

Appendix G

Module/Segment Outlines and Resources

Module 1: The Instructional Process

Segment A: Classroom Management 40 hours

FEAPS Competencies addressed: Assessment, Communication, Continuous improvement, Ethics, Knowledge of Subject Matter, Learning Environment, Planning, Role of the Teacher, Technology, Reading

1. Develop a system of record keeping that ensures documentation of student performance, attendance, contact information, and student artifacts.
 - 1.1 Identify technology applications that facilitate record keeping.
 - 1.2 Develop a system of collecting and documenting student artifacts.
 - 1.3 Create a contact database to record parent conferences, referrals, and, anecdotal information.
 - 1.4 Develop a system for recording student performance

2. Develop knowledge of strategies to establish a classroom that is consistent, supportive, and engaging.
 - 2.1 Create a behavior plan that contains a systematic process for establishing, promoting, and maintaining a positive learning environment.
 - 2.2 Identify a repertoire of techniques for establishing smooth, efficient and well-paced routines
 - 2.3 Establish clear system of consequences that are enforceable for misbehavior
 - 2.4 Create mechanism for instructing students in appropriate classroom behavior and manners.

3. Develop knowledge of strategies to create and sustain a safe, efficient, supportive learning environment.
 - 3.1 Evaluate the appropriateness of the physical environment for facilitating student learning and promoting safety.
 - 3.3 Identify strategies to involve students in establishing rules and standards for behavior that create a safe learning environment.
 - 3.4 Identify emergency procedures for student and campus safety.

4. Develop knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with Sunshine State Standards.

4.1 Describe the Sunshine State Standards and Benchmarks and how they determine the structure and sequencing of classroom objectives and lesson plans.

4.2 Determine instructional long-term goals and short-term objectives appropriate to student needs and Sunshine State Standards and benchmarks.

4.3 Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area.

4.4 Identify materials based on instructional objectives and student learning needs and performance levels.

5. Creating Content Area Objective Based Lesson Plans

5.1 Identify references, materials, and technologies appropriate to the content area and the learners' abilities.

5.2 Identify strategies that encourage multidisciplinary studies.

5.3 Identify strategies for incorporating reading strategies and literacy into lesson plans

5.4 Develop resources for planning, implementing, and presenting engaging lessons in specific content areas.

5.5 Develop objective-based lesson plans in target content areas providing Sunshine State Standard and benchmark addressed.

6. Develop knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English.

6.1 Identify appropriate techniques for leading class discussions, (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).

6.2 Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions).

6.3 Identify nonverbal communication strategies that promote student action and performance.

6.4 Choose effective communication techniques for conveying high expectations for student learning.

7. Develop knowledge of various types of assessment strategies that can be used to determine student levels and needs.

7.1 Identify appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning.

7.2. Develop assessment development techniques such as test mapping.

7.2 Identify and sequence learning activities that support study skills and test-taking strategies.

7.3 Develop alternative assessments using technology

8. Implications of FCAT and other Standardized Tests

8.1 Describe the Florida Comprehensive Assessment Test and what it measures

8.2 Correlate Sunshine State Standards benchmarks and the FCAT

8.3 Identify strategies for addressing student deficiencies as identified by FCAT and other standardized tests

8.4 Explain in layman's terms average yearly progress, derived scores, and results on FCAT and other standardized tests

8.5 Develop a system of instructional objects that address benchmarks that are measures by FCAT.

9. Develop knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

9.1 Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations.

9.2 Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual

10. Develop knowledge of School Law and the Teacher

10.1 Identify the rights, legal responsibilities, and procedures for reporting incidences of abuse or neglect or other signs of distress

10.2 Identify the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study).

10.3 Identify state and federal laws that govern teacher rights and responsibilities.

10.4 Identify laws that govern employment and dismissal of teachers

10.5 Describe appropriate and legal means for dealing with violence and crisis situations in the classroom and on the school campus

Texts:

The First Days of School

Harry K Wong & Rosemary Wong

Harry Wong Publications, Inc.

ISBN 0-9629360-2-2

101 “Answers” for New Teachers and Their Mentors

– Effective Teaching Tips for Daily Classroom Use

Annette L. Breaux

ISBN 1-930556-48-9

Surviving Your First Year of Teaching Guidelines for Success

Richard D. Kellough

Second Edition

Prentice Hall

ISBN 0-13-032573-2

The Portfolio Planner

Debra Bayles Martin

Prentice Hall

ISBN 0-13-081314-1

Web Sites and other Resources:

http://www.k20safetypartnership.org/	Safety
http://www.firn.edu/doe/besss/safehome.htm	Safe and Healthy Schools
http://www.firn.edu/doe/besss/discipline.htm	Discipline
http://www.firn.edu/doe/bin00014/pdf/chiabuse.pdf	Child Abuse Source Book
http://www.firn.edu/doe/rules/6b-1.htm	Ethics
http://www.firn.edu/doe/edstandards/	Standards
http://www.firn.edu/doe/menu/sss.htm	Sunshine State Standards
http://www.firn.edu/doe/curriculum/crscode/basic612/readfirs.htm	6-12 Course Descriptions
http://www.firn.edu/doe/sas/fcat.htm	FCAT
http://www.firn.edu/doe/sas/sasshome.htm	Assessment and Student Performance
http://www.firn.edu/doe/sas/othrhome.htm	Additional Assessments
http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Index&Title_Request=XLVIII#TitleXLVIII	K-20 Education Code
http://www.fldoe.org/NCLB/	No Child Left Behind

National Staff Development Council's Code of Ethics materials
Module 1 The Instructional Process

Segment B: Instructional Strategies 40 hours

FEAPS Competencies addressed: Assessment, Communication, Diversity, Human Development and Learning, Knowledge of Subject Matter, Learning Environment, Planning, Role of the Teacher, Technology, Reading

- 1.0 Develop knowledge of Learning Styles, their assessment and application to learning.
 - 1.1 Identify the variety of learning styles
 - 1.2 Describe various learning styles assessments
 - 1.3 Interpret results of learning styles assessments
 - 1.4 Explain results in laymen's terms and give prescription using results
 - 1.5 Develop skill at addressing varied learning styles
- 2.0 Develop knowledge of Bloom's taxonomy and its application to lesson development
 - 2.1 Identify and give examples of each of Bloom's taxonomy of the cognitive domain
 - 2.2 Develop skill at asking both oral and written questions that address all levels of Bloom's taxonomy
 - 2.3 Develop an assessment that addresses all levels of cognition according to Bloom's taxonomy
 - 2.4 Identify taxonomies of Affective and Psychomotor Domains
 - 2.5 Explain the relationship among all three Domains of Learning
- 3.0 Develop skill at Lesson plan development including objectives, anticipatory set, practice, and assessment
 - 3.1 Adopt a format for writing lesson plans that lead to understanding
 - 3.2 Follow the Understanding By Design method of lesson development
 - 3.3 Identify the six facets of understanding
 - 3.4 Establish curricular priorities such as Sunshine State Standards/benchmarks
 - 3.5 Identify Big Ideas, Understandings, Essential Questions, Evidence of success, and an Action Plan to realize them
 - 3.6 Develop Essential Questions for a target subject area teaching and learning unit .
- 4.0 Attain skill at using varied presentation styles
 - 4.1 Identify and demonstrate varied presentation styles
 - 4.2 Match presentation style with lesson objective

- 4.3 Provide differentiated presentation styles for a subject area concept lesson
- 4.4 Give examples that identify situations in which certain presentation styles are non-productive
- 4.5 Demonstrate teaching a lesson using at least 4 different presentation styles
- 4.6 Describe how pacing and tone of voice enhance engagement
- 4.7 Provide examples of conditions that produce non-engagement
- 5.0 Develop knowledge of Cooperative Learning and its applications in the teaching and learning process
 - 5.1 Describe the process of cooperative learning
 - 5.2 Identify learning situations where cooperative learning would be effective
 - 5.3 Identify learning situations where cooperative learning would be ineffective
 - 5.4 Explain how the results of cooperative learning can be fairly assessed
 - 5.5 Apply cooperative learning experience to real life situations
- 6.0 Develop knowledge of Group Learning and its applications in the teaching and learning process
 - 6.1 Describe the process of group learning
 - 6.2 Identify learning situations where group learning would be effective
 - 6.3 Identify learning situations where group learning would be ineffective
 - 6.4 Explain how the results of group learning can be fairly assessed
 - 6.5 Apply cooperative learning experience to real life situations
- 7.0 Develop knowledge of Contextual Learning and its applications in the teaching and learning process
 - 7.1 Describe the process of contextual learning
 - 7.2 Identify learning situations where contextual learning would be effective
 - 7.3 Identify learning situations where contextual learning would be ineffective
 - 7.4 Explain how the results of contextual learning can be fairly addressed
 - 7.5 Explain how contextual learning improves student engagement
 - 7.6 Apply contextual learning experience to real life situations
- 8.0 Develop knowledge of Project Based Learning and its applications in the teaching and learning process
 - 8.1 Describe the process of project-based learning
 - 8.2 Identify learning situations where project-based learning would be effective
 - 8.3 Identify learning situations where project-based learning would be ineffective
 - 8.4 Explain how the results of project-based learning can be fairly addressed
 - 8.5 Explain how project-based learning improves student engagement
 - 8.6 Apply project-based learning experience to real life situations
- 9.0 Develop skill at managing individual and classroom behavior to ensure that learning is the primary activity in the classroom

- 9.1 Describe how on-task behavior contributes to learning
- 9.2 Describe the conditions necessary to ensure an effectively managed classroom
- 9.3 Explain the term “with-it-ness.”
- 9.4 Explain procedures to recapture the attention of a class
- 9.5 Develop a class protocol that assures a safe, orderly, and consistent instructional setting
- 9.6 Clearly differentiate between the role of the teacher and the student in the instructional setting
- 10.0 Develop knowledge of the varieties of accommodations for exceptional students
 - 10.1 Explain information contained in an IEP
 - 10.2 Describe the teacher’s role in assuring that where accommodations are needed, they are provided
 - 10.3 Explain the level of sensitivity required for a teacher to provide accommodations in such a way as to make the learner comfortable and not on display
 - 10.4 Describe varying exceptionalities and most frequently used Accommodations

Texts

Understanding by Design
Grant Wiggins and Jay McTighe
ASCD
ISBN 0-87120-313-8
\$20.95

Psychology Applied to Teaching
Snowman/Biehler
Edition 10
Houghton Mifflin Company
Barnes & Noble price \$86.22

Module 1 The Instructional Process

Segment C: Technology 40 hours

FEAPS Competencies addressed: Assessment, Critical Thinking, Ethics, Human Development and Learning, Knowledge of Subject Matter, Learning Environment, Planning, Role of the Teacher, Technology

1.0 Identify Application Software Productivity Tools for the Classroom

- 1.1 The Operating System
- 1.2 Application Software
- 1.3 Productivity Software
- 1.4 Graphics and Multimedia Software
- 1.5 Software for School Use
- 1.6 Software for Home and Personal Use
- 1.7 Learning Aids and Support Tools
- 1.8 Software Versions and Upgrades
- 1.9 Creating a Teacher's Web Page

2.0 Integrate Multimedia and Educational Software Applications

- 2.1 What is Multimedia?
- 2.2 Multimedia Applications
- 2.3 K-12 Educational Software Applications
- 2.4 Creating and Presenting Multimedia Applications
- 2.5 What Multimedia and Educational Software Applications are Important for Education
- 2.6 Digital Imaging and Video Technology

3.0 Demonstrate Technology and Curriculum Integration

- 2.7 What is Curriculum?
- 2.8 What is Technology Integration?
- 2.9 The Classroom in Action
- 2.10 Integrating Technology into the Curriculum
- 2.11 Changing Instructional Strategies
- 2.12 Barriers to Technology Integration
- 2.13 Technology Integration and the Learning Process
- 2.14 Strategies for Integrating Technology into Teaching
- 2.15 The Role of the School District
- 2.16 Learning Theories and Educational Research

- 3.0 Evaluate Educational Technology and Integration Strategies
 - 3.1 Evaluating Educational Technology
 - 3.2 Evaluating the Effectiveness of Technology Integration
 - 3.3 Integration Strategies
 - 3.4 Curriculum Integration Activities
 - 3.5 Finding Funds to Support Classroom Technology Integration
 - 3.6 Creating a Curriculum Page

- 4.0 Plans for Technology Integration in the Classroom
 - 4.1 Planning Lessons with Technology—KWL Charts
 - 4.2 Instructional Models—the Assure Model
 - 4.4 Developing Web Quests in target subject areas
 - 4.5 Using the Internet to enhance instruction
 - 4.3 Getting Started at a New School
 - 4.4 Putting it all Together

- 5.0 Identify Security Issues, Ethics, and Emerging Technology in Education
 - 5.1 Computer Security: Risks and Safeguards
 - 5.2 Ethics and the Information Age
 - 5.3 Internet Ethics and Objectionable Materials
 - 5.4 Health Issues
 - 5.5 Emerging Technologies

TEXTS

Integrating Technology in the Classroom

Shelly Cashman Series

Edition 3

Course Technology, Inc.

Barnes & Noble price \$56.95

Module 1 The Instructional Process

Segment D: The Teaching and Learning Process 40 hours

FEAPS competencies addressed: Assessment, Communication, Continuous Improvement, Critical Thinking, Diversity, Human Development and Learning, Learning Environments, Planning, Role of the Teacher, Reading

The Teaching and Learning Process

- 1.0 Apply Psychology to Teaching
- 2.0 Describe Stage Theories of Learning
 - 2.1 Eriksson: Psychosocial Development
 - 2.2 Piaget: Cognitive Development
 - 2.3 Piaget and Vygotsky: The Role of Social Interaction and Instruction in Cognitive Development
 - 2.4 Piaget, Kohlberg, and Gilligan: Moral Development
- 3.0 Identify Age-Level Characteristics
 - 3.1 Preschool and Kindergarten
 - 3.2 Primary Grades
 - 3.3 Elementary Grades
 - 3.4 Middle School
 - 3.5 High School
 - 3.6 Selecting Technologies for Different Age Levels
- 4.0 Demonstrate an Understanding of Student Differences
 - 4.1 The Nature and Measurement of intelligence
 - 4.2 Learning Styles
 - 4.3 Gender Differences and Gender Bias
- 5.0 Explain techniques for Addressing Cultural and Socioeconomic Diversity
 - 5.1 The Rise of Multiculturalism
 - 5.2 Taking Account of Students' Cultural Differences
 - 5.3 Multicultural Education Programs
 - 5.4 Bilingual Education
- 6.0 Describe Appropriate Accommodations for Student Variability
 - 6.1 Historical Developments
 - 6.2 The Individuals with Disabilities Education Act
 - 6.3 Students with Mild Retardation
 - 6.4 Students with Learning Disabilities

- 6.5 Students with Emotional Disturbance
- 6.6 Gifted and Talented Students
- 6.7 Using Technology to Assist Exceptional Students
- 7.0 Explain Behavioral and Social Learning Theories
 - 7.1 Operant Conditioning
 - 7.2 Educational Applications of Operant Conditioning
 - 7.3 Social Learning Theory
 - 7.4 Applying Behavioral Learning Theory and Social Learning Theory in the Classroom
 - 7.5 Using Computer-Assisted Instruction in Your Classroom
- 8.0 Explain Information Processing Theory
 - 8.1 The Information-Processing View of Learning
 - 8.2 A Model of Information Processing
 - 8.3 Metacognition
 - 8.4 Helping Students Become Strategic Learners
 - 8.5 Technology as an Information-Processing Tool
- 9.0 Explain Constructivist Learning Theory, Problem Solving and Transfer
 - 9.1 Meaningful Learning within a Constructivist Framework
 - 9.2 Using a Constructivist Approach to Meaningful Learning
 - 9.3 The Nature of Problem Solving
 - 9.4 Teaching Problem-Solving Techniques
 - 9.5 Transfer of Learning
 - 9.6 Technology Tools for Knowledge Construction and Problem Solving
- 10.0 Identify Various Approaches to Instruction
 - 10.1 Devising and Using Objectives
 - 10.2 The Behavioral Approach to Teaching: Direct Instruction
 - 10.3 The Cognitive Approach to Teaching: Facilitating Meaningful and Self-directed Learning
 - 10.4 The Humanistic Approach to Teaching: Student-Centered Instruction
 - 10.5 The Social Approach to Teaching: Teaching Students How to Learn from Each Other
- 11.0 Develop Knowledge of Motivation
 - 11.1 Behavioral Views of Motivation
 - 11.2 Cognitive Views of Motivation
 - 11.3 The Humanistic View of Motivation
 - 11.4 The Role of Self-Perceptions in Motivation
 - 11.5 Motivating Students with Technology
 - 11.6 Self-Esteem and Motivation
 - 11.7 Motivating Students to Learner

- 12.0 Describe Authoritarian, Laissez-Faire, and Authoritative Approaches to Classroom Management
 - 12.1 Preventing Problems: Techniques of Classroom Management
 - 12.2 Techniques for Dealing with Behavior Problems
 - 12.3 Violence in American Schools
- 13.0 Identify Types of Assessment of Classroom Learning
 - 13.1 The Role of Assessment in Teaching
 - 13.2 Ways to Measure Student Learning
 - 13.3 Ways to Evaluate Student Learning
 - 13.4 Improving Grading Methods
 - 13.5 Technology for Classroom Assessment
 - 13.6 Effective Assessment Techniques
 - 13.7 Strategies for Addressing Skills Deficiencies (Remediation)
- 14.0 Develop Knowledge of the Use and Interpretation of Standardized Tests
 - 14.1 Standardized Tests
 - 14.2 Misuses of Standardized Tests
 - 14.3 Authentic and Performance-Based Assessments
 - 14.4 Standardized Testing and Technology
 - 14.5 Using Standardized Tests
- 15.0 Explain Reflective Teaching

Texts

Psychology Applied to Teaching

Snowman/Biehler

Edition 10

Houghton Mifflin Company

Barnes & Noble price \$86.22

Module 2 Reading Fundamentals

Segment A: Foundations of Language and Cognition 45 hours

FEAPS competencies addressed: Reading, Human Development and Learning

1.0 Review Evidence About Learning to Read

Evidential consensus about learning to read: the National Academy of Sciences Report, the Report of the National Reading Panel and the Learning First Alliance consensus papers. Explication of the stages of reading development (Chall's model updated); examples of children's work at each stage of development.

2.0 Introduction to Phonology

Definition and examples of phonological awareness tasks and activities. Why phonological awareness is necessary for early reading development – the linguistic foundation for decoding, spelling, and word discrimination. Discovery and exploration of the speech sound system of English, consonant and vowel inventories.

2.1 Phoneme Awareness for Teachers

Identification and categorization of continuous and stop consonants, 3 nasal sounds, liquids and glides. Ordering the vowels by place of articulation (the vowel chart), categorizing vowels as long, short, diphthong, and vowel-r. Identifying minimally contrasting pairs of words

2.2 Practice Phoneme Awareness

Continue demonstration, role-play, and video examples of syllable counting, onset-rime and phoneme segmentation and blending; deletion, addition, and transposition of sounds during word chaining and word building. Practice speech sound production for instructing and testing students.

3.0 Strategies for Teaching Basic Decoding

Sound blending, left to right, with multisensory involvement. High vocal response rate. Providing practice reading words and sentences; dictation and writing. Teaching "sight" words.

6.0 Principles of Vocabulary Instruction

Before reading --select and preview key vocabulary, give many examples of use, identify root morphemes; during reading --use context; after reading --explore connotation, formulate definitions, find multiple meanings, categorize and analogize, find antonyms, origins of words.

7.0 Techniques for Building Fluency

Repeated readings – role play. Partner reading, simultaneous oral reading, graphing timed readings, building speed at the sound and word level; computer-based programs.

8.0 Vocabulary and Reading Comprehension

The proportion of variance in comprehension accounted for by knowledge of word meanings. Differences in children when they come to school. Evidence that we learn most words through reading after 3rd grade. The nature of word knowledge – shallow or deep? Vague or precise? Contextual or decontextualized?

9.0 Using Writing for Reading Comprehension

Directed written responses to reading rather than personalized journal entries; writing to dictation to internalize great language; paraphrase and summary writing.

10.0 Instructional Strategies for Comprehension Instruction

According to the National Reading Panel report, several approaches have research support, including asking questions, summarizing, and using graphic organizers. Demonstrate, role-play, or view examples of these approaches at work. Apply strategies to varied content areas.

Texts:

LETRS Participants Edition (Book One)

LETRS Participants Edition (Book Two)

Moats

Sopris-West
ISBN 1-57035-994-6
\$95
Module 3 The Teaching Profession

Segment A: the Teaching Profession 30 hours

FEAPS competencies addressed: Assessment, Ethics, Role of the Teacher

- 1.0 What is the History of American Education?
 - 1.1 Themes in American Education
 - 1.2 Elementary Education
 - 1.3 Secondary Education
 - 1.4 Private Education
 - 1.5 Education of Minorities

- 2.0 What are the Philosophical Foundations of American Education?
 - 2.1 What is Philosophy?
 - 2.2 The Terrain of Philosophy
 - 2.3 Schools of Educational Philosophy
 - 2.4 The Influence of Psychological Theories
 - 2.5 Your Philosophy of Education

- 3.0 How are Schools Governed, Influenced and Financed?
 - 3.1 Who Legally Governs Public Education?
 - 3.2 Who Influences American Public Education?
 - 3.3 How are Schools Financed?

- 4.0 What are the Ethical and Legal Issues Facing Teachers?
 - 4.1 The Ethics of Teaching
 - 4.2 The Teacher and the Law
 - 4.3 Lifestyle and the Teacher
 - 4.4 Law, Religion, and the School
 - 4.5 Students and the Law

- 5.0 What Can the New Teacher Expect?
 - 5.1 The School Milieu: The Shock of the Familiar
 - 5.2 Administrators: Mixed Bag and Many Hats
 - 5.3 Peers: A Mixed Blessing
 - 5.4 Instruction: So Much to Learn

- 5.5 Students: Friends or Fiends?
- 5.6 Parents: Natural Allies with Different Agendas
- 5.7 Surviving the First Year of Teaching
- 5.8 Pursuing Educational Excellence

- 6.0 What is a School and What is it for?
 - 6.1 Education and Schooling
 - 6.2 Four Basic Purposes of School
 - 6.3 Models of Schools
 - 6.4 Schools as Cultures
 - 6.5 Schools as Transmitters or Re-Creators of Culture
 - 6.6 What do Studies Reveal about the Nature of Schools?
 - 6.7 What is a Good School?
 - 6.8 The Unfinished Work of Schools

- 7.0 What Makes a Teacher Effective?
 - 7.1 Framework for Professional Practice
 - 7.2 The Teacher as a Reflective Decision Maker
 - 7.3 Aspects of Reflective Decision Making
 - 7.4 What Attitudes Does the Effective Teacher Possess?
 - 7.5 What Subject-Matter Knowledge Does the Effective Teacher Need?
 - 7.6 What Theoretical Knowledge Does the Effective Teacher Need?
 - 7.7 Personal Practical Knowledge
 - 7.8 What Teaching Skills are Required of an Effective Teacher

- 8.0 Continuous Professional Growth and Improvement
 - 8.1 Professional Journals
 - 8.2 Professional Organizations
 - 8.3 Learning Communities

Text

Those Who Can, Teach

Ryan/Cooper

Edition 10

Houghton Mifflin Company

Barnes & Noble price \$86.2

Module 3 The Teaching Profession

Segment B: Field Experience 15 hours

FEAPS competencies addressed: Ethics, Role of the Teacher

1.0 Understanding Field Work

1.1 The Importance of Fieldwork

2.0 Observing in the Schools

2.1 Observing Teachers

2.2 Observing Classrooms, Schools, and Curriculum

2.3 Observing Students

3.0 Developing Successful Teaching Skills

3.1 Participation: Preteaching and Planning

3.2 Teaching

Text

A Guide to Observation, P
Participation, and Reflection
In the Classroom
Reed and Bergman
ISBN 0-7-287492-9
McGraw-Hill

Module 4 Diversity in the Classroom

Segment A : Diversity 30 hours

FEAPS competencies addressed: Communication, Diversity, Learning Environments, Planning, Role of the Teacher, Technology, Reading

1.0 Class

- 1.1 Class Structure
- 1.2 Social Stratification
- 1.3 Socioeconomic Status
- 1.4 Class Differences
- 1.5 Interaction of Class with Race, Ethnicity, Gender, and Age
- 1.6 Educational Implications

2.0 Religion

- 2.1 Religion and Culture
- 2.2 Religion as a Way of Life
- 2.3 Religious Pluralism in the United States
- 2.4 Religion and Gender
- 2.5 Homosexuality
- 2.6 Religion and Race
- 2.7 Individual Religious Identity
- 2.8 Educational Implications

3.0 Language

- 3.1 Language and Culture
- 3.2 The Nature of Language
- 3.3 Language Differences
- 3.4 Dialectal Differences
- 3.5 Nonverbal Communication
- 3.6 Second Language Acquisition
- 3.7 Official English
- 3.8 Educational Implications

4.0 Gender

- 4.1 Gender and Society

- 4.2 Gender and Biology
- 4.3 Gender and Culture
- 4.4 Gender Identity
- 4.5 Interaction of Gender and Ethnicity, Class, and Religion
- 4.6 Educational Implication

5.0 Exceptionality

- 5.1 Varied Exceptionalities
- 5.2 Labeling
- 5.3 Disproportional Placements in Special Education
- 5.4 Litigation and People with Disabilities
- 5.5 Exceptionality and Society
- 5.6 Exceptional Microcultures
- 5.7 Educational Implications

6.0 Prejudice

- 6.1 Foundations of Prejudice
- 6.2 Pluralism and Differences
- 6.3 Manifestations of Prejudice
- 6.4 Democracy and Plurality
- 6.5 Defusing Cultural Hatred
- 6.6 Individualism and Meritocracy
- 6.7 Educational Implications

7.0 Multicultural Education

- 7.1 Multicultural Education
- 7.2 Curriculum and Instruction
- 7.3 Student and Teacher Interactions
- 7.4 Building on Learning and Teaching Styles
- 7.5 Improving Cross-cultural Communication
- 7.6 Choosing Culturally Balanced Texts and Materials

Text:

Multicultural Education in a Pluralistic Society

Gollnick

ISBN 0130196185

Prentice Hall

\$77.67

Exploring Diversity

Kroeger and Bauer

ISBN 0-13-117258-1
Pearson Merrill
\$32.50

Module 4 Diversity in the Classroom

Segment B: Field Experience 15 hours

FEAPS competencies addressed: Diversity, Ethics, Learning Environments, Planning, Role of the Teacher

Participants will complete a series of experiences designed to give prospective teachers a perspective on the varied backgrounds of students in public, charter, or accredited private schools. Cohorts will meet together to discuss these experiences and to relate them to their observations of students as well as student behaviors and interactions in the schools.

Activities/Experiences include

- 1.0 Read Novels by minority authors
- 2.0 Visit a county Health Department
- 3.0 Visit an Emergency Room
- 4.0 Visit a Courts Proceeding
- 5.0 View at least two motion pictures with minority themes
- 6.0 Listen to music from at least three different cultures
- 7.0 Eat in an ethnic restaurant (not Taco Bell)
- 8.0 Interview someone from a different ethnic background
- 9.0 Research a religion and visit a service
- 10.0 Observe social grouping in a school cafeteria or playground
- 11.0 Observe an ESE class