

DOCUMENT – RAW

I remember back to my first teaching position. I graduated in December and took over for the teacher who resigned. I can't remember if she had plans or not. What I do remember was developing a "scope and sequence" for all my classes for the following year.

In that case, I chose from a list of possible state written objectives to cover and went from there. Since all the objectives couldn't be covered in a semester and no two communities are alike, we chose what we felt was most important for our students to learn.

If, as was the case in the first paper, there were several sections of the same course, I would expect there to be set concepts to be covered. How those concepts were presented would be for the instructor to decide. I would think the department would expect some degree of uniformity so no student would have a deficit of knowledge because they had one instructor instead of another.

I have always appreciated other people's ideas about how to cover a concept. It is nice to have something to choose from. I feel the instructor will make the delivery their own by the points they make, how engaging they are, how safe the students feel about expressing their opinions or experiences, and the choice of materials used.

Evaluations must test concepts covered in the materials and classroom. Using someone else's plans doesn't mean the same points were stressed. The instructor should have stressed what they felt was important in the material, made the connections they felt were important. Those concepts are what should be tested in the evaluations. I want to test for the concepts and objectives I felt I covered, what I lead a discussion about.