PIAR Model (Plan-Instruct-Assess-Reflect)

Assumptions:

1. Learning to teach is a developmental process with early stages subsumed within later stages, not left behind.
2. Field experiences are critical to learning to teach from the very beginning of the developmental process.
3. Teaching is strengthened when it is practiced collaboratively, but practicing collaboratively must be learned.
4. Developing teachers learn not just teaching skills, but theories of teaching and learning.
5. Using units as an organizer for a program can distort the developmental process. Great care must be taken to ensure that the 36-unit requirement involves students in an appropriate amount/level of work across the year and that instructors are treated equitably and fairly in terms of workload.

MODEL

First Semester

TEACHING IN THEORY AND PRACTICE: Three-unit large lecture class (80-100 students) on a variety of theories of teaching and learning with an emphasis on making theory relevant to field experiences. The emphasis is on interweaving theory and research with concrete plans for teaching.

Outcomes:

1. Students can explain PIAR as a model for teaching and use it as a framework to analyze at least one PACT teaching event according to the PACT rubrics.
2. Students can build, present, and critique plans for teaching events according to the PACT rubrics.
3. Students can analyze teaching scenarios and point out where academic language needs have been accommodated and where they have not.
4. Students practice inquiry as a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments.

SUBJECT SPECIFIC PEDAGOGY: Nine units of smaller seminars in various areas that focus students on subject-specific instruction in reading and writing, mathematics, science, social sciences, and other required domains. Objectives should be written that are specific to each pedagogy.

LEGAL AND ETHICAL ISSUES IN TEACHING: Three-unit seminar that provide students with legal information and opportunities to connect this information to
daily practice. Ethical reasoning in regard to situations observed in the field as well as hypothetical scenarios is emphasized.

Outcomes:

1. Students document that they are working to make a difference in the civic life of a school community; [combining] knowledge, skills, values and motivation to make that difference; promoting the quality of life in the community, through both political and non-political processes.
2. Students document that they are developing a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
3. Students document that they can reason effectively about right and wrong in human conduct in the context of schooling.

FIELD EXPERIENCES (three units): These three units need to be scripted. The kinds of observations, interviews, presentations, attendance at events, etc. needs to be spelled out in a binder, and students need to have clear understanding of why they are asked to do these things and how they related to the courses they are taking.

Second Semester

SPECIAL TOPICS IN TEACHING AND LEARNING: Three-unit large lecture class (80-100 students) with topics that change according to the time period and the available resources in terms of faculty. The idea is to shape a course with immediate and compelling relevance to the here and now in teaching in California.

STUDENT TEACHING SEMINAR: Three-unit small enrollment course focused exclusively on preparation and reflection on student teaching experiences.

STUDENT TEACHING: Twelve units. Like the FIELD EXPERIENCES course above, this course needs a detailed, comprehensive, and thoughtful binder that enumerates specific kinds of experiences. The outcome of the course is to take and pass the PACT Teaching Event and to document in a folio the capacity and dispositions necessary to enter a classroom as a teacher of record.