

GLASSBORO SCHOOL DISTRICT
Board Action Request

Date Submitted: **3.5.2024** Proposed Effective Date: **9.1.2024** Grade(s) impacted: **9-12**

Name:	Position/Item:	Submitted By: Dr. Stowman-Burke	Building: High School
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Proposed cost/amount:	Funded through: Local	Hours/Days per wk.:	Benefits: <input type="checkbox"/> Yes <input type="checkbox"/> No
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Personnel:
Is candidate currently employed by District: No Yes (If yes, what position:)
Is candidate a former employee: No Yes N/A
Check references/review district personnel file? No Yes N/A

Board Action Requested:

Request to change Child Development II and III to Tomorrow's Teachers I & II.

Background: Tomorrow's Teachers was established in 2007 as a curricular program for high school juniors and seniors interested in pursuing a teaching career. The program uses the Teacher Cadet curriculum (Experiencing Education, 11th Edition) created by the Center for Educator Recruitment, Retention, and Advancement (CERRA). The course offers students valuable insight into the rewards and challenges of being an educator and the critical issues affecting the quality of education in American schools. It also equips these aspiring teachers with an awareness of teaching and learning that empowers them to become community leaders and advocates for education.

Note –Tomorrow Teachers (national curriculum) is supported by TCNJ's Center for Future Educators (CFE), which is funded by the NJEA, and is part of New Jersey's Future Educators of America initiative.

FOR OFFICE USE ONLY:

Board Date: _____ Approved: Y or N Index #: _____

EXPERIENCING LEARNING

AWARENESS AND REFLECTION

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

STYLES AND NEEDS

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

GROWTH AND DEVELOPMENT

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

EXPERIENCING THE CLASSROOM

OBSERVATION AND PREPARATION

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

structor and peer feedback that differentiates instruction to accommodate all learners.

APPLICATION AND INSTRUCTION: THE INTERNSHIP WITH A COOPERATING TEACHER

- II.2.1: Students will implement developmentally appropriate learning activities for all learners in order to build confidence, knowledge and skills.
- II.2.2: Students will accommodate major physical, social, and personal challenges that can impede successful learning.
- II.2.3: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy, Webb's Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment.
- II.2.4: Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners.
- II.2.5: Students will apply the components of effective classroom climate, management, and discipline.
- II.2.6: Students will describe, analyze, and reflect on their teaching practices and field experiences.

EXPERIENCING THE TEACHING PROFESSION

HISTORY AND TRENDS

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

STRUCTURE AND GOVERNANCE

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

CERTIFICATION AND EMPLOYMENT

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

ETHICS AND PROFESSIONALISM

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