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Part CXXV. Bulletin 121—Students Teaching and Reaching (STAR) Content Standards Curriculum Framework

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Part CXXV. Bulletin 121—Students Teaching and Reaching (STAR)
Content Standards Curriculum Framework

Chapter 1. General Provisions

§101. Introduction

A. In an effort to confront the national teacher shortage, Louisiana has been offering secondary courses in teacher preparation for over 10 years. Through a consolidated effort between the Louisiana Department of Education (LDOE), Northwestern State University (NSU), and the Consortium for Education, Research, and Technology of North Louisiana (CERT), a committee of various educators was formed. This committee has compiled a complete curriculum titled, STAR-Students Teaching and Reaching, to serve as the one teacher preparation course to be used by all secondary teachers in Louisiana.

B. The STAR curriculum is designed to provide a career focus by offering an overview of the teaching profession. STAR students are provided with means and guidance for self-assessment, learning about others, and diversity within Louisiana classrooms. Students will gain a foundational knowledge of the history of education, both national and statewide. In addition, students will be provided meaningful field experiences, with an emphasis in critical shortage areas, designed to paint a realistic picture of the teaching profession. They will be given tools that help them manage what is one of the most important and ever-changing careers.

C. Mandates

1. The curriculum has "stars" on each lesson plan as well as related information. The "star" in the upper right hand corner of each lesson plan designates the lesson plan number within the curriculum. Those lesson plans that have "Required LP" above the lesson plan number are lesson plans that must be taught as a part of the curriculum. Those that do not have "Required LP" at the top are optional lesson plans to be taught if time permits.

2. Students are required to document their field experience hours on the student weekly and cumulative time sheets (in the Forms Section of the curriculum).

3. STAR students are required to have 20 hours of field experiences. They must observe in preschool/elementary, middle school, high school, and special education classrooms (for a total of no more than five hours total for all observations). The additional 15 hours of field work will be spent in one classroom doing tutorial, one-on-one, small group, and/or large group work. STAR students must teach one lesson under the close supervision of the cooperating teacher to a small group or whole class of students. STAR teachers will be responsible for securing,

monitoring, and evaluating field placements for STAR students.

4. STAR students are required to complete a portfolio of their work. Specific documents to be included can be found in the STAR curriculum approved by BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:797 (May 2006).

**Chapter 3. Strands, Standards,
Benchmarks, and Objectives**

§301. Strand—Self-Assessment

A. Focus. Self-Assessment focuses on the STAR student learning about himself/herself as a person and a learner. The STAR student will become excited about gaining knowledge regarding the concept of learning through this strand.

1. Standard 1. STAR students will identify and analyze elements of self and how these relate to others.

a. Benchmark 1A. The student will explain the importance of self-esteem.

1A-1	Define self-esteem
1A-2	Examine factors that raise self-esteem

b. Benchmark 1B. The student will demonstrate techniques to build self-esteem.

1B-1	Create affirming statements for others.
1B-2	Role-play situations that model self-esteem building.

c. Benchmark 1C. The student will recognize how values and needs shape personal choices.

1C-1	Examine personal values as a tolerant community of learners.
1C-2	Explain and analyze Maslow's hierarchy of needs.
1C-3	Compare Maslow's self-actualized individual to students' view of a self-actualized person.

d. Benchmark 1D. The student will assess his/her learning style and personality type as related to student/teacher instructions.

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1D-1	Complete a learning style inventory (or more than one) and relate results to personal and/or learning experiences
1D-2	Examine various facets of personality and complete a self-reporting personality inventory.
1D-3	Correlate student/teacher personality combinations to classroom expectation and student work.

e. Benchmark 1E-1. The student will develop interpersonal skills to interact effectively with students, parents, and colleagues.

1E-1	Identify and evaluate effective interpersonal skills vital to working with a variety of groups.
1E-2	Demonstrate effective communication skills in a variety of situations.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:798 (May 2006).

§303. Strand—Human Development

A. Focus. This strand naturally follows that of "Self-Assessment." Once the STAR student has learned about himself/herself as a person and a learner, he/she is ready to become skilled at recognizing the unique characteristics of others.

1. Standard 2. STAR students will characterize stages of human development.

a. Benchmark 2A. The student will explain the influence of prenatal care on human development.

2A-1	Describe prenatal factors that adversely effect children.
2A-2	Recommend ways to minimize or eliminate adverse prenatal factors.

b. Benchmark 2B. The student will trace the stages of physical, moral, social, and cognitive growth.

2B-1	Describe the stages of development in these four domains.
2B-2	Examine how knowledge of development can assist educators in planning and teaching.

c. Benchmark 2C. The student will compare typical and atypical language development and its effect on learning.

2C-1	Examine the stages of atypical language development for children.
2C-2	Recognize atypical language and how it affects learning.

d. Benchmark 2D. The student will discriminate between appropriate and inappropriate materials and activities.

2D-1	List characteristics of appropriate and inappropriate activities and materials used with diverse learners.
2D-2	Evaluate appropriateness of activities and materials according to age and/or development.

e. Benchmark 2E. Students will create materials and learning activities for diverse learners.

2E-1	Create age/developmentally appropriate learning materials.
2E-2	Create age appropriate reading book.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:798 (May 2006).

§305. Strand—Diverse Learners

A. Focus. This strand focuses on the distinctive characteristics of learners and how those characteristics affect teaching and learning.

1. Standard 3. STAR students will recognize the impact of diversity on learning.

a. Benchmark 3A. The student will apply information about brain-based learning to classroom instruction.

3A-1	Contrast the traits of left and right brain learners.
3A-2	Discuss how teachers use brain-based learning to meet needs of learners.

b. Benchmark 3B. The student will develop an understanding of diverse cultures.

3B-1	Explain how a student population can be diverse.
3B-2	Examine methods to infuse diverse cultures into lessons.

c. Benchmark 3C. The student will differentiate between various learning styles and multiple intelligences.

3C-1	Define at least four learning styles.
3C-2	Complete a multiple intelligence inventory and "exercise" a variety of intelligences.
3C-3	Demonstrate how learning styles or intelligences can be accommodated.
3C-4	Create tasks, materials, or activities appropriate for specific learner types.

d. Benchmark 3D. The student will examine the role of special education and the inclusion of learners with exceptionalities into the mainstream environment.

3D-1	Describe areas of special education and categories of students with exceptionalities.
3D-2	Define basic terminology used in special education (i.e., inclusion, least restrictive environment, self-determination).
3D-3	Propose ways to modify lessons to meet the needs of students with exceptionalities (disabilities and gifted) in general education classrooms.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:799 (May 2006).

§307. Strand—Foundations of American Education

A. Focus. Our history of education, including laws, court cases, and important events, provides a framework for

understanding the system of education in America. Societal influences are integral to a full understanding of education.

1. Standard 4. STAR students will recognize the evolution of educational systems.

a. Benchmark 4A. The student will review the history of education.

4A-1	Describe individuals who have influenced American education.
4A-2	Discuss events that have influenced American education.

b. Benchmark 4B. The student will recognize effects of past and current laws and court cases.

4B-1	Summarize laws that have formed the foundation of educational practice.
4B-2	Examine benchmark court cases and identify how they have modified our educational system.

c. Benchmark 4C. The student will analyze and interpret current trends and issues effecting future education.

4C-1	Locate and synthesize information on alternatives to traditional public education.
4C-2	Identify future directions for school systems based on current available information.

d. Benchmark 4D. The student will identify functions and duties of federal, state, parish, local, and school educational authorities.

4D-1	Illustrate how educational practice is governed by federal and state entities.
4D-2	Describe the hierarchy and duties of officials on the state, parish, and local level.

e. Benchmark 4E. The student will compare and contrast major schools of educational philosophy.

4E-1	Identify schools of educational philosophy.
4E-2	Correlate schools of philosophy to educational practice.

2. Standard 5. STAR students will describe schools as a microcosm of society at large.

a. Benchmark 5A. The student will recognize the socializing features of educational systems.

5A-1	Identify the ways in which teachers and school settings teach children acceptable and unacceptable social behavior.
5A-2	Show how schools promote social and group relationships.
5A-3	Explain how schools function as centers of social activity.

b. Benchmark 5B. The student will explain the relationship between schools and society.

5B-1	Discuss the role of social conditions on schools and children.
5B-2	Evaluate ways that schools can counter problems in society exhibited in schools themselves (i.e.; violence, racism, drug abuse).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:799 (May 2006).

§309. Strand—Instructional Design

A. Focus. Once STAR students understand themselves, others, and historical influences, they are ready to embark on learning about the practice of teaching.

1. Standard 6. STAR students will identify and model effective instruction and assessment practices.

a. Benchmark 6A. The student will relate motivation to learner performance.

6A-1	Describe external and intrinsic motivation.
6A-2	Connect teacher action to student motivation.

b. Benchmark 6B. The student will identify the basic elements of a lesson plan.

6B-1	Explain basic parts of lesson plans (i.e., anticipatory set, modeling, guided practice, independent practice, evaluation, closure).
6B-2	Explain how sequencing of activities can enhance learning.
6B-3	Describe how parts of a plan work together to form an effective lesson.

c. Benchmark 6C. The student will describe a variety of teaching practices, methods, and techniques.

6C-1	Examine scientifically-based teaching practices in a variety of content areas.
6C-2	Match teaching practices with diverse student needs.

d. Benchmark 6D. The student will construct lesson plans to meet the diverse needs of all learners.

6D-1	Write a lesson plan that includes all basic elements.
6D-2	Delineate on the lesson plan how diverse needs are met.
6D-3	Reflect on the planning process.

e. Benchmark 6E. The student will apply a variety of teaching practices, methods, and techniques.

6E-1	Utilize appropriate practices in specific settings.
6E-2	Incorporate more than one practice, method, and/or technique in a lesson.

f. Benchmark 6F. The student will construct appropriate assessments.

6F-1	Identify different assessment methods.
6F-2	Create a sample assessment device.
6F-3	Justify how and with whom the device should be used.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:800 (May 2006).

§311. Strand—Management

A. Focus. This strand focuses on the crucial role of management in effective teaching and learning. This management focus includes time management, classroom/school management, and stress as it affects teaching and learning.

1. Standard 7. STAR students will explain the role management plays in the classroom and school.

a. Benchmark 7A. The student will assess the impact of school climate and organization on learning.

7A-1	Define classroom management.
7A-2	Define time management and discuss its relationship to learning.
7A-3	Provide examples of an "inviting" an "uninviting" classroom and/or school.
7A-4	Examine how the physical arrangement of a classroom impacts learning.

b. Benchmark 7B. The student will recognize various behavior management strategies.

7B-1	Identify behavior management strategies that are proactive (i.e., assertive discipline, student generated rules, token economy).
7B-2	Examine various methods for decreasing conflict (i.e., peer mediation, conflict resolution, etc.).

c. Benchmark 7C. The student will examine stress and its effects on learning and teaching.

7C-1	Identify stress factors for both teachers and students.
7C-2	Explain methods of stress management.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:800 (May 2006).

§313. Strand—Technology

NOTE: While technology is treated as a separate strand, it should also be embedded into all of the other strands and should be interwoven through the curriculum.

A. Focus. In order to produce citizens that are able to deal with the rigors of a highly technological world, STAR students must be well versed in a variety of technologies and be able to impart this knowledge to learners.

1. Standard 8. STAR students will utilize technology to enhance planning and learning.

a. Benchmark 8A. The student will use appropriate technology to locate, evaluate, and collect information from a variety of sources (K-12 Tech Standards).

8A-1	Examine how and where to find technology to meet a variety of needs.
8A-2	Utilize a variety of technological sources to meet diverse needs in and out of the classroom.

b. Benchmark 8B. The student will use available technology to produce a variety of works.

8B-1	Create lesson plans using technology.
8B-2	Create teaching materials using technology.

c. Benchmark 8C: The student will collaborate with peers, experts, and others to compile, synthesize, and disseminate information, models, and other creative works (K-12 Tech Performance Indicators).

8C-1	Assemble information with peers through technological means.
8C-2	Publish materials utilizing technology.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:800 (May 2006).

§315. Strand—Field Experiences

A. Focus. The focus of this strand is to immerse STAR students in a variety of field experiences. Through observations in a myriad of settings and situations, STAR students will be able to make informed choices regarding their goals for the future.

1. Standard 9. STAR students will participate in a variety of field experiences.

a. Benchmark 9A. The student will observe in a variety of educational settings.

9A-1	Job shadow school personnel.
9A-2	Observe at all levels: pre-school, elementary, middle, high school, and special education programs.
9A-3	Observe a school board meeting.
9A-4	Visit an education facility/site apart from a traditional school.

b. Benchmark 9B. The student will participate in educational activities at their assigned school(s).

9B-1	Provide community service as a volunteer.
9B-2	Teach/tutor students in the classroom setting.
9B-3	Discuss classroom issues with the participating teacher.
9B-4	Reflect on field experiences in oral and written form.
9B-5	Create a portfolio documenting classroom and field experiences.

c. Benchmark 9C. The student will plan and teach a lesson.

9C-1	Develop a lesson plan containing essential elements of lesson design.
9C-2	Teach a lesson targeted for an age/developmentally appropriate audience.

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§317. Strand 10—Professionalism

A. Focus. STAR students must have knowledge about how to become effective teachers, how to remain teachers, and the professional attributes necessary for success in the profession.

1. Standard 10. STAR students will examine qualifications and attributes of effective educators.

a. Benchmark 10A. The student will identify elements necessary for licensure.

10A-1	Describe college requirements for obtaining an education degree.
10A-2	Trace steps necessary for obtaining a teaching license.
10A-3	List and describe the basic concepts underlying LaTAAP.

b. Benchmark 10B. The student will describe job opportunities in education.

10B-1	Identify occupations that relate to or support classroom teaching.
10B-2	Determine critical need area in Louisiana and local school district.

c. Benchmark 10C. The student will compare and contrast professional organizations.

10C-1	Examine the purpose behind various professional organizations.
10C-2	Describe standards developed by content specific organization.

d. Benchmark 10D. The student will examine professional ethics for teachers.

10D-1	Define ethics.
10D-2	Describe ethical behavior for teachers.
10D-3	Identify legal responsibilities of teachers.

e. Benchmark 10E. The student will describe professional responsibilities of teachers.

10E-1	Explain those attributes individuals must possess to be professionals (timeliness, dress, attitude, compassion, cooperation, etc).
10E-2	Discuss the importance of professional development.

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