

Suggestions for the Format and Content of the Required Syllabus For Teaching Professions Programs Requesting CTAG Approval Revised 1-18-11

The syllabus is a primary source of information that helps the review panel understand the content of your program and determine that the curriculum covers all content required for your program to be approved for the CTAG. The syllabus should be prepared prior to beginning the CTAG submission process. Feedback from early submitters suggest that the syllabus should be finalized and saved in Word or another type document before beginning interaction with the CEMS database.

The following recommendations are intended to provide guidance. In creating the syllabus, schools are encouraged to incorporate existing documents that address various suggested components. There is not a prescribed format, but it will be beneficial if all the information suggested below is covered.

BASIC INFORMATION ABOUT THE TEACHING PROFESSIONS PROGRAM:

1. School Name
2. Location & Address
3. Consortium Affiliation, if any
4. Program Title
5. For each Instructor provide the following:
Name, academic credentials, phone numbers, email address
6. Length of program as expressed in total hours (e.g. 450 or 900, etc)
7. The number of years that students are enrolled in the "Teaching Professions"
8. Of the total hours required in your program, estimate the number that is devoted to the learning outcomes specified in the *Introduction to Education* CTAG
9. Number of high school units awarded for completion

COURSE DESCRIPTION

This section should be an overview of about one paragraph that provides information to help the reader understand the overall program. You may use the catalogue description, if available. This section can be used to identify the program goals and content and learning environments used. You may want to incorporate some of the items from the above "basic information" list into this description.

STUDENT LEARNING GOALS FOR THE OVERALL PROGRAM

Identify the units of study that address the Career Field Technical Content Standards for the Teaching Professions. Describe what it is the student is expected to learn from this program.

TECH PREP PROGRAM OF STUDY

Provide a list of all the secondary level courses generally taken by a student enrolled in this program. This can include a list of the courses taken each year, grades 9 through 12. Indicate the number of credits/high school units for each course.

REQUIRED & OPTIONAL TEXTS

List all the textbooks that are used, with name, author, publisher, date, editions, ISBN and other instructions materials, including the source/author

PREREQUISITES AND ADMISSION CRITERIA

Identify any prerequisites for admission to the program (minimum grade-point average, courses, junior / senior standing, etc)

SCOPE AND SEQUENCE OF PROGRAM CONTENT

This section should identify in a sequential way how content of the program is covered. Provide information, arranged by week (or combination of weeks), including what is taught, the student activities associated with that content, and the key assessments you use to measure student learning. For all those topics that address one or more of the themes/learning outcomes of the *Introduction to Education* CTAG, indicate which of the themes are addressed.

An example of how to organize this information is provided in the table which follows.

Note 1:

This example suggests you abbreviate your reference to the Themes as follows:

Introduction to Education Themes:

- | | |
|------------------------------|-------------------------------------|
| 1. Standards-Based Education | 4. Democratic Issues/Social Justice |
| 2. Professionalization | 5. Curriculum and Instruction |
| 3. Diversity | 6. Legal and Organizational Issues |

Note 2:

In the column under key assessments, since many of the entries are likely to be associated with the Education Portfolio rubric, use the Section Number and title for each Portfolio essay. If you choose to list the bullets under a particular Rubric Section, you may do so but it is not necessary.

Excerpts from a Hypothetical Example of a Scope and Sequence Table:

Week(s) #	Topics Covered	Strategies for Teaching and Learning	Introduction to Education theme(s) addressed	Key (Major) Assessments of Student Learning
Weeks #1 & #2	<ul style="list-style-type: none"> • Why Do I Want To Teach? – Teaching Your Chosen Profession • What Are the Benefits of Teaching? • What Are the Challenges of Teaching? • What is the Job Outlook for Teaching? • How Will I Become a Highly Qualified Teacher? • What Will Society Expect of Me? • What Knowledge and Skills Do Today’s Teachers Need 	<ul style="list-style-type: none"> • KWL Teaching (What students know, want to know, and have learned about teaching) • Why Do I Want to Teach? Review Worksheet • My Realities of Teaching Case Study • My Passion for Teaching Project • Teaching at Different Grade Levels Video Clip and Worksheet • Beginning Year & Veteran Teacher Interview • The Three “Buts” of Teacher Preparation Article • Personal Rewards & Challenges Teaching will Hold Video • Letter to Favorite Teacher – Asking for Advice • Reason for Becoming a Teacher Writing Assignment • Crossword Puzzle Vocabulary Terms Assignment • Ch.1 Review Worksheet • FBI & BCI Checks • Personal Profile (What Kind of Student Were You During Early, Middle, and AYA?) Writing Assignment 	#2: Professionalization	<p>Test on Chap 1: Teaching: Your Chosen Profession</p> <p>Portfolio Rubric Section 1.3: Planning my career in Education, including :</p> <ul style="list-style-type: none"> • Identifies various positions within education and the required knowledge and skills needed to obtain licensure’ • Evaluates my compatibility for a career in education • Creates personal plan for a career in education

Week #10	<ul style="list-style-type: none"> • Learning Environment • How do you make your classroom conducive to learning? 	<ul style="list-style-type: none"> • Field experience observation • Positive Expectation DVD 	#3: Diversity	Ultimate Classroom Project Portfolio Rubric Section 3.3: Communicating Challenging Learning Expectations
Weeks #19 & 20	<ul style="list-style-type: none"> • Instructional strategies • Aligning instructional goals and activities with school and district priorities and Ohio's academic and technical content standards 	<ul style="list-style-type: none"> • Review districts' curriculum maps • Find connection between TP standards and other subject areas 	#1 Standards #5: Curriculum & Instruction	Lesson plan appropriate to grade level Portfolio Rubric Section 2.3: Connections between the content that was previously learned...

Evaluation/Student Assessment

Fully describe the key (or major) assessments of student learning that you have cited in the "Scope and Sequence" table. These items may consist of Portfolio, chapter tests, lesson plans, written essays, projects, observation of performance, etc. For example, based on assessments cited in the sample "Scope and Sequence" table above, you would list the following:

Key Assessment #1: Teaching Professions Portfolio (Describe how you use the portfolio to assess student comprehension)

Key Assessment #2: Ultimate Classroom Project (Describe this project and how it is evaluated)

Key Assessment #3: Lesson Plans (Describe how you assess a student through the lesson plans they prepare)

Grading Policies

Indicate the ways in which the semester and final grades are assigned, the grading scale, etc.

Course Policies

List any statements of policy regarding ethical behavior in class or during field experience, attendance policy. Also include grading policies.

Bibliographic References

Identify Bibliography/References as used in the program; supply up-to-date primary bibliographic citations preferably in APA format.