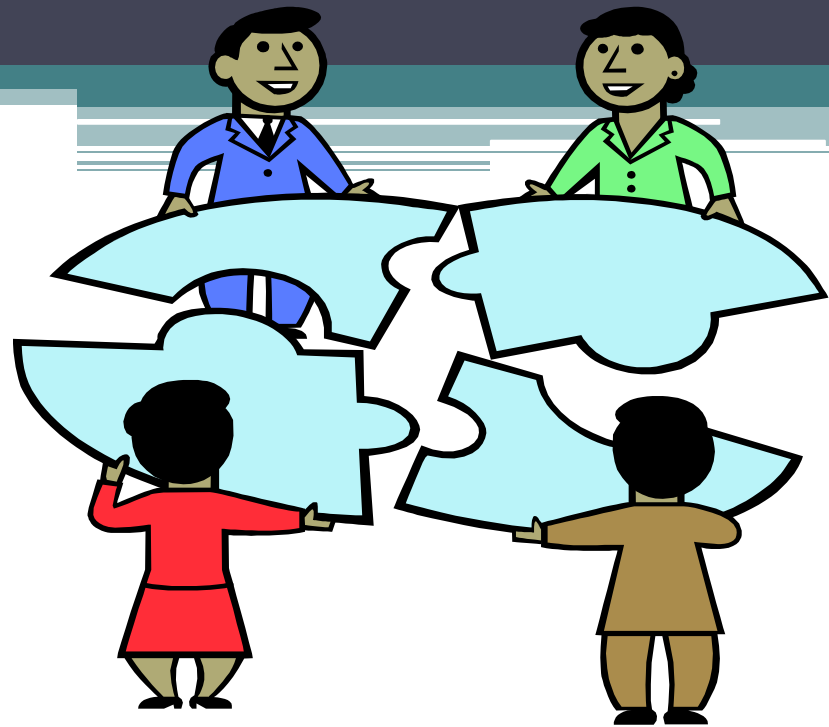


# Integrating the Common Core Standards in Teacher Education Programs

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# Welcome!!



<http://www.youtube.com/watch?v=P5vz6iwV38U>

**“Experiential Continuum**—this principle is involved, as I pointed out, in every attempt to discriminate experiences that are worth while educationally and those that are not.”  
(Dewey, 1938, p. 33)



# What is the essence of teaching?

- Teaching is about making instructional “choices” that are:
  - **Responsive** (meeting the needs of students)
  - **Responsible** (alignment with CCS, policies, procedures, etc)
  - **Reciprocal** (recognizing that students bring experiences to the learning environment)
  - **Ethical** (commitment to students, profession)

<http://www.nea.org/home/30442.htm>

# A New Level....

- An urgent need to raise standards & expectations
- A new perspective on what it means to be a highly qualified teacher
- A charge on teacher education programs to train educators with a diverse skill set
- A charge for professors to model such skills in their instructional delivery (Education, Liberal Arts, etc)



“If student needs, backgrounds, aspirations, and motivations have changed, then schools must change.” (Savage, Savage and Armstrong, 2012, p.28)

# Organizing for Learning (Ewell, 1997)

- **Curriculum and Instructional design**
  - Elementary and secondary levels: sequenced, structured, and delivered for maximum effect.
  - Collegiate level:
    - salient concepts include curricular coherence
    - interdisciplinary integration
    - the importance of collaboration

# **Looking Closely at the Common Core Standards**





# College and Career Readiness

- **ELA**
  - Reading
  - Speaking and Listening
  - Language
  - Writing
- **Mathematics**
  - 8 Big Ideas
  - Connecting practice to content

# Course: EDU 594-Research Methods

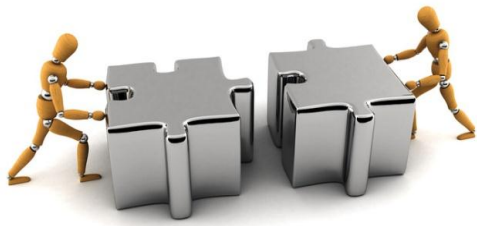
**CCS: Produce clear and coherent writing as needed by planning, revising, editing, rewriting or trying a new appropriate to task, purpose and audience.**

***Course Objective: Construct a formal research proposal (Introduction, Literature Review and Methodology)***

*The proposal is the WHAT, instruction responds to the HOW but the importance that translates into student instruction (WHY) of this skill is in the “developing” phase.*

# Common Core in the College Classroom Work Session

- Identify the **courses** in which you focus on any of the skills mentioned in the CCS (WHAT)
- Identify **assignments** currently focus on specific CCS skills (HOW)
- Identify ways that you can **adjust/tweak** courses or assignments to match CCS skills (ALIGNMENT)
- Identify how to assist candidates in acquiring the skills that connects “**procedures**” and “**understanding**”. (BALANCING)



# Ideas for further integration

- Curriculum Mapping
  - Determine how these skills are introduced, developed and targeted across the program
  - Consider all the assignments across the program (matrix of which skills are targeted and at what point in the program)
  - Include a “common matrix” in every syllabus across the teacher education program
  - Use “language” with scoring rubrics

# Principles of Learning (Ewell, 1997)

- Active Involvement
- Patterns & Connections
- Direct Experience
- Reflection
- Compelling Situation
- Frequent Feedback
- Enjoyable Setting

**Definitions and Checklist of Observable Behaviors**

# Closing...

If the only tool you have is a hammer, you tend to see every problem as a nail.

**Abraham Maslow**



**Thank You and Best Wishes  
as you Move Forward 😊**

