

Preparing New Teachers for Common Core Framework for Facilitated Discussion

As CCSS instruction will bring shifts in classroom practice for the K-12 teachers we are training, CCSS implementation at the higher education level will necessitate shifts as well. The following chart provides a framework for our conversation around the requirements and implications of CCSS implementation at the higher education level. Use your own curriculum information to self-assess your current practices at the course level and/or at the department level.

Shift	Essential Questions	Current Practice—Course Level	Current Practice—Program Level
<p>Depth—this shift applies to the level of content pedagogy your course or program currently provides; it also applies to the variety of learning strategies, assessment strategies, and student engagement strategies your program currently provides, either in theory or modeled by instructors</p>	<p>Who is teaching content pedagogy? When is content pedagogy addressed through coursework, field experiences, or clinical placements? How do you know that current practices offer the appropriate depth of content pedagogy? How are you using standards to ensure the appropriate depth of content pedagogy?</p>		

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Shift	Essential Questions	Current Practice—Course Level	Current Practice—Program Level
<p>Rigor—this shift refers to the specificity of expectations and the realistic assigning of grades; it could also apply to the accountability of instructors to ensure rigor through modeling intentional practices, such as planning and incorporating quality resources into everyday instruction</p>	<p>How do you know what you are doing is rigorous? What examples can you provide to demonstrate that rigor is maintained from course to course? How do you know that each layer of your program maintains rigor through increasing expectations? What changes need to be made to ensure that all courses are appropriately rigorous?</p>		

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Shift	Essential Question	Current Practice—Course Level	Current Practice—Program Level
<p>Coherence—this shift refers to the purposeful flow apparent in your program from course to course; it also applies to the relevance, timeliness and connection of the clinical placements within your program</p>	<p>How do you ensure increasing levels of student competency in the essential skills of teaching and learning? Do these essential skills spiral throughout your program? Consider the following: content pedagogy, content knowledge, professional knowledge, development stages and learning theory, technology, classroom management.</p>		

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<p>Focus—this shift refers to the need to recruit and select only those aspiring teachers who possess the talent and tangible characteristics that will lead to a successful teacher career; it also refers to the need to focus on the essential competencies that result in prepared teachers</p>	<p>Have you defined what a 1st year teacher should know and be able to do? How do you know that you are recruiting and accepting the kind of aspiring teachers who fit this profile? How do you know you are offering the courses these aspiring teachers need to be successful? Has your program defined its selection and recruitment criteria?</p>		