Leadership for Diverse Communities

CI 163: Curriculum and Pedagogy – *Designing for Successful Instruction*
MASTER SYLLABUS Revised May 10, 2020

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

This course examines the design and development of interdisciplinary and integrated curriculum in K-8 classrooms. The *course content* includes background information on curriculum theories and multiple pedagogical approaches with a focus on the integration of curriculum and instruction. Stemming from the comprehensive work of the National Academy of Education *How People Learn, Brain, Mind and School* and the distillation by Linda Darling Hammond titled *A Good Teacher in Every Classroom.* The intersection of the following frameworks will be used to organize the content of this course.

A Framework to Understand Teaching and Learning focuses on three major areas: Knowledge of Learners and their Development in Social Contexts, Knowledge of Subject Matter and Curriculum Goals, and Knowledge of Teaching.
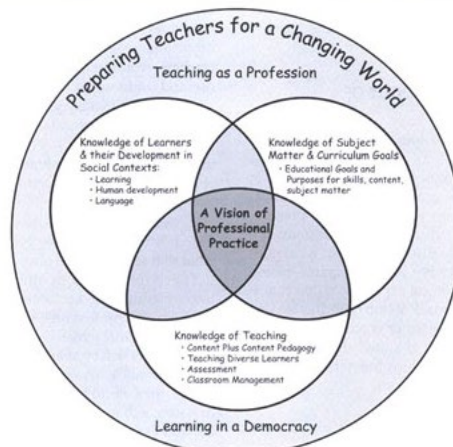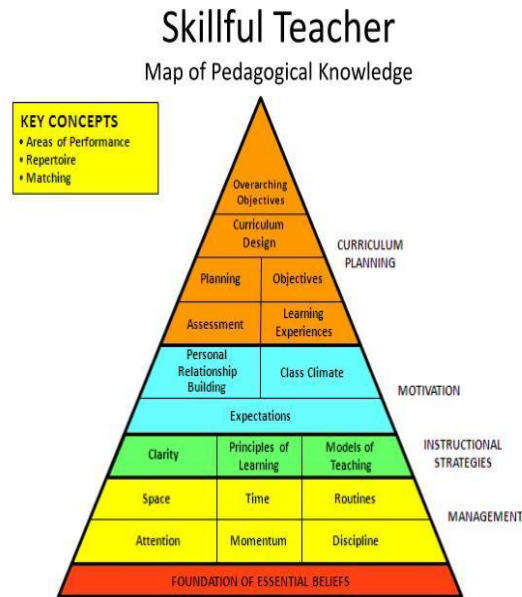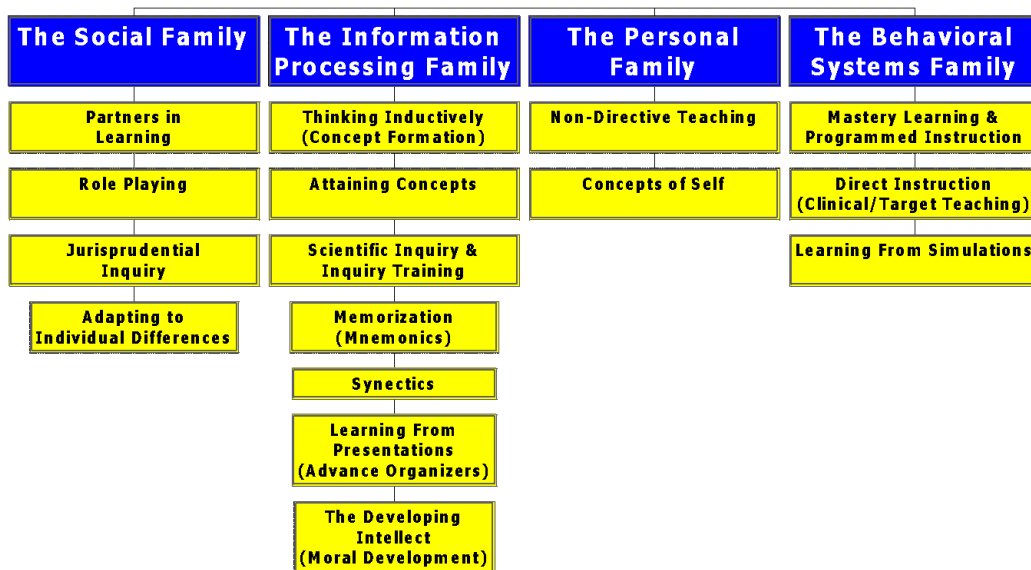

FIGURE 1: A Framework for Understanding Teaching and Learning
SOURCE: Darling-Hammond & Bransford (2005, p. 11).

The *Map of Pedagogical Knowledge* from the Skillful Teacher book provides a taxonomy that includes essential areas for teacher professional development. The areas are Foundation of Essential Beliefs, Classroom Management, Instructional Strategies, Motivation, and Curriculum Planning.

Skillful Teacher
Map of Pedagogical Knowledge

KEY CONCEPTS
• Areas of Performance
• Repertoire
• Matching

Overarching Objectives

Curriculum Design

CURRICULUM PLANNING

| Planning | Objectives |
| Assessment | Learning Experiences |

| Personal Relationship Building | Class Climate |

MOTIVATION

Expectations

| Clarity | Principles of Learning | Models of Teaching |

INSTRUCTIONAL STRATEGIES

| Space | Time | Routines |
| Attention | Momentum | Discipline |

MANAGEMENT

FOUNDATION OF ESSENTIAL BELIEFS

Through the *Models of Teaching* framework teacher candidates will gain an understanding of the organization of Curriculum and Instruction across the Information Processing, Personal, Social and Behavioral family of instructional models. Utilizing this framework will allow our students to analyze and understand the learning theories associated with each of the instructional family of models while simultaneously applying and reflecting on the pedagogy in a clinical setting.

The Social Family	The Information Processing Family	The Personal Family	The Behavioral Systems Family
Partners in Learning	Thinking Inductively (Concept Formation)	Non-Directive Teaching	Mastery Learning & Programmed Instruction
Role Playing	Attaining Concepts	Concepts of Self	Direct Instruction (Clinical/Target Teaching)
Jurisprudential Inquiry	Scientific Inquiry & Inquiry Training		Learning From Simulations
Adapting to Individual Differences	Memorization (Mnemonics)		
	Synectics		
	Learning From Presentations (Advance Organizers)		
	The Developing Intellect (Moral Development)		

Teacher candidates will become familiar with Lesson Design and Informative Assessment across the various instructional models. They will also be introduced to essential classroom management strategies. In addition, our candidates will acquire strategies for working effectively with diverse

learners, gain a foundational understanding of brain function (Neuro-education) as it relates to learning, Integrated and Interdisciplinary Curriculum, and 21st Century Skills such as Critical Thinking, Problem Solving and Cooperation.

The *delivery of the course* is based on the most recent teacher education research conducted by scholars such as Ball, Grossman, and Lampert. The Teacher Education by Design (TEDD) framework of Instructional Activities and The Learning Cycle comprised of the four components: *1. Introduce, 2. Prepare, 3. Enact, 4. Analyze* will be applied to essential skills in this course. Implementing this framework will enable our teacher candidates to internalize important skills in a more deliberate, authentic and meaningful way.

Multiple Subject Program Requirements:
This course is a required course in Phase 1 of the Multiple Subject Program. Taken concurrently, Field Study A is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study A, will need to make special arrangements with the instructor.

Units: 3	Instructors:	Dr. Jose Lomeli Carlos Castillo, FUSD
Days:	Office #:	251 (Lomeli)
Time:	Schedule #:	
Location: TBD	Email:	josel@csufresno.edu
Telephone: (559) 278-0361	Office Hrs:	

Prerequisites: Admission to the Multiple Subject Credential program.

Required Texts and Instructional Materials:

Outstanding Beyond the Fields (2018), Jose Lomeli, Augie Perez, Kendall Hunt,
Dubuque, IA 52004-1840
ISBN: 978-1-5249-7701-6

The book can be purchased at the Kennel Bookstore or if you click on the following link you can purchase the e-book version. You will need to create an account and download the bookshelf app to have access.
https://he.kendallhunt.com/product/outstanding-beyond-fields

Optional Text:

The Skillful Teacher: Building your Teaching Skills (2008), Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. Research for Better Teaching, Inc. Acton, MA01720
ISBN: 978-1-886822-10-8

Curriculum and Instruction Handouts – Available on Canvas

Additional materials will be disseminated by your instructor in hard copy or electronically. Internet accounts are required and available for a fee at http://www.fresno.com/cvonline/cvip.html.

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE) and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Teacher candidates will demonstrate an understanding of curriculum theories, instructional methodology, planning, and assessment and the application of a variety of models of teaching. The comprehensive cross-curricular Unit Design assignment will incorporate many of these skills including lesson design, articulation with standards, etc. TPE 1.4 (I), 1.8 (IPA), 3.1 (IPA), 3.2 (IPA), 3.3 (IPA), 3.4 (IPA), 4.1 (IP), 4.2 (I), 4.3 (IPA), 4.4 (IPA), 4.6 (IP), 4.7 (IP), 4.8 (I), 6.1 (IPA), 6.3 (IPA), 6.4 (I) (Unit Design)

Teacher candidates will understand the importance of promoting student's social-emotional growth, personal development and individual responsibility. Through the development and implementation of a videotaped Microteaching lesson, teacher candidates will practice positive behavior management strategies including but not limited to the techniques in the Attention Continuum and the Surface Management Frameworks. TPE 1.1 (IPA), 2.1 (IP), 2.2 (IP), 2.3 (IP), 2.5 (IP), 2.6 (IPA), 4.2 (I), 6.1 (IPA), 6.2 (IPA), 6.5 (IPA) (Microteaching Assignment)

Teacher candidates will demonstrate an understanding of 21st Century Skills through class sessions that focus on cooperation/collaboration, inquiry, critical and creative thinking, problem solving and framing meaningful questions. These skills will be consolidated through peer analysis, self-analysis and reflection. (TPE 1.3 (IPA),1.5 (IPA), 2.5 (IPA), 5.3 (IPA)) (Unit Design)

Teacher candidates will recognize the importance of Culturally Responsive Instruction as they conduct ethnographic research using Participatory Narrative Inquiry to select, interview and write a narrative oral history paper on an important and influential figure in their life. TPE 1.1 (IPA), 1.5 (IPA), 5.2 (IPA), 6.2 (IPA), 6.4 (IPA) (PNI Narrative Writing Ethnography Assignment)

Teacher candidates will gain overall knowledge of informative assessment, which is inclusive of, but not limited to: informal, formal, formative, summative, authentic-performance, systematic observation, thematic anecdotal, criterion referenced, normative, standardized and other diagnostic measures. TPE 5.1 (IPA), 5.2 (IPA), 5.3 (IPA), 5.4 (I), 6.1 (IPA), 6.2 (IPA) (Unit Design, Microteaching)

Teacher candidates will demonstrate the ability to evaluate instructional alternatives, articulate the pedagogical reasons for instructional practices in relation to state adopted academic content standard for students and curriculum frameworks. TPE 3.1(IPA) , 3.2 (IPA), 3.3 (IPA), 6.1 (IPA), 6.2 (IPA) (Unit Design)

Teacher candidates will become familiar with professional perspectives on teaching that includes: professional, legal and ethical obligations, a commitment to maintain high expectations, to teach every student effectively, and to develop as a professional educator. TPE 6.1 (IPA), 6.2 (IPA), 6.3 (IPA), 6.4 (I), 6.5 (IPA), 6.6 (I) (Unit Design, PNI Narrative Writing Ethnography, Microteaching)

Examinations and Major Assignments:

Your instructor(s) model Multimodal Assessment; therefore, evaluation will take several forms. The assignments are designed to help you make the theory-to-practice connection.

Due Date	*TPE Addressed*	*Points Possible*

Attendance, Punctuality, Participation	*80*
(Attendance and participation in class discussions)	
Microteaching: Classroom Management Video Analysis	*60*
"Storytelling as Culturally Responsive Pedagogy" PNI Ethnography Writing Project	*60*
Unit Design	*100*
Total	**300**

See Assignments section on Canvas for descriptions and due dates

Course Policies:

Grading & Attendance
90% of the possible pts. = A, 80%-89% of the possible pts. = B, 70-79% of the possible = C, below 70% individual contract for improvement

Attendance is mandatory. If you are absent from class, it is your responsibility to check on announcements made while you were away. You will need a doctor's statement for an excused illness absence. **Make-Up Policy:** Missed classes and assignments will result in point deductions, unless excused. More than four absences will reduce your overall grade.

Collaboration on research assignments is encouraged. Written assignments (unless otherwise specified) should represent independent work.

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is "for the purpose of this study, I'll refer to the observed student as *Child A.*"

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
understand or seek clarification about expectations for academic integrity in this course (including no
      cheating, plagiarism and inappropriate collaboration)
neither give nor receive unauthorized aid on examinations or other course work that is used by the
      instructor as the basis of grading.
take responsibility to monitor academic dishonesty in any form and to report it to the instructor or
      other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If

you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. INAPPROPRIATE AND EXCESSIVE USE OF CELL PHONES IN CLASS IS CONSIDERED DISRUPTIVE."

Audio and Video Recordings: "Audio and video recordings of class lectures are prohibited without permission. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service."

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Student key to reading assignment abbreviations in the syllabus:

O   **Outstanding Beyond the Fields** (2018), Jose Lomeli, Augie Perez, Kendall Hunt, Dubuque, IA 52004-1840

C   Instructor prepared materials on Canvas (Weekly)

Tentative Course Schedule

Class	Theme/Topic	Readings
Session 1	**Introductions, Syllabus** Course Overview, Introduction Activities, Preparing Teachers for a Changing World, Models of Teaching **Storytelling as Cultural Pedagogy Assignment**	**C** – Handouts/ Readings
Session 2	**Group Investigation "Curriculum and Instruction Historical Perspectives and Current Issues"** Missions of our Schools, Group Presentation – Course Framework, Advance Organizers	**O** – Chpt. 1
Session 3	**Lesson Design: Fully Guided Instruction** *"Designing for Explicit Teaching"* Direct Instruction Model overview, Demonstration Lesson on Writing Behavior/Performance Objectives, Universal Design for Learning within the lesson plan, Lesson Design, Clinical/Target Teaching Lesson Plan Development, Silent Handshake	**C** – Handouts/ Readings **O** – Chpt. 2
Session 4	**Lesson Design: Fully Guided Instruction** Unpacking the Lesson Plan, Group Investigation Presentations, Lesson Plan Development, Curriculum Alignment, Rapid Prototyping Partner/Triad Activity to create a lesson plan, Realia **Explain Unit Design Assignment**	**C** – Handouts/ Readings **O** – Chpt. 3
Session 5	**Classroom Management: Socio-Emotional Learning**	

	"Designing Positive Learning Environments" Socio-Emotional Learning, UDL (Engagement), Alternative Education Approaches, Building relationships through group dynamics using Affective Education Curriculum	**C** – Handouts/ Readings **O** – Chpt. 4
Session 6	**Classroom Management: Attention Continuum and Surface Management Techniques** *"Designing Positive Learning Environments"* First Days of School, Student Engagement through the Attention Continuum, Jigsaw Activity **Microteaching Assignment Explained** **Introduce Prepare**	**C** – Handouts/ Readings **O** – Chpt. 5
Session 7	**Neuro-Education/Brain Compatible Teaching:** *"Designing for Cognitive Learning"* Neuro-Education/Brain Research and the application to the classroom, Learning, Memory, Teaching Strategies, Foundation for Universal Design for Learning (Representation, Action & Expression), Teaching across the curriculum, Non-Linguistic Representations "Graphic Organizers" **Microteaching Assignment 3. Enact**	**C** – Handouts/ Readings
Session 8	**Microteaching Assignment:** Dyad group analysis **4. Analyze**	
Session 9	**Introduction to Assessment** *"Designing for Informative Assessment"* Informative Assessment, Formative and Summative Assessment for the Classroom, Authentic and Performance Based Assessment, Curriculum Alignment, Incorporating Assessment within the lesson plan **STORYTELLING (PNI) ASSIGNMENT DUE**	**C** – Handouts/ Readings
Session 10	**Pedagogy for the FUTURE - 21st Century Skills, Critical/Higher Level Thinking** *"Designing for Critical Thinking"* Paradigms in Education, Foundations of Higher Level Thinking, Critical Thinking for Common Core, Cultural Literacy, Harvard's Project Zero – Making Thinking	**C** – Handouts/ Readings

	Visible, Object Centered Thinking and DeBono's CORT Thinking, Questioning Strategies, Wait Time	
Session 11	**Incorporating Higher Level Thinking into Lesson Design through Bloom's Taxonomy and DOK** *"Designing for Critical Thinking"* "The Weapon" Pre-Assessment, Bloom's Taxonomy, DOK, Questioning Strategies, Wait Time, Incorporating Bloom's Taxonomy and DOK into Lesson Design, Z Chart for developing Objectives.	**C** – Handouts/ Readings **O** – Chpt. 4
Session 12	**Social Models of Instruction - Cooperative Learning in the Common Core Classroom** *"Designing for Collaboration"* Partners in Learning/Cooperative Learning Approaches, Cooperative Structures, Classroom Organization *Slavin, Johnson & Johnson, Sharan, Kagan*	**C** – Handouts/ Readings
Session 13	**Information Processing Models of Instruction – Inductive and Synectics** *"Designing for Conceptual Understanding"* *"Designing for Creativity"* Inductive Thinking/Concept Formation, Concept Attainment, Synectics	**C** – Handouts/ Readings
Session 14	**Culminating Activities: Carousel Review Activity** **UNIT DESIGN DUE**	**C** – Handouts/ Readings

Topics/Themes Descriptions

SESSIONS 1 & 2
Course Overview: Group Investigation and Exploration of Issues in Education
Through the use of the Cooperative Learning Strategy/Group Investigation Model students become experts in an assigned area. Each area represents an important dimension in the course. The session serves as an Advance Organizer that demonstrates some of the major themes of the course such as: history of curriculum and instruction, progressive vs. traditional approaches to teaching, professional learning communities, pedagogical content knowledge, culturally sustaining pedagogy, framework and knowledge base for effective teachers, and pedagogical models of teaching. Some of the major philosophers and researchers in these areas such as **John Parker, John Dewey, Ted Sizer, ED. Hirsch, The Dufours, David Berliner, Linda Darling-Hammond, and Bruce Joyce are cited.**

SESSIONS 3 & 4

Lesson Design: Direct Instruction Overview "Fully Guided Instruction"
A starting point and foundation for instructional design is explicit teaching through a guided instruction approach. The first of these sessions begins with a professor led demonstration lesson that teaches students how to write Instructional/Performance Learning Objectives. The twin goals of this lesson are to experience a direct instruction lesson with a debriefing on the different components of the **UCLA/Madeline Hunter Clinical Teaching Model of Instruction**. This session also uses work from **Wiggins and McTighe's Understanding by Design** book to discuss planning for instruction using Backward Mapping and a group investigation activity that allows students to unpack and analyze the various components of the Clinical Lesson Plan. USC Professor, **Richard Clark's** research on Guided vs. Unguided Instruction is cited. Subsequently, students must begin designing lesson plans for the classroom and for unit development. The Direct Instruction model presentations emphasize the new direction encouraged by the Common Core standards to infuse 21st Century skills such as Critical Thinking, Cooperative Learning, and Technology as opposed to the more didactic, scripted EDI approach.

SESSIONS 5 & 6
Classroom Management: Social Emotional Learning, Attention Continuum, Surface Management Techniques
With ESSA's (Every Student Succeeds Act) greater emphasis on nonacademic concepts and "whole child" issues comes a movement to create social-emotional learning standards. The first of these sessions is foundational and will reference and build on information from **Eric Erikson's** research on the Theory of Psychosocial Development. The nature of each stage and the developmental crises that occur at each stage of growth and how it impacts individuals is talked about. Other important ideas discussed are ego identity, self-concept, and ethnicity as it impacts self-concept. Teacher candidates will be exposed to alternative programs and approaches to work with and engage youth. The UDL principle of Engagement will also be discussed in relation to motivating students. Sessions 5 & 6 will focus specifically on Classroom Management, beginning with positive student engagement through the Attention Continuum. In addition, the sessions will explore how to maintain Momentum in the classroom through Provisioning and Overlapping strategies **(The Skillful Teacher, Saphier, et. al.)** Building on previous sessions the Teacher Candidates will incorporate specific management/engagement strategies within their lesson plans through video analysis, flash cards, scenarios, and role-playing vignettes.

SESSION 7
Neuro-Education/Brain Compatible Teaching
The focus is on providing a foundation of understanding as it relates to the function of the brain and its connection to learning and cognitive processing (Neuro-education). Some of the major ideas are the function of neurons, synapses, neural networks, lobes of the brain, the role of attention in learning, and the Information Processing Model that includes sensory, working and long term memory. The impact of emotion in learning **(Daniel Goleman)** is also discussed. **Howard Gardner's Multiple Intelligences** is introduced with accompanying activities that allow students to identify their preferred intelligence. The brain research will also provide a foundation to begin introducing the fundamental principles of Universal Design for Learning first defined by Harvard's **David H. Rose**. This session will review many appropriate instructional strategies to use such as reciprocal teaching, storytelling, simulations, graphic organizers and projects. Finally, a connection is made between some of these theories and interdisciplinary "across the curriculum" methodology.

SESSION 8

Microteaching Assignment
Teacher candidates working in dyads or triads will analyze a Direct Instruction Lesson video and describe the lesson plan components as well as the classroom management techniques applied by the teacher.

SESSION 9:
Introduction to Assessment
Although assessment is embedded and demonstrated throughout the course, this session provides the foundation by providing information about the comprehensive nature of assessment. The idea that assessment is more than testing and evaluation and allows us to understand the learner's needs more effectively. Some of the topics discussed are curricular alignment, formative and summative assessment, norm and criterion referenced tests, reliability & validity, authentic assessment and classroom assessment. Also covered are the accountability systems in California and at the Federal Level (ESSA)-including the adoption of the Common Core Standards. A group investigation and data hunt activity allow students to consolidate their knowledge of important topics as they are assigned articles on informative assessment by **Carol Tomlinson**, rubrics and research from **Linda Darling Hammond** on International Assessment. Building on previous sessions the students will incorporate specific formative and summative assessment techniques within their lesson plans.

SESSION 10:
Pedagogy for the FUTURE: 21st Century Skills, Paradigms in Education, and Pedagogy for Critical/Higher Level Thinking
In this area we discuss the importance of understanding and incorporating critical and higher level thinking in teaching as best practices in the 21st Century. A video on shifting paradigms by **Futurist - Joel Barker** provides the foundation for the discussion. The nature of thinking deeply about a topic or subject is experienced through critical thinking curriculum such as **Harvard' Project Zero Making Thinking Visible Program**, ie. *The Object of their Attention*, **Edward DeBono's** *CORT thinking*. Research articles are also examined and discussed in a Socratic manner to understand the thinking processes.

SESSION 11:
Lesson Design: Incorporating Higher Level Thinking into Lesson Design through Bloom's Taxonomy and DOK
The session focuses on familiarizing the teacher candidates with Bloom's Taxonomy developed by **Benjamin Bloom** and the subsequent Depth of Knowledge (DOK) designed by **Norman Webb.** The emphasis in this session will be to give candidates an opportunity to achieve higher-level thinking in lesson design through their questions and lesson plan objectives. In particular **Lisa Carter's** approach to designing objectives using the Z chart method, which is, featured in her book **Total Instructional Alignment.**

SESSION 12:
Social Family of Models: Cooperative Learning/Partners in Learning, Group Investigation
Although cooperative learning structures and activities are utilized throughout the semester, this session provides the foundation of understanding the power of social models and synergy in a social world. After becoming familiar with major researchers in this area such as **Slavin, Sharan, Johnson and Johnson and Kagan**, teacher candidates learn the difference between group work and cooperative learning. They begin to understand that cooperative learning is not so much learning to cooperate but cooperating to learn. Some of the major themes of cooperative learning are addressed such as

improving academic achievement, race relations and the socialization of students. Some of the positive aspects of cooperative learning are shared such as higher achievement, motivation, communication skills and self-esteem. Cooperative learning structures are experienced such as round table, corners, round robin, STAD, Jigsaw and Group Investigation. Cooperative Learning approaches are well supported by the Common Core standards with their emphasis on collaboration, social skills development and student centered problem solving.

SESSION 13:
Information Processing Family of Models: Concept Formation, Concept Attainment, and Synectics a Creativity Model
A major emphasis in this course is the challenge of processing all the information students are bombarded with in the information-age. In these sessions we reconnect with the information processing memory model and share instructional models that exemplify effective ways to handle information. The models are foundational approaches that show how to teach for conceptual understanding through inductive thinking and inquiry. This is accomplished through demonstration lessons beginning with **Hilda Taba's** Inductive models of teaching such as Concept Formation and Concept Attainment. Teaching for creativity can be taught directly using **J.J. Gordon's** Synectics instructional model as teacher candidates experience an advanced brainstorming, writing, and cognitive processing approach to learning. One of the major shifts in Common Core is to focus on fewer standards but to process them more deeply. Prioritizing important information is a major goal of the Information Processing Instructional Models.

SESSION 14: Culminating Review Activities

Storytelling as Culturally Responsive Pedagogy -- An Inquiry Based Ethnographic Research Project (60 pts.)

As you proceed through the book ***Outstanding Beyond the Fields*** you will be reading a historical description of an alternative education approach that was introduced and influenced the lives of a large group of immigrant farm working students. Simultaneously you will read about the experience through the perspective of past and present participants in this type of education. Because our experiences are not siloed and occur within the context of our lives and personalities you will be gaining insight to these individuals through these personal stories. Everyone has a story. One of the goals of this book is to provide you with a learning experience that encourages you to develop and write either an ***oral history*** of a selected participant or a personal autobiographical one.

This book was written using a **Participatory Narrative Inquiry (PNI)** approach. This approach combines three important elements: Narrative, Participation and Inquiry.

Narrative: This is the most essential element of PNI. Telling stories of personal experience expresses an individual's values, beliefs, feelings and perspectives in an authentic manner.

Participation: In PNI contributors work with their own stories. The facilitator helps get the stories where they need to go. This can be done through an interview process where stories and ideas are discussed, and questions are asked. This interview is transcribed and interpreted in collaboration with the contributing participant.

Inquiry: Every PNI project involves a discovery process. Insight into understanding conflicts, feelings, beliefs, and values always occurs. This process allows the contributing participant to view events and experiences in new ways and provides context for past experiences. The PNI facilitator can serve to mediate the inquiry.
For more background information on PNI reference: https://narrafirma.com/home/participatory-narrative-inquiry/

PNI projects involve three important phases:

Collection: The PNI facilitator utilizing prompts and questions allows the participant/contributor to share some of their life experiences, influences, stories, and philosophies. These are collected via tape recording and transcribed in writing.
Sense making: The PNI facilitator negotiates meaning to help in the construction of the larger story. Factors such as timelines, landscapes, life challenges and other story elements begin to emerge. A story arc begins to develop.
Return: The PNI facilitator collaborates with the participatory contributor to review the story arc. PNI projects involve someone (contributor) telling stories they would not have told before the project.

Storytelling as Culturally Responsive Pedagogy
Option 1 Participant Oral History (60 pts.)

As the PNI facilitator you can select an individual (participant) who has had the most positive influence in your life. This person could be a parent, grandparent, community member, or educator. Preferably this person is someone with life experience that you have access to. *(Minimum word length 1,600)*

The following are questions/prompts that can assist you in gaining insights, stories and experiences from your protagonist.

Describe the kinds of special life changing (transformative) experiences your selected participant had? Provide some background on your participant. Where did they come from? What kinds of struggles did they experience growing up?
What were some of the jobs your participant had growing up? Can you elaborate on this? Did it motivate them to continue their education (if appropriate)? How did it influence their path in life?
Who were the role models in your participant's life? Describe the influence of role models in your participant's life. Do they consider themselves role models for others? Explain.
What are some unique situations or experiences that your participant has experienced?
Who has had the greatest impact/influence on the life of your participant both at a personal and professional level (if appropriate)?
What is your participant's legacy? What would your participant want people to say about her/him at his eulogy?

Storytelling as Culturally Responsive Pedagogy
Option 2 Personal/Autobiographic Oral History (60 pts.)

This option will allow you to write a personal autobiographical oral history. Using similar prompts you can experience the development of an autobiography. *(Minimum word length 1,600)*

The following are questions/prompts that can assist you in reflecting on some of your own insights, stories and experiences.

Describe the kinds of special life changing (transformative) experiences you have had?
Provide some background on yourself. Where did you come from? What kinds of struggles did you experience growing up.
What were some of the jobs you have had growing up? Can you elaborate on this? Did it motivate you to continue your education? How did it influence your path in life?
Who were the role models in your life? Describe their influence on you. Do you consider yourself a role model for others? Explain.
What are some unique situations or experiences that you have experienced?
Who has had the greatest impact/influence on your life both at a personal and professional level?
What do you want your legacy to be? What would you want people to say about you at your eulogy?

"Storytelling as Culturally Responsive Pedagogy"

Culminating: Submit a brief reflection summarizing your experience in creating an oral history. The following are some prompts to help you reflect: What are some of your insights? What will you take away from this experience? How would you do it differently next time? What are some of your thoughts on using an inquiry based ethnographic approach such as *Participatory Narrative Inquiry* to write an oral history?

(Minimum word length 200)

Rubric for "Storytelling as Culturally Responsive Pedagogy"
An Inquiry Based Ethnographic Research Project (60 pts.)

The instructor will be evaluating the participant/personal narrative oral history using a holistic rubric. Some of the areas of focus are: content, organization and professional appearance, which include grammar, mechanics and spelling.

High (46-60 pts.)
The participant/personal narrative oral history includes major themes elicited by the interview narrative protocol such as: influential role models, transformative life experiences, work experience, unique experiences, struggles and challenges. The narrative is logically organized and easy to follow. The connections and transitions between themes are smooth. The oral history/personal narrative shows consistent use of Standard English and correct punctuation, spelling, capitalization, and paragraphing. It is neat and legible. The word count for the total oral history essay is at least 1,600 words.

Medium (30-45 pts.)
The participant/personal narrative oral history includes some of the major themes included in the interview narrative protocol (See High level criteria section description). The reflections omit some important topics. The narrative is somewhat organized and is rather haphazard and does not align completely with the interview protocol. The connections and transitions are slightly disjointed. The narrative shows a general observance of conventions, but several errors exist in spelling, mechanics, and form. The word count for the total oral history essay is between 1,000 and 1,600 words.

Low (15-29 pts.)
The participant/personal narrative oral history includes one or two of the various themes included in the interview narrative protocol (See High level criteria section description). The coverage of the topics is cursory. The written narrative is disorganized with awkward connections and transitions. The narrative shows little awareness of writing conventions. Neatness and legibility are minimal. The word count for the total oral history essay is below 1,000 words.

MICROTEACHING

Microteaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers about what has worked and what improvements can be made to their teaching technique. The process can also be used for self-evaluation, analysis and reflection. Microteaching was invented in the mid-1960s at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been their own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Seeing the video and getting comments from colleagues and students provided teachers with an often intense "under the microscope" view of their teaching.

A review of the evidence for microteaching, undertaken by John Hattie as part of his Visible Learning project, found it was an effective method for improving student outcomes.[1]

Lesson Design and Classroom Management Video Analysis (60 points)
This assignment requires you to complete the following steps:

> The microteaching assignment is intended as a partner activity where teacher candidates videotape each other using an I Pad, an I Phone or whatever device is available.
>
> Each teacher candidate designs a lesson plan using the Madeline Hunter Clinical Teaching Model (see Handout 1). The lesson plan will be taught to a small or large group of students.
>
> Partners review the two videos and analyze and reflect on the experience. These reflections should be included in the right hand column of the Lesson Plan form (Handout 1). There is an additional self/peer feedback page that should also be completed.
>
> The content of the reflections should focus on the following: a) Classroom management strategies from the Attention Continuum (Handout 3) and Surface Management frameworks (Handout 4). b) Formative Assessments and Checking for Understanding (CFU's) activities. c) Universal Design for Learning (Representation, Action and Expression, Engagement).
>
> Be sure to take a close look at the rubric (Handout 2) as it asks for specific kinds of things written within the lesson plan.
>
> The left side of the Lesson Plan Template is for the written, intended lesson. The right side is for the reflections after teaching and analyzing the video.

Clinical/Target Teaching Lesson Plan Design (Handout 1)
An essential skill for teachers is to develop mastery in the area of lesson design. A key aspect of our craft is the understanding that teachers are like architects who design buildings, bridges, and houses. Teachers design blueprints for successful instruction. Although there are numerous instructional model approaches such as inquiry, problem based, cooperative, conceptual, creativity, and personal/counseling, beginning teachers need a strong foundation in direct/explicit teaching models

such as the UCLA/Madeline Hunter Model titled *Clinical/Target Teaching*. Developing a strong base in this model provides the novice teacher with a structured format to follow initially. The clinical approach encourages teacher artistry and decision-making in its conception and implementation. There is flexibility within the model to incorporate classroom management and assessment as well as the integration of critical thinking strategies. The UCLA Hunter model allows teacher candidates to understand the importance of guiding novice learners before gradually releasing them to more independent and creative approaches. Once teacher candidates master this structured approach they will be able to delve into less structured, unguided and more inventive approaches for instruction. In education, one size does not fit all and our teacher candidates need some exposure to varied instructional approaches as well. This assignment requires teacher candidates to create a Clinical/Target Teaching Lesson Plan. The teaching blueprint requires the five essential areas along with the subcomponents of each. The components are the following:

UDL/Meeting the Needs of a Range of Learners

    OBJECTIVES (Gronlund's Two-Tiered Format)
        Learning Goal: The more general, overarching purpose and goal of the lesson.
        Behavioral Objective: The more specific four components are content, conditions,
        behavior/action, criteria of performance
    ANTICIPATORY SET
      Introducing the lesson should include the following four components:
        Focus Learner
        State Concept
        Establish Purpose
        Establish Transfer to Past Learning
    TEACHING/PRESENTATION
        Modeling (I DO)
        Shared Practice (I DO, YOU HELP)
        Guided Practice (YOU DO, I HELP)
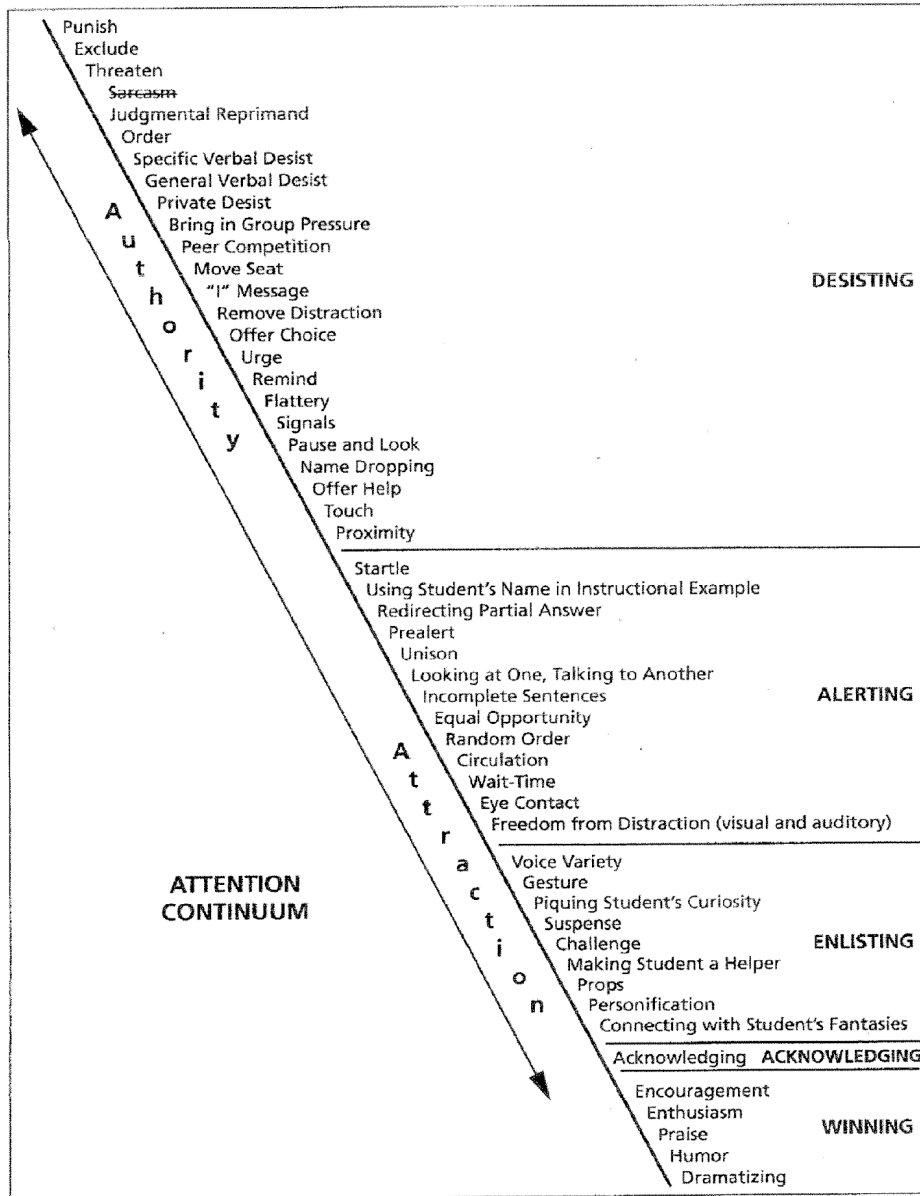   **CHECKING FOR UNDERSTANDING (CFU)/MONITORING**

    CLOSURE

    INDEPENDENT PRACTICE (YOU DO)

    ASSESSMENT (Three Prompts)

The Skillful Teacher (p.24)

Figure 3.1. A Repertoire of Attention Moves

```
Punish
 Exclude
  Threaten
   Sarcasm
    Judgmental Reprimand
     Order
      Specific Verbal Desist
       General Verbal Desist                                    DESISTING
A       Private Desist
 u       Bring in Group Pressure
  t       Peer Competition
   h        Move Seat
    o        "I" Message
             Remove Distraction
     r        Offer Choice
      i        Urge
       t        Remind
        y        Flattery
                  Signals
                   Pause and Look
                    Name Dropping
                     Offer Help
                      Touch
                       Proximity

                    Startle
                     Using Student's Name in Instructional Example
                      Redirecting Partial Answer
                       Prealert
                        Unison
                         Looking at One, Talking to Another
                          Incomplete Sentences                 ALERTING
                           Equal Opportunity
                            Random Order
A                            Circulation
 t                            Wait-Time
  t                            Eye Contact
   r                            Freedom from Distraction (visual and auditory)

    a            Voice Variety
     c            Gesture
      t            Piquing Student's Curiosity
                    Suspense
       i             Challenge                                  ENLISTING
                      Making Student a Helper
        o              Props
         n              Personification
                         Connecting with Student's Fantasies

                       Acknowledging  ACKNOWLEDGING
ATTENTION
CONTINUUM               Encouragement
                         Enthusiasm
                          Praise                               WINNING
                           Humor
                            Dramatizing
```

2

Microteaching Assignment Template

Video: [Albert Garcia, Fresno Unified Teacher on Special Assignment](#)

Lesson Topic: **Grade:**	
Materials	What materials did Mr. Garcia use for this lesson? Highlight specific types of assistive technology by labeling appropriate materials as no/low-, mid-, or high-tech.
Common Core State Standards (CCSS)	From the State Standards, write out the standard(s) met during this lesson.
For the microteaching assignment, you will not have this information. Leave this section blank.	
Objectives (Gronlund's Two-Tiered Format)	
Learning Outcome/Goal	What is the overall learning outcome or goal of Mr. Garcia's lesson? This could be the student-friendly objective.
Behavioral Objective	Write an objective that meets the four criteria: Content, behavior, conditions, criteria of performance.
For the microteaching assignment, you will not have this information. Leave this section blank.	
Assessment Pre-Plan	What **specific measures** did Mr. Garcia use to ensure students/learners met the goal and objective above.
Barriers	What barriers to learning exist within this lesson, and within the learning environment? Remember: **Students and student characteristics are never the barrier.**
[Engagement]	How did Mr. Garcia provide multiple means of engagement to encourage purposeful and motivated learners in this lesson plan context?

Representation	In what ways did Mr. Garcia represent content needed to complete the goal or objective to your students/learners?	
Action and Expression	In what ways did Mr. Garcia have students "show what they know" of the content within the lesson time. How will provide options for executive functions, communication and physical action?	
		Classroom Engagement In this column, indicate at each point of the lesson any/all of the following: Checks for Understanding (CFU) Formative Assessment Classroom Management Strategies: Attention Moves, Surface Management Techniques

Anticipatory Set		
Focus Learner (Hook)		
Establish transfer to past learning		
Establish purpose		
State Concept		

Teaching/Presentation		
Modeling (I Do)

I'll do it | *Think Aloud-Making Thinking Visible Beginning of Gradual Release* | |
| | | |
| Sharing Practice (I Do, You Help) | *Think Aloud-Making Thinking Visible*

Immediate corrective feedback | |

You help me		
Guided Practice (You Do, I Help)	*1.Corrective Feedback* *2. Praise, Prompt, and Leave* *3. Gradual Release*	
Checking for Understanding (CFU)/Monitoring	How will you specifically check for understanding? What strategies will you use? What specific questions might you ask? How will you ensure each student has multiple opportunities to respond?	
Closure	Provide opportunities to review the lesson and check one last time before releasing students to independent practice.	
Independent Practice (You Do)	How did Mr. Garcia provide Independent Practice?	
Assessment Post-Plan	Did Mr. Garcia's students meet the objective? How did he measure what students accomplished? Did Mr. Garcia indicate how he would help the students who didn't meet the lesson objective?	

Microteaching Peer/Self Feedback Form
Strengths: What aspects of the lesson were effective?
Suggestions for Improvement: What changes would make the lesson more effective?

UDL Guidelines and Checkpoints

Provide <u>Multiple Means of Engagement</u> to encourage purposeful, motivated learners	Provide <u>Multiple Means of Representation</u> to encourage resourceful, knowledgeable learners	Provide <u>Multiple Means of Action and Expression</u> to encourage strategic, goal-directed learners
Provide options for recruiting interest by - Optimizing individual choice and autonomy - Optimizing relevance, value and authenticity - Minimizing threats and distractions	**Providing options for perception by** - Offering ways of customizing the display of information - Offering alternatives for auditory information - Offering alternatives for visual information	**Providing options for physical action by** - Varying the method for response and navigation - Optimizing access to tools and assistive technologies
Provide options for sustaining effort and persistence by - Heightening salience of goals and objectives - Varying demands and resources to optimize challenge - Fostering collaboration and community - Increasing mastery-oriented feedback	**Provide options for language, mathematical expressions and symbols by** - Clarifying vocabulary and symbols - Clarifying syntax and structure - Supporting decoding of text, mathematical notation, and symbols - Promoting understanding across languages - Illustrating through multiple media	**Provide options for expression and communication by** - Using multiple media for communication - Using multiple tools for construction and composition - Building fluencies with graduated levels of support for practice and performance
Providing options for self-reflection by - Promoting expectations and beliefs that optimize motivation - Facilitating personal coping skills and strategies - Developing self-assessment and reflection	**Provide options for comprehension by** - Activating or supplying background knowledge - Highlighting patterns, critical features, big ideas, and relationships - Guiding information processing, visualization, and manipulation	**Provide options for executive functions by** -Guiding appropriate goal-setting - Supporting planning and strategy development - Facilitating managing information and resources - Enhancing capacity for monitoring progress

	- Maximizing transfer and generalization		

Microteaching Rubric (60 pts.)

Name(s):

Rating Indicator	Needs Improvement	Meets Expectation	Meets Expectation at a High Level	Points
Learning Goals/ Performance Objectives and Lesson Plan Format/Structure, Curriculum Alignment & Common Core Standards **(10 pts.)**	Used Gronlund's two-tiered format, but incomplete or mismatch between each part. Included performance objective but was missing one or two components. Lesson plan included most of the necessary components, but with errors or misconceptions. Attempted to align curriculum within lesson plan. Some reference to CC Standards.	Used Gronlund's two-tiered format and includes 4-part performance objective. Part of the objective is not clearly stated or appropriate for the content. Lesson plan included most of the necessary components with minor errors or omissions. Curriculum within lesson plan was mostly aligned. Reference to CC Standards.	Clearly stated, appropriate and aligned objective using Gronlund's Two-Tiered format. Included overarching learning goal and 4-part performance objective with Condition, Content, Behavior, and Criteria of Performance. Thoroughly and clearly written lesson plan with all necessary components included. Objective, modeling, practice activities and assessment are aligned. Referenced CC Standards.	
Universal Design for Learning **(10 pts.)**	Lesson plan includes some evidence of UDL principles. Evidence is haphazard and not purposefully planned as indicated by inconsistent implementation and identification of UDL strategies.	Includes evidence of integration of UDL principles. Describes activities and strategies demonstrating the multiple means of Representation, Action and Expression, and Engagement.	Includes clear evidence of integration of UDL principles. Thoroughly and purposefully describes activities and strategies demonstrating the multiple means of Representation, Action and Expression, and Engagement.	

Formative Assessment and Checking for Understanding Strategies **(10 pts.)**	Lesson plan includes some evidence of Formative Assessment and Checking for Understanding strategies. Only one strategy used.	Includes purposeful use of various Formative Assessment and Checking for Understanding Strategies. May use limited strategies or not the most appropriate strategies.	Includes a variety of clear, purposeful, and appropriate formative assessments and Checking for Understanding Strategies (i.e. Think-Pair-Share, Sampling, 30 Cent Summary).	
Classroom Management Strategies: Attention Moves, Surface Management **(20 pts.)**	Lesson plan includes some evidence of the use of Attention Moves and Surface Management techniques. Demonstrates use of these strategies inconsistently and only sporadically.	Lesson plan includes use of Attention Moves and Surface Management Techniques. Demonstrates a consistent, but limited use of these strategies.	Lesson plan includes use of Attention Moves and Surface Management Techniques. Demonstrates the use of these strategies commensurate with the specific classroom situation or interaction with students.	
Self-Reflection **(10 pts.)**	Reflects on own teaching of this lesson and identifies at least one strength and one suggestion for improvement.	Critically reflects on own teaching and identifies at least two specific strengths and suggestions for improvement. Suggestions may not be realistic or effective.	Critically reflects on own teaching of lesson and identifies several specific strengths and effective suggestions for improvement that may increase student learning.	
Total:				

UNIT DESIGN (100 PTS.)

TEACHING PROCESS STANDARD

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

ASSIGNMENT OVERVIEW

LEARNING OUTCOMES: Develop three learning outcomes/goals related to standards that will guide the unit. This section should be displayed through a table (see details below).

ASSESSMENT PLAN: Develop an assessment plan for the entire unit. This section should include a narrative description and a table (see details below).

Include a table of the assessments

Individual student scores on one learning outcome

RESULTS OF PRE-ASSESSMENT: Present the results of pre-assessment for the assessment that produced individual student scores.

Display of pre-assessment results

Implications for instruction

UNIT OVERVIEW: Provide an overview of your unit showing how your lessons relate to the learning outcomes.

LESSON PLANS: Develop lesson plans that demonstrate your ability to plan appropriate instruction related to your outcomes, students' characteristics and needs, and the specific learning context.

Teach one or more lessons to either the whole class or a small group of students.

ANALYSIS OF STUDENT LEARNING: Show results of assessment and analyze what they mean about students learning in relation to your unit learning outcomes.

Pre/Post Test results

Analyze what your students learned related to one or more learning outcomes and include your conclusions.

REFLECTION: Reflect on your teaching and unit planning experience.

Note: In order to preserve the anonymity of students in your classroom, do not include the actual names of the school, teacher, or students in the unit. It is acceptable to use pseudonyms or identifying codes (initials JK, MW; Student A, Student B) rather than the actual names.

COLLABORATION

You may work *individually, in pairs or in a group of 3 students.* Each member of a group must write two lesson plans apiece to include in the unit. Thus, a group of 3 would include 6 lesson plans addressing the 3 learning

outcomes. If you are working independently on the unit you must include at least 3 lesson plans, one for each corresponding Learning Outcome.

If you work with a partner or small group, you may choose to turn in ONE unit with all components (including each member's analysis of assessments and reflection) or you may each turn in your own copy of the unit. If each group member turns in an individual copy of the unit, please indicate which parts of the unit were created collaboratively and include the names of your partners.

GRADING

The assignment will be graded using the attached rubric. Each group member will receive the same score on sections that were completed together. This instructional unit assignment is worth 100 points of your final grade.

DIRECTIONS

LEARNING OUTCOMES/GOALS. Develop 3 learning outcomes/goals that will guide the planning, delivery and assessment of your unit.

Format. Use a table (similar to the one shown at the end of the prompt) to list the learning outcomes and to show how each is aligned/justified by California-adopted standards.

Unit Outcomes/Goals. These outcomes should define what you expect student to know and be able to do at the end of the unit. (Note: These are not lesson objectives.) The goals should be written in terms of student outcomes. The goals should be significant (i.e. reflect the big ideas or structure of the discipline), challenging (i.e. students will learn something they do not already know), varied (i.e. include different levels or types of learning), appropriate (i.e. grade/age specific), observable and measurable.

Levels of learning. Identify the levels (e.g. Bloom's Taxonomy or Depth of Knowledge DOK) of your learning outcomes. The outcomes should be varied across types and/or levels. Higher-level learning outcomes are encouraged.

Alignment with standards. For each goal, write out the related California-adopted standards (www.cde.ca.gov). This component includes both the content standards (math, etc.) and the literacy standards.

Unit Learning Outcomes/Goals	Content Standard(s) (Include content area # and text of standards)		Level of Outcomes/Goals
	Content Standards	**Literacy Standards** (e.g. ELA and or ELD standards)	**Identify level of Bloom's Taxonomy or DOK**
Outcome/Goal 1			
Outcome/Goal 2			
Outcome/Goal 3			

ASSESSMENT PLAN. Develop an assessment plan that provides a general description of how you would assess student learning in the unit.

Format. Use a table (similar to the one shown at the end of this section) to list the learning outcomes. For each outcome describe one way it could be assessed and possible adaptations.

Individual student scores. Select one of the learning outcomes and select, adapt or design a pre/post assessment that provides an individual score for each student. The score may be based on a rubric, point system, or percentage. The post-assessment for this goal should be aligned with the pre-assessment so the individual scores can be easily compared to show the growth made by each student relative to the outcome. (Using the same or similar formats is one way to accomplish this requirement.)

Learning Outcomes/Goals	Assessments (One way it could be assessed)	Adaptations (differentiated Instruction, EL considerations, etc.)

RESULTS OF PRE-ASSESSMENT. After administering the pre-assessment, analyze student performance relative to the learning outcomes.

Display of pre-assessment results. Summarize the results of the pre-assessment for the learning outcome. What knowledge do students have prior to instruction? Tables, graphs, or charts can help you analyze your results and add to your summary.

Implications for planning/instruction. Describe how the pre-assessment data will influence your instructional design (e.g. more/less time spent on a goal, building prerequisite knowledge, differentiated instruction) and/or modification of the learning goals (e.g. If many students demonstrate an understanding of a goal, you might change or eliminate it). Be specific.

UNIT OVERVIEW.

Use a visual organizer (block plan, outline) to make your unit plan clear. Include the topic, activity, or lesson objective you are planning for each day/period. Also indicate the unit outcome(s)/goal(s) that you are addressing in each lesson. Make sure that every learning outcome is addressed by at least one lesson in the unit and that every lesson relates to at least one learning outcome. (Please include only lessons related to your unit).

LESSON PLANS. If you are working independently, write at least three lesson plans. If you are working with a partner or small group, each group member must write at least two lesson plans. The lesson plans should address all three learning outcomes for your unit and reflect a variety of instructional strategies/techniques.

Lesson plan development. Write lesson plans that are key to your unit goals. The lesson plans may be "across the curriculum" and they may represent different types of lessons (e.g. problem solving, 5 E's, direct interactive/fully guided instruction, synectics, concept formation, learning from simulations, role playing, group investigation).

Standards. Write out the complete California-adopted standards that you are addressing in each lesson. One of the standards for each lesson should be the same one listed on the unit outcomes chart from the beginning of your unit. You may add other related standards, such as the Reading Informational Text standards or Speaking and Listening standards from the ELA Common Core State Standards.

Lesson plan format. Problem Solving, 5 E's, Direct Interactive Fully Guided Instruction or any teaching model described in class.

Rationale. Include a rationale for each lesson in your unit. Your rationale should include how the lesson content addresses the state content standards, how the lesson content relates to your unit outcome(s) and how the lesson design has been influenced by your knowledge of your students' knowledge, characteristics and needs, and the context of your classroom.

ANALYSIS OF STUDENT LEARNING. Summarize the results of your post-assessment, compare the pre- and post assessment results, and analyze what students learned.

Data. Organize the data from the pre- and post-assessment to show student learning related to one of the unit learning outcomes. Tables or graphs are useful to highlight patterns of learning.

Analysis of learning. Summarize the results of the post-assessment for the learning outcome. Use evidence from the pre- and post-assessment to describe what <u>students learned</u>. Describe the extent to which your students made progress toward meeting the learning outcome for your unit.

REFLECTION (individual). Critically reflect on your unit planning and teaching of the lessons.

    Address the following reflection questions:

What do you think were some of the strengths or positive aspects of the lesson(s) you taught to the students?

What changes could you make to your lesson(s) and/or aspects of teaching the lesson(s) to make it more effective? Why do you think these changes would improve the lesson(s)?

What were the most important lessons you learned from planning and teaching this unit? Why were these lessons important to you?

Documentation (Suggested page length): Table of outcomes (1 page); Copies of pre and post assessments with scoring information (1-2 pages); Summary of pre-assessment (1 page); Unit Overview (1 page); lesson plans and rationale (2-3 pages per lesson); Analysis of student learning (1 page); Reflection (1-2 pages)

Organization for the Design for Instruction Unit
The process for developing the unit may be different than the way you organize it in your final product. Although I will allow you some flexibility here, here is a suggested order of information.

Title Page:

Table of Contents:

Learning Outcomes Table

Assessment Plan Table

Results of Pre-Assessment

Data display and summary

Implications for instruction

Unit Overview (Block Plan)

Lesson Plans

Analysis of Student Learning

Data

Analysis

Reflection

Teaching Requirements

Teacher candidates should connect this unit to the classroom setting where they are working or observing during the current semester. Teacher candidates must give the pre-assessment aligned to at least one learning outcome, teach the lesson or lesson(s) for that learning outcome, and give the post-assessment for the one learning outcome to the same students. Teacher candidates may teach one or more lessons to a group of students or to an entire class. The course instructor(s) will evaluate this assignment.

Design for Instruction (100 pt. rubric)

Name(s)

Rating ⇒ Indicator ⇓	Indicator Not Met	Indicator Partially Met	Indicator Met	Score
Alignment with Learning Goals and California Content Standards **10 pts.**	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. No reference to content standards	Most lessons are explicitly linked to learning goals. Most learning activities assignments and resources are aligned with learning goals. Most learning goals are covered in the design. Some reference to content standards	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. Content standards are articulated appropriately.	
Accurate Representation of Content **10 pts.**	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a large conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure **20 pts.**	The lessons within the unit are not written appropriately, logically organized (e.g., sequenced).	The lessons within the unit are adequately written, have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are appropriately written, logically organized and appear to be useful in moving toward achieving the learning goals.	
Use of a Variety of Instructional Models, Activities, Assignments & Resources **10 pts.**	Minimal variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets). No evidence of higher level thinking skills.	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning. Primarily lower level thinking skills emphasized in lessons.	Significant variety across instruction, activities, assignments, and/or resources. Evidence of higher level thinking skill development. This variety makes a clear contribution to learning.	

Assessment Plan **10 pts.**	The learning outcomes do not include appropriate assessment activities.	Some of the learning outcomes include assessment activities.	Each learning outcome includes at least one appropriate assessment activity.	
Results of Pre-Assessment **10 pts.**	The analysis inadequately describes existing student knowledge. The instructional activities are inappropriately aligned with the pre-assessment data.	The analysis of pre-assessment data adequately describes prerequisite student knowledge, etc. Some of the instructional activities are appropriately designed.	A clear analysis of pre-assessment data is incorporated which describes prerequisite student knowledge, etc. The assessment plan exhibits appropriately designed instructional activities.	
Pre/Post Assessment Scoring Procedures and Analysis of Learning **10 pts.**	Pre or post assessment is missing. Answer key is missing or contains multiple errors. Does not describe or indicate how assessments will be scored. Interpretation of data is missing, inaccurate or unsupported by data.	Includes somewhat aligned pre and post assessment with correct answers. Partially explains how the assessments will be scored. Interpretation is satisfactory though conclusions may not be fully supported by data.	Includes aligned pre and post assessment with correct answers. Describes/indicates how assessments will be scored. Each student will get an individual score. Interpretation of learning is meaningful with appropriate conclusions drawn from the data.	
Reflection **10 pts.**	Does not reflect on planning and teaching OR does not identify appropriate strengths, changes for improvement and lessons learned.	Reflects on planning and teaching. Able to identify at least one appropriate strength, change for improvement, and lesson learned. Some justification of reasons.	Critically reflects on planning and teaching. Able to identify multiple (2 or more) appropriate and specific strengths, changes for improvement, and lessons learned. Justifies reasons.	
Overall Professionalism: Unit formatting, Grammar, Mechanics and Spelling **10 pts.**	The unit layout/formatting is unsatisfactory with disorganized sections and no graphics included. Many grammar, mechanics and/or spelling errors. Errors interfere with communication.	The unit layout/formatting is satisfactory with most sections and some graphics. Several minor grammar, mechanics and/or spelling errors. Needs to edit work more carefully.	The unit layout/formatting is professional with clearly organized sections and appropriate graphics including sample student work. Only a few minor grammar, mechanics or spelling errors. Evidence of using spell check and editing work.	
Total:				