

The Teaching Academy of Maryland

Course Title: Foundations of Curriculum and Instruction (1 credit)

Teacher Education Outcomes for the AAT

- Teacher candidates understand basic theories of motivation.
- Teacher candidates know that there are different approaches to and methods of teaching.
- Teacher candidates recognize instructional practices that enhance, or impede critical thinking, problem solving, and performance skills.
- Teacher candidates know what curriculum is and identify the social, cultural, historical, political, and philosophical influences that effect the development and change of curriculum.
- Teacher candidates recognize that there are different approaches to teaching and that materials and objectives are specific to the approach selected.
- Teacher candidates understand the construction of curriculum as responsive to developmental, cultural, and social needs of children.
- Teacher candidates reflect on the approaches to learning/teaching.
- Critique lesson plans.
- Develop lesson plans.
- Teacher candidates know and articulate the value of life-long learning.
- Teacher candidates continue to add to an INTASC-based “developmental portfolio” that includes reflections on their developing schema of the teaching profession.
- Teacher candidates understand the important role of family in learning and recognize teachers’ vital role in creating a partnership with families.
- Teacher candidates engage successfully in critical thinking and problem solving in a variety of content areas.

Students will:

1. Evaluate instructional strategies appropriate for diverse student needs and learning styles.
2. Utilize instructional technology to meet student and professional needs as guided by the Maryland Teacher Technology Standards.
3. Identify research-based practices in teaching and evaluate their appropriateness for various educational situations.
4. Identify social skills needed to perform well in a group.
5. Identify classroom behaviors that help or hinder the learning process.
6. Prepare long-term and short-term instructional plans including their area of teaching interest.
7. Develop appropriate assessments to evaluate student progress.
8. Propose possible classroom management plans that increase student productivity and decrease student disruption.
9. Observe and critique classroom teachers in multiple grade levels and subjects for appropriate instructional practices and classroom management procedures.

10. Refine their philosophy of education with consideration of the social, cultural, historical, political, and philosophical influences that affect the development and change of curriculum.
11. Design lessons under the supervision of a mentor teacher that address diverse student needs and learning styles and incorporate theories of motivation learning.
12. Participate in instructing small and large groups of students under the supervision of the classroom teacher.
13. Explore the ways teachers engage in continual professional development.