explain governance structures using real-world examples.</p> <p>Critique governance structures.</p> <p>Analyze the various roles of leaders within organizations (e.g. contribute ideas; share in building an organization.</p>	<p>duties, salaries, etc. Extensive information is given for "Elementary, Middle, and High School Principals". Discuss the categories given on the website: "What they do, Work environment, How to become one, Pay, Job Outlook and Similar Occupations". The job of "School Superintendent" is listed under the category "Top Executives"</p> <p>Panel Discussion Invite local legislators and/or school board members to share views on current issues.</p> <p>Visit Attend a school board meeting and report back</p> <p>In Another's Shoes: Shadowing Activity (pg.11-2-15)</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4 SL.11-12.5				
<p>Examine the critical issues for the contemporary teacher specifically regarding employment opportunities and the required knowledge base, in addition to how our changing educational system will impact future teachers</p> <p>NJSLS: 9.3.12.ED.5, 9.3.12.ED-TT.5</p> <p>CCTC: ED 01.1, ED 01.2.02, ED 01.3 EDC02.02 EDPC01.04 EDC09.01.02</p> <p>CCSS: CCSS.ELA-Literacy Standards Reading Informational</p>	<p>What critical issues will our students and educational leaders encounter and how can we prepare them to successfully face those issues?</p> <p>How will educational and other organizations have to change to meet the challenges of our changing world?</p> <p>How is the American teaching profession changing? Most of all, how should it change? What kinds of reforms or practices will improve our teaching force?</p> <p>Why is testing</p>	<p>Identify future demographic and sociological trends that are likely to affect employment in education and training.</p> <p>Consider issues related to self, team, community, diversity, environment, and global awareness when leading others.</p> <p>Participate in civic and community leadership and teamwork opportunities to enhance skills.</p> <p>Utilize interviewing skills.</p> <p>Obtain complete information.</p> <p>Maintain focus on</p>	<p>Change EvaluationIn groups evaluate, and critique educational conceptions, practices and current values that can lead to change.</p> <p>Evaluation Jigsaw Beginning level introduction to different forms of evaluation and their uses/misuses, historical background on SATs, US Army tests, IQ tests, etc Jigsaw Activity on forms of evaluation</p> <p>Community Engagement ProjectsPlan and implement community projects that impact issues of race, socioeconomic status, cultural differences,</p>	<p>Issues in Education, 2016</p> <p>www.edutopia.com</p> <p>Education Week</p> <p>Nieto, S., & Bode, P. (2012). Affirming diversity: The sociopolitical context of multicultural education (6th Edition). Boston, MA: Pearson/Allyn & Bacon.</p> <p>Sir Ken Robinson: Changing Education Paradigms RSA Animate adapted from a talk given by Ken Robinson on 21st Century Education.</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9 Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4</p>	<p>necessary?</p> <p>What types of assessments can be used to evaluate students' knowledge?</p>	<p>interview objectives.</p> <p>Explain evidence that interviewee understood the purpose of the interview and the information conveyed in the interview.</p>	<p>or special needs. Discuss ideas for creating a community project.</p> <p>Article Annotation Find an article that relates to the topic and write summary and review.</p>	<p>http://www.youtube.com/watch?v=zDZFcdGpL4U</p> <p>Nelson, J.L. Polanski, S.B., & McCarthy, M.R. (2013). <i>Critical Issues in Education: Dialogues and Dialectics, 8th Edition</i>, ISBN-13 9780078024375</p> <p>Common Core Under Attack</p>
<p>Students will study the various ways teachers have employed culturally responsive practices in their classrooms and the dilemmas that might arise in pursuing these</p>	<p>What are some teaching practices that will influence moral, social, and political dimensions in today's society?</p>	<p>Analyze the diversity of objectives and perspectives of multiple stakeholders.</p> <p>Demonstrate respect for multiple viewpoints.</p>	<p>Group Activity: Develop Culturally Responsive Classroom Management Strategies</p> <p>Educational Autobiography: Relate</p>	<p>Resources/Articles</p> <p>Reading Across Cultures</p> <p>CRE Powerpoint</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>approaches in an increasingly diverse society.</p> <p>NJSLS: 9.3.12.ED.5, 9.3.12.ED-TT.5</p> <p>CCTC: ED 01.1, ED 01.2.02, ED 01.3 EDPC01.04 ESS02.11 EDC: 02.07 ED 3 ED-ADM 03 ED-ADM4</p> <p>CCSS: CCSS.ELA-Literacy Standards Reading Informational Text RI 11-12.1 RI 11-12.4 RI.11-12.7 Writing W 11-12.4 W 11-12.5 W 11-12.6 Research W 11-12.7 W 11-12.8 W 11-12.9</p>	<p>What are fundamental components of culturally responsive teaching and culturally responsive classrooms?</p> <p>What does it mean to learn? How is student thinking elicited and analyzed, supported and challenged?</p> <p>How do teachers facilitate student learning?</p> <p>What factors have influenced my own cultural identity development? What cultural values do I bring to my teaching? What cultural factors do I bring to my learning?</p> <p>How can teachers connect and</p>	<p>Explain underlying assumptions of multiple viewpoints.</p> <p>Identify common ground among multiple viewpoints.</p> <p>Use collaboration skills.</p> <p>Collect and analyze data and information pertinent to the educational environment.</p> <p>Evaluate instructional programs to determine alignment with organizational objectives.</p> <p>Employ strategies to promote research-based instructional practice.</p> <p>Explain alignment with individual differences.</p>	<p>Cultural Identity to Student Learning and Future Teaching</p> <p>Multicultural Reading Read Sonia Nieto, Profoundly Multicultural Questions and Respond</p> <p>Writing Assignment: What are the strengths of your school according to the CRE checklist? What areas need improvement?</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Speaking and Listening Standards SL.11-12.1 SL.11-12.1a SL.11-12.1b SL.11-12.1c SL.11-12.1d SL.11-12.2 SL.11-12.4</p>	<p>communicate effectively with students in order to provide culturally competent teaching?</p> <p>How does a school organize or structure itself to draw upon its communities' unique assets and funds of knowledge?</p>			
<p>Students will develop a personal philosophy of education. NJSLS 8.1.12.A.2 9.3.12 ED 19.3.12.ED.5, 9.3.12.ED-TT.5</p> <p>CCTC: ED 1.1, 1.2, 1.3 1.7, 1.8, 1.10 EDC01.04.01 EC02.01.02, EDC02.03</p> <p>CCSS.ELA Literacy.:</p>	<p>What are the differences among the 6 major philosophies of education?</p> <p>What is the purpose of philosophies and why is it important to set your own philosophy before teaching?</p> <p>How does developing your own personal philosophy help improve your outlook on</p>	<p>Employ fundamental knowledge of educational philosophies to enhance learner achievement.</p> <p>Identify major philosophers.</p> <p>Explain major philosophies using real-world examples.</p> <p>Critique major philosophies.</p> <p>Relate educational</p>	<p>Philosophy of Education Overview of the 6 major philosophies of education. Philosophy of Education Inventory.</p> <p>Class Anchor Chart: Our Beliefs About Teaching</p> <p>Review and Critique sample Philosophy of Education using rubric</p> <p>Creative Schools</p>	<p>Teaching Philosophy Handouts Inventory</p> <p>inventory 2</p> <p>https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution?language=en</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>RST.11-12.1 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8 RST.11-12.9 W 11-12.6 W 11-12.7 W 11-12.8</p>	<p>education?</p> <p>What factors would influence and determine your philosophy of education?</p> <p>Of the six modern philosophical orientations of teaching, which one do you adhere to? Substantiate and document with a one page thesis. How will my teaching philosophies affect the testing and grading of my students' school work? shape my perspectives of current issues in education?</p> <p>How do others' philosophies of education shape their perspectives of current issues in education?</p>	<p>philosophies to contemporary issues in professional practice.</p> <p>Organize oral and written information.</p>	<p>Ken Robinson TedTalk and discussion.</p> <p>Craft Personal Teaching Statement</p>	

Unit 2 Vocabulary

Cultural Capital
 Diverse Learning
 Learning Styles
 Common Core Standards
 Cooperative Learning
 Accommodations
 Accountability
 Achievement gap
 504 Plan
 Abstract thinking
 Accommodations
 Accountability
 Achievement gap
 Advanced placement courses
 Alternative assessment
 Articulate
 Artifacts
 Assessment
 At risk
 Benchmarks
 Bilingual education
 Block scheduling
 Censorship
 Character education
 Charter school
 Classroom culture
 Classroom management
 Classroom procedures
 Classroom rules
 Cognitive development

Culturally diverse students
 Culture
 Curriculum
 Learner Portfolio
 Learning Styles
 Multicultural Education
 Multiple Intelligences
 School Climate
 Collaborating/mentoring teacher
 Deculturalization
 Individuals with Disabilities Education Act (IDEA)
 Job shadowing
 Knowledge base
 Learning activities
 Lesson plans
 Limited English proficiency (LEP)
 Magnet Schools
 Multicultural curriculum
 Multiple intelligences
 National standards
 No Child Left Behind Act of 2001
 Normal schools
 Observations
 Paraprofessional
 Parochial schools
 Peer evaluation
 Perennialism
 Philosophy of teaching
 Professional development schools
 Professional portfolio

<p>Collaboration Collaborative learning Common schools Communication Compensatory education programs Constructivism Cooperating teacher Cooperative learning Corporal punishment Co-teaching Culturally diverse students Culture Curriculum Curriculum framework Dame schools Desegregation Distance learning Diversity Dual credit courses Educational philosophy Educational reform movement Educational standards E-learning English language learners Exceptional learners Expulsion Extracurricular activities Fair use Field experiences Formative assessment Gifted and talented Illiterate Inclusion Independent practice Individual accountability</p>	<p>Proficiency test Project Based Learning Recertification Reciprocal agreements Reliability Rubric Scaffolding School board School policies Service learning Socratic questioning State board of education Stereotyping Student diversity Student-centered curriculum Students at risk Superintendent Teacher education programs Teacher supply and demand Teaching contract Teaching license Technical schools Tenure Tort liability Validity Videoconferencing Virtual schools Zero tolerance policy Students at risk</p>
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Suggested Unit Projects

Choose At Least One

SL.11-12.4, 11-12.5

Using resources from the XQ Super School Project:

Create Your Super School!

Our super school will be called:

What is the "working" name of your high school?

A bold and compelling idea will be at the center of our school:

What is your idea, and why does it have the potential to transform high school learning?

To ensure that our school truly serves the needs of our community, we plan to get input from young people by:

How will you find out what young people think about their school experiences and their future?

To get insights into how we can prepare our students for postsecondary education and the future of work, we plan to:

How will you get input from educators, employers, higher education, and other constituencies about the knowledge and competencies students need?

Our school will also build on the inspiring examples, research, and ideas of others:

What 2-3 resources, from the XQ website or elsewhere, would you encourage everyone in your community to read/watch, and why?

The field research project focuses on a personally selected exploration of diversity. Like all good research, you start with a question or idea on which you want to gather data. Pick from any of the four approaches suggested below:

1. Begin by interviewing a person who has made a life style choice, who has a biological make-up, or who comes from a socio-cultural background quite different from you own. Follow-up the interview by visiting organizations that shore-up that life style choice, that biological condition, or that socio-cultural background. Further extend your knowledge by doing research in the library or on the internet. Reflect.
2. Think of your future classroom. Of the groups of diverse students you will teach, which group do you feel you would like to know more about? Use your research skills to find out more about this group then visit community organizations that might provide you potential support when working with this group in your classroom. Reflect.
3. Think of a social concern impacting schools that involves young people (e.g., student drug abuse, sex education, juvenile crime, moral development). Use your research skills to find out more about this social problem. Visit community agencies or organizations who address these problems. How is diversity addressed and how might you be involved with these places as you work in your own diverse classroom? Reflect.
4. Think of educational programs and services provided to

Our school will also build on the inspiring examples, research, and ideas of others:

What 2-3 resources, from the XQ website or elsewhere, would you encourage everyone in your community to read/watch, and why?

Phase Overview

To embark on the journey of creating a super school that's innovative, engaging, and prepares students for a thriving future, you have to start by understanding young people. Ask about their needs, aspirations, and dreams for the future; study the latest science on how people learn; and learn more about the community your school will serve.

Detailing Your Big Idea

- Students in the 21st Century

Success in today's world requires a whole new set of skills. High school should be a place where young people have an equal opportunity to develop skills that make them ready for the future.

[GET STARTED >](#)

- Youth Experience & Aspirations

How will you engage young people in the co-creation process for your school? Student perspectives must be a key component in your research as you build your school — after all, they're the ones you're designing for. [GET STARTED >](#)

students outside of, or in addition to, K-12 schools (e.g., library educational programs, museum educational programs, church-based educational programs, after-school or weekend recreational programs, local and state parks, alternative education sites). Visit the sites and interview staff. How do/might these programs impact/support diversity and your future work? Reflect.

b. Doing Your Field Research Project

You may choose to complete this project on your own or as part of a team. A written report and 10 slide presentation is required.

In order to gather data for the project, each student is expected to spend at least 15 hours conducting field research involving activities such as the following: examining high quality information data bases; reviewing scholarly articles; identifying community resources; making phone calls; conducting on-site visits; observing facilities; interviewing clients and staff; organizing findings; drawing conclusions.

- The Science of Adolescent Learning

Recent scientific advances provide new insights on how adolescents learn. How should we adapt teaching methods to capitalize on the ways young people absorb and engage with information? [GET STARTED >](#)

- Design Invent a School

- Phase Overview

- Take what you've learned to come up with audacious, unconventional, unconstrained ideas for reinventing the American high school. Look at your ideas through several different lenses to make sure you've taken every opportunity to innovate.

- Detailing Your Big Idea**

- School Mission & Culture

Every great school needs a well-defined mission and culture — clearly articulated learning goals and practices that students, teachers, and administrators can all get behind. These goals guide your school's rules, relationships, and behaviors. [GET STARTED >](#)

- Teaching & Learning

Learning requires rich curricula and interactive teachers who are committed to helping students build toward mastery, no matter where they come from or what their core interest areas are. [GET STARTED >](#)

- Student Agency & Engagement

Young people must have real opportunity to contribute to decisions that affect their lives. A good school encourages students to take an active role in their education, and connects them with peers, teachers, other adults, and technology. [GET STARTED >](#)

- **Networks & Partnerships**

Education doesn't only happen in the classroom. We need to broaden the definition of school to include other formal and informal learning experiences in the community you're serving and beyond. [GET STARTED](#)

Phase Overview

Once you have a design you believe in, it's time to bring all your great ideas to life. To think thoroughly about who to staff your school with and how it will operate. To take advantage of every opportunity for improvement. To consider all the realities of what it will take to launch your school.

Planning Your Implementation

- **Talent & Training**

Staffing your school is one of the most important steps in ensuring that your mission for learning is delivered upon. Recruiting a capable staff, coordinating their roles, and planning for their ongoing learning are all critical. [GET STARTED >](#)

- **Performance Management & Evaluation**

Good schools build a culture of performance, in which everyone is accountable for student success and uses information to assess progress, flag problem areas, and identify opportunities and

solutions. [GET STARTED >](#)

- Time, Space, & Technology
Creative use of time, technology integration, and purposeful design of your facilities are all crucial elements in developing the right type of learning environment. [GET STARTED >](#)

- Financial Model & Sustainability
A good financial model is essential for a school's sustainability. A fiscally responsible budget makes the most of available resources and keeps the focus of everything you do squarely on students.
[GET STARTED >](#)

Implementation Capacity
Planning and managing an effective school requires leadership, an ability to recognize and address barriers, and people who have the skills and commitment to get things done in service of a mission.
[GET](#)

Suggested Structured Learning Experiences

Field Trip to Local Elementary School for Observation

A key element of this course is the completion of fifteen hours of service learning. In this case, service will be completed as community involvement at homeless shelters, soup kitchens, or food pantries.

Class members will be assigned to groups based on interest, content/grade area, or geographic location. Organizations must be approved by the professor prior to actually beginning the service. A written paper and poster are due on the day of group presentations.

A log/report form will be provided to each student to document hours and organization. A key element of this course is the completion of fifteen hours of service learning. In this case, service will be completed as community involvement at homeless shelters, soup kitchens, or food pantries.

Class members will be assigned to groups based on interest, content/grade area, or geographic location. Organizations must be approved by the professor prior to actually beginning the service. A written paper and poster are due on the day of group presentations.

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