

Parsippany-Troy Hills School District

# TCH400 TARGET: TEACH PARSIPPANY

A Course Outline

Developed: June, 2011  
Revised: 2011  
Approved: June, 2011

Approved by the Board of Education  
June 9, 2011

Appendix B-1



## **STATEMENT OF PURPOSE**

Target: Teach Parsippany is a course open for application to members of the Senior class who have shown an interest in becoming a part of the teaching profession. The students apply to participate in a mentoring program designed to give them a theoretical as well as practical introduction to the teaching profession. Students must be in good academic standing to participate in the program.

Once selected, they will participate in monthly evening seminars that explore such topics as comparative education, current issues in education, the psychology of learning, and instructional decision-making. In addition to attending the evening seminars, students will be required to complete required readings and assignments, maintain a professional journal/portfolio, observe in a variety of classrooms, and participate in off-campus field trips. The key experience for students enrolled in this course will be working with a mentor teacher in our school district during senior year in an actual classroom with students. Participating students will receive one credit for successful completion of the program.

This course is aligned with the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers and the New Jersey Core Curriculum Content Standards for Technological Literacy (NJCCCS for Technological Literacy).

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## **GENERAL GOALS**

1. To provide a meaningful alternative educational option for selected high school seniors.
2. To provide authentic work experience to apprentices in the profession of teaching.
3. To identify and nurture potential teaching candidates.
4. To introduce students to the profession of teaching.
5. To honor the teaching profession by instilling within the potential teacher candidates a respect for all facets of the professional.

## **OUTCOMES**

The intended outcome is to home grow teachers from within our school system by providing them with a real-life apprenticeship in the teaching profession. Through their interaction with their mentor teacher and other professionals, and working with students, these apprentice teachers will have the opportunity to design lesson plans, conduct meaningful learning experiences for themselves and for the students.

## **EVALUATION / ASSESSMENT**

Students will be assessed in a variety of ways. There are four components to their evaluation process:

- 1) Field experience-Working with the mentor teacher in the classroom with students. This should occur at least 3 days per week.
- 2) Completion of weekly logs signed by the mentor teacher and verifying their activities for the week.
- 3) Professional journals-Students are required to make journal entries that emphasize the apprentice's self-reflection/thinking about the classroom experience, and their personal and professional growth as an apprentice teacher.
- 4) Marking period tasks-These would include reading journal article abstracts, written responses to required reading, observations of teachers analyzing instructional decisions, and discussion of current educational issues.

## **GRADING PROCEDURES**

Field Experience: At least 3 days per week Includes Mentor Teacher Evaluation Sheet	50%
Completion of weekly logs	10%
Professional journal entries	20%
Marking Period Tasks	20%

\*Attendance/Participation in monthly seminar meetings is required

**PARSIPPANY-TROY HILLS SCHOOL DISTRICT  
COURSE PROFICIENCIES**

***Course: TCH400***

***Title: Target: Teach Parsippany***

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Core Curriculum Content Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. Become familiar with their cohort members.
2. Understand expectations and responsibilities of the program.
3. Determine the differences between the operation and structure of US and Asian schools.
4. Understand the importance of how instructional decisions impact learning through observation and practice.
5. Understand the difference between equality and equity in education and apply these understanding to their course experience.
6. Describe effective strategies to create an optimum learning environment and implement these in their course experience.
7. Develop a greater understanding of how public schools are funded in New Jersey, including the inequities that exist.
8. Understand the concept of ability tracking and how this practice may impact students' educational performance.
9. Demonstrate effective teaching practices in their grade level/subject area.
10. Work collaboratively with their mentor teacher in a professional manner.

**UNIT 1 –Introduction to Target Teach**

Timeline: One Month

**Essential Question: WHAT ARE THE EXPECTATIONS AND RESPONSIBILITIES OF THE TARGET TEACH APPRENTICE?**

<b><i>COURSE OVERVIEW</i></b>					
<b><i>PROFICIENCY / OBJECTIVE</i></b>	<b><i>NJCCCS</i></b>	<b><i>NJCCC Tech Lit</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The student will be able to:</i></b>			<b><i>Students will be able to:</i></b>		
1. Become familiar with their cohort members.	9.1.12D		<ul style="list-style-type: none"> <li>given famous partnerships, find their partner as a means of getting to know their partner.</li> <li>create a spirit of camaraderie within the group.</li> </ul>	Reporting out-Teacher observation	Hand out book: <i>The Learning Gap</i> by Stevenson and Stigler
2. Understand expectations and responsibilities of the program.	9.1.12A 9.1.12B		<ul style="list-style-type: none"> <li>understand teacher apprentice responsibilities .</li> <li>self-reflect in their professional journals.</li> </ul>	Teacher observation	



***Unit II- Comparative Educational Systems***

Timeline: One Month

**Essential Question: How does the US Educational system compare to Asian schools?**

<b><i>Comparative Educational Systems</i></b>					
<b><i>CONTENT OUTLINE</i></b>	<b><i>NJCCCS</i></b>	<b><i>NJCCC Tech Lit</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The student will be able to:</i></b>			<b><i>Students will be able to:</i></b>		
3. Determine the differences between the operation and structure of US and Asian schools.	9.1.12.8D	8.1A.1 8.1B.1 8.1.B.6	<ul style="list-style-type: none"> <li>• after reading <i>The Learning Gap</i>, describe three differences between American and Japanese schools that they found startling. Explain why these differences were startling.</li> <li>• find and read a professional journal article on comparative education and write a one page abstract of the article.</li> </ul>	<p>Student discussion and consensus regarding the top 3 differences</p> <p>Teacher evaluation of written response</p>	<i>Source: The Learning Gap</i> by Stevenson and Stigler

**UNIT III. MAKING EFFECTIVE INSTRUCTIONAL DECISIONS**

Timeline: One Month

**Essential Question: How do teachers decide the best approaches to implementing their lessons?**

<b>INSTRUCTIONAL DECISIONS</b>					
<i>CONTENT OUTLINE</i>	<i>NJCCCS</i>	<i>NJCCC Tech Lit</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>			<i>Students will be able to:</i>		
4. understand the importance of how instructional decisions impact student learning through observation and practice.	9.1.12A 9.1.12B  9.1.12B	8.1.B	<ul style="list-style-type: none"> <li>observe a video demonstration lesson and share the instructional decisions and rationale for that lesson.</li> <li>observe an actual classroom lesson and report out all instructional decisions used during that lesson.</li> </ul>	Student Responses/Feedback  Student Responses/Feedback	Use recent film clips



**UNIT V: CLASSROOM MANAGEMENT**

Timeline: One Month

Essential Question(s):       **How do teachers maintain a supportive learning environment for their students?**

<b>Classroom Management</b>					
<b>CONTENT OUTLINE</b>	<b>NJCCCS</b>	<b>NJCCC Tech Lit</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will be able to:</b>		
6. describe effective strategies to create an optimum learning environment for students and implement these in their course experience.	9.1.12A 9.1.12B  9.1.12C1-5		<ul style="list-style-type: none"> <li>complete reading <i>The Water is Wide</i> and describe the most memorable incident in the book.</li> <li>describe a difficult classroom management situation and what strategies were used to handle the situation. They will evaluate the effectiveness of those strategies.</li> <li>complete an in-box exercise: Provided with 3 classroom management scenarios, they have to determine what the most effective strategy to handle the situation would be and present that to the class.</li> </ul>	<p>Student responses to reflection questions</p> <p>Written analysis of strategies for classroom management</p> <p>Teacher Observation</p>	Source: <i>The Water is Wide</i> by Pat Conroy

**Unit VI: Comparative School Spending**

Timeline: One Month

Essential Question(s):        How are public schools funded?

<b>Comparative School Spending</b>					
<i>CONTENT OUTLINE</i>	<i>NJCCCS</i>	<i>NJCCC Tech Lit</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>			<i>Students will be able to:</i>		
7. develop a greater understanding of how public schools are funded in New Jersey, including the inequities that exist.	9.1.12A 9.1.12B  9.1.12C1-5		<ul style="list-style-type: none"> <li>• read <i>Savage Inequalities</i> and describe the effects of inequities for students across the country.</li> <li>• using information from <i>Savage Inequalities</i> and the NJ State Report Card, calculate how much it costs to educate one student in the Parsippany schools.</li> </ul>	<p>Student written responses in professional journals</p> <p>In a small group, students will prepare a breakdown of costs per pupil in Parsippany and report out to the large group</p>	<p>Source: <i>Savage Inequalities</i> by Jonathan Kozol</p> <p>NJ State Report Card and Parsippany budget information</p>

**UNIT VII: ABILITY TRACKING IN SCHOOLS:**

Timeline: One Month

**Essential Question(s):        How are students best grouped for instruction in schools?**

<b><i>ABILITY TRACKING IN SCHOOLS</i></b>					
<b><i>CONTENT OUTLINE</i></b>	<b><i>NJCCCS</i></b>	<b><i>NJCCC Tech Lit</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The student will be able to:</i></b>			<b><i>Students will be able to:</i></b>		
8. understand the concept of ability tracking and how this practice may impact students' educational performance.	9.1.12A 9.1.12B  9.1.12A 9.1.12B 9.1.12C	8.1A	<ul style="list-style-type: none"> <li>• read <i>Keeping Track</i> and discuss their position on ability tracking in their professional journal.</li> <li>• role play a BOE meeting as a BOE or community member at which time the Board is considering eliminating ability tracking in the Parsippany schools.</li> </ul>	<p>One page summary of their position on ability tracking</p> <p>Teacher observation of student participation in simulated BOE meeting</p>	Source: <i>Keeping Track</i> by Jeannie Oakes

**UNIT VIII. STUDENT PRACTICUM**

Timeline: Two Months

Essential Question(s): How do Target Teach students demonstrate effective teaching practices?

<b>STUDENT PRACTICUM</b>					
<i>CONTENT OUTLINE</i>	<i>NJCCCS</i>	<i>NJCCC Tech Lit</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>			<i>Students will be able to:</i>		
9. demonstrate effective teaching practices in their grade level/subject area.	9.1.12A 9.1.12B 9.1.12C	8.1A1	<ul style="list-style-type: none"> <li>prepare a 15 minute lesson to a small group of their classmates demonstrating effective teaching practices.</li> <li>write a lesson plan that includes objectives, instructional decisions, and assessment.</li> <li>evaluate each lesson providing specific feedback and guidance on the success of the lesson.</li> </ul>	Observation by teachers and classmates  Teacher evaluation of lesson plans  Written feedback from students and teachers	
10. Work collaboratively with their mentor teacher in a professional manner.	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12E 9.1.12F	8.1.A1	<ul style="list-style-type: none"> <li>work in a classroom with students under the direction of the mentor teacher.</li> </ul>	Mentor Teacher Evaluation forms completed by mentor teachers	

## **BIBLIOGRAPHY**

Conroy, Pat. *The Water is Wide*. New York: Bantam Books, 2006.

Oakes, Jeannie. *Keeping Track*, 2<sup>nd</sup> edition. New Haven: Yale University Press, 2005

Kozol, Jonathan. *Savage Inequalities*. New York: Perennial, 1992.

Stevenson, Harold W. and Stigler, James W. *The Learning Gap*. New York: Simon and Schuster, 1992.



**APPENDIX A**  
**SAMPLE AUTHENTIC ASSESSMENT**



You are a classroom teacher who will prepare and engage students in a short (10-15 minute) lesson for the subject/grade level you are teaching. Your supervisor will be observing you and will be expecting that you demonstrate effective teaching practices, both in your lesson planning and in your lesson implementation with your students.

The criteria for judging the success of the lesson are the following:

<b>CRITERIA</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>BEGINNING</b>
<b>LESSON OBJECTIVES</b>	Lesson objectives are clear and student-centered and related to the skill/content being taught	Lesson objectives may or may not be clear and/or student-centered and may or may not be related to the skill/content being taught	Lesson objectives are not clear or related to the skill/content being taught
<b>LESSON ACTIVITIES</b>	Lesson activities were mostly student-centered and actively involved the students in the intended learning	Lesson activities may not be student-centered and/or actively involve the students in the intended learning	Lesson activities are not student-centered and may not actively involve the student in the intended learning
<b>STUDENT ENGAGEMENT</b>	Students were consistently attentive and involved in the learning	Students may or may not be consistently attentive and involved in the learning	Students are not attentive and/or involved in the learning
<b>OVERALL LESSON QUALITY</b>	The lesson was well-organized and designed to flow smoothly	The lesson was organized and did flow smoothly most of the time	The lesson was not well-organized and did not flow smoothly



## **APPENDIX B**

# **NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS**



**STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

**A. Career Awareness/Preparation**

1. Re-evaluate personal interests, abilities and skills through various measures including self-assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

**B. Employability Skills**

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community and employment:
  - a. communication
  - b. punctuality
  - c. time management
  - d. organization
  - e. decision making
  - f. goal setting
  - g. resources allocation
  - h. fair and equitable competition
  - i. safety
  - j. employment application skills
  - k. teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real-world applications of career and technical education skills.

## **NJCCC STANDARDS FOR CAREER EDUCATION (continued)**

**All students electing further study in career and technical education will also:**

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork and leadership skills.
2. Participate in simulated industry assessments when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

<p><b>STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</b></p>
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Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

### **A. Critical Thinking**

1. Apply communications and data analysis to the problem-solving and decision-making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

### **B. Self-Management**

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

### **C. Interpersonal Communication**

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.



## **NJCCC STANDARDS FOR CAREER EDUCATION (continued)**

### **D. Character Development and Ethics**

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

### **E. Consumer and Personal Finance**

1. Analyze factors that influence gross and net income.
2. Design, implement and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

### **F. Safety**

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including, but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving and the importance of personal responsibility on public roads/streets.

**APPENDIX C**

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR TECHNOLOGICAL LITERACY**

# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR TECHNOLOGICAL LITERACY

## STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

### **A. Basic Computer Skills and Tools**

1. create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit and print.
2. create documents including a resume and a business letter using professional format.
3. construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. produce a multimedia project using text, graphics, moving images and sound.
6. produce and edit page layouts in different formats using desktop publishing and graphics software.
7. develop a document or file for inclusion into a website or web page.
8. discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. merge information from one document to another.

### **B. Application of Productivity Tools**

#### **Social Aspects:**

1. describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse.
3. make informed choices among technology systems, resources and services in a variety of contexts.
4. use appropriate language when communicating with diverse audiences using computer and information literacy.

## **NJCCC STANDARDS FOR TECHNOLOGICAL LITERACY (8.1B continued)**

### **Information Access and Research:**

5. select and use specialized databases for advanced research to solve real-world problems.
6. identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry and presentation.
7. evaluate information sources for accuracy, relevance and appropriateness.
8. compose, send and organize e-mail messages with and without attachments.

### **Problem-Solving and Decision-Making:**

9. create and manipulate information, independently and/or collaboratively to solve problems and design and develop products.
10. identify, diagnose and suggest solutions for non-functioning technology systems.
11. identify an problem in a content area and formulate a strategy to solve the problem using brainstorming, flow charting and appropriate resources.
12. integrate new information into an existing knowledge base and communicate the results in a project or presentation.

## NJCCC STANDARDS FOR TECHNOLOGICAL LITERACY (continued)

### **STANDARD 8.2 (TECHNOLOGY EDUCATION) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY AND THE ENVIRONMENT.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **A. Nature and Impact of Technology**

1. use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of technologies.
2. explain how technological development is affected by competition through a variety of management activities associated with planning, organizing and controlling the enterprise.
3. provide various examples of how technological developments have shaped human history.

#### **B. Design process and Impact Assessment**

1. analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. evaluate the function, value and appearance of technological products, systems and environments from the perspective of the user and the producer.
3. develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. use a computer-assisted design (CAD) system in the development of an appropriate design solution.
5. diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. create a technological product, system or environment using given design specifications and constraints by applying design and engineering principles.

#### **C. Systems in the Designed World**

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society and the environment, including conservation and sustainability principles.
2. analyze the factors that influence design of products, systems and environments.

compare and contrast the effectiveness of various products, systems and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.