



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Professional Studies Aspiring Educators Curriculum

Course Description: This course will immerse the students in a project-centered field of study in the area of teacher education. Students in this program will be participating in internships, mentorships, networking, and futuristic modeling. Students will be immersed in practices of educational technology and will incorporate 21st century skills into every aspect of observation and coursework. Students will study educational pedagogy as the basis for the profession and will experience the true essence of the teacher-classroom experience. Students will be immersed in the educational environment of an elementary school in the Park Hill School District, as well as other learning environments throughout the Northland to experience a wide range of teaching and training opportunities.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
8-9 days of 2 blocks per day	Introduction to Education	Topic 1: Classroom Climate Topic 2: Learner Development Topic 3: Diversity Topic 4: Professionalism
10 days of 2 blocks per day	Communication and Collaboration	Topic 1: Communication Types Topic 2: Digital World Topic 3: Collaboration
9 days of 2 blocks per day	Curriculum	Topic 1: Standards and Regulations Topic 2: Curriculum Process Topic 3: Planning with Curriculum

9 days of 2 blocks per day	Instruction	Topic 1: Differentiation Topic 2: Instructional Strategies Topic 3: Lesson Planning
5 days of 2 blocks per day	Assessment	Topic 1: Assessment as/of/for Learning

Curriculum Revision Tracking

Spring, 2020

Unit 2:

- Changed wording in Topic 2: Digital World

Unit 3:

- Deleted quiz Topic 1; Experience 1
- Deleted Topic 1; Experience 3
- Revised Engaging Scenario for the Unit
- Deleted rubrics from Engaging Scenario

Unit 4:

- Deleted link in Topic 1; Experience 1
- Updated Topic 2; Experience 1

Capstone Project:

- Changed wording in Engaged Scenario; Internships

Spring, 2018

- Revised course name from Professional Studies Education Services 2020 to Aspiring Educators

Spring, 2017

- Updated all units with new ISTE and Teaching Tolerance Standards

Unit 1:

- Enhanced Topic 2, Experience 1
- Added new Experiences 1 and 3 in Topic 3
- Updated Topic 4, Experiences 1 and 3
- Added new Experience 4 in Topic 4

Unit 2:

- Deleted Topic 2, Experience 2
- Deleted Topic 3, Experience 1 and replaced it with a new Experience

Unit 3:

- Added new Experience 3 for Topic 1
- Revised the Engaging Scenario for the unit

Unit 4:

- Enhanced Topic 1, Experience 2
- Enhanced Topic 2, Experience 1
- Revised the Engaging Scenario for the Unit

Unit 5:

- Revised Topic 1, Experience 1 to include the components of Topic 2
- Deleted Topic 2

Unit 1: Introduction to Education

Subject: Aspiring Educators

Grade: 11-12

Name of Unit: Educational Theory

Length of Unit: 8-9 days of 2 blocks per day (1,620 minutes)

Overview of Unit: Introduction to Education is a unit that revolves around understanding the basic components of education. In this unit students will student the importance of classroom climate, child development, diversity and professionalism. The entire unit embodies professional soft skills that are needed to be a teacher. Students will engage in collaborative projects and be asked to reflect on what it means to be a teacher.

Priority Standards for unit:

- ACEI 1.0 Students know, understand, and use the major concepts, principles, theories, and research related to development of children and adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- ACEI 3.2 Students understand how elementary and secondary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Supporting Standards for unit:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness

- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
major concepts, principles, theories, and research related to development of children and adolescents	Know	Remember	1
major concepts, principles, theories, and research related to development of children and adolescents	Understand	Understand	2
major concepts, principles, theories, and research related to development of children and adolescents	Use	Apply	4
students differ in their development and approaches to learning	Understand	Understand	2
instructional opportunities that are adapted to diverse students	Create	Create	4
on their practice in light of research on teaching, professional ethics, and resources available for professional learning	Reflect	Analyze	3
effects of their professional decisions and actions on students, families and other professionals in the learning community	Evaluate	Evaluate	3
opportunities to grow professionally	Seek Out	Evaluate / Create	4
the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community	Know	Remember	1
intellectual, social, emotional, physical growth, and well-being of children	Promote	Understand	2

Essential Questions:

1. Why is classroom climate so important?
2. How do teachers create a positive classroom culture?
3. How does child development impact teaching?
4. What are the different areas of diversity and why do we care as teachers?
5. What is professionalism and how does it impact you in the work field?

Enduring Understanding/Big Ideas:

1. Classroom climate impacts every single student. Future teachers need to understand that creating a positive, welcoming environment creates a foundation for learning (socially, emotionally, intellectually, etc.) in the classroom.
2. Teachers create a positive classroom culture by meeting students' individual needs, acceptance of diversity, open lines of communication, clear and concise expectations, and constantly reflecting on their practice.
3. Teachers need to understand the milestones that children go through and how this may impact them in the classroom.
4. Professionalism is the competence or skill expected of a professional. It impacts you in the work field to meet the necessary requirements to gain or maintain employment.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Collaboration Communication Confidentiality Diversity Gender Professionalism Socioeconomic Status	Child Development Classroom Climate DESE FERPA Middle-Age Development NEE Professional Development

Resources for Vocabulary Development: Quality Tools

Topic 1: Classroom Climate

Engaging Experience 1

Title: 60 seconds

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Supporting:

- Face fears and overcome resistance
- Establish self-awareness and reflection
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills

Detailed Description/Instructions: Each student will have 60 seconds to answer the question, “Why do you want to be an educator?” Classroom set up is as follows: Put two “support” chairs at the front of the classroom. The student speaker will stand in the middle between the 2 support chairs. Ask for someone in the class to time the speeches, giving the speaker a signal when they have 10 seconds left, 5 seconds left, and when they are to stop speaking. Students must talk for at least 50 seconds. After the student speaker is done, they return to the audience, one of the students in a support chair becomes a speaker, and another student in the audience will come up and sit in the now empty chair. This continues until every student has given a 60 second speech. When it is time for the student timer to give a speech, they turn the timing responsibilities over to someone who has already given their speech.

Reflection questions after the speeches are finished may include:

1. Did you learn anything about someone in this room that you didn’t already know? How does that change your perception of your peers?
2. How does taking the time to learn about the students in your classroom have an impact on your climate?
3. Why did we have 2 students sitting in support chairs in the front of the room while the speaker was talking?

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 2

Title: HGTV Classroom Hunters

Suggested Length of Time: 360 minutes

Standards Addressed

Priority:

- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Supporting:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Prior to arriving, the Aspiring Educator Instructor will NOT decorate the classroom. The instructor will leave the room in boxes. Once students arrive the instructor will announce that we are creating the classroom climate together. Students will be divided into groups and have to come up with a class concept for decorating the classroom. The goals are to create a classroom climate that promotes learning and a positive culture. Students will come up with a design scheme for the classroom and then present to the other groups. Everyone will vote on one theme and then we will decorate the classroom together.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Learner Development

Engaging Experience 1

Title: Developmental Research, Case Studies & LD Song/Rap

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- ACEI 1.0 Students know, understand, and use the major concepts, principles, theories, and research related to development of children and adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- ACEI 3.2 Students understand how elementary and secondary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques

Detailed Description/Instructions: Students will be divided into groups and given different areas of development (Example-

http://www.jblearning.com/samples/0763751375/46436_CH05_000_000.pdf). Students will explore the different areas of child development and understand the milestones children reach at different age groups. Once they find out their age group they will share out their findings with their peers. Finally, they will read case studies on scenarios of students at different developmental levels and answer how they would handle these situations as teachers. Students will then choose a specific area of development to focus on and create a rap/song.

Example-

http://www.beststart.org/resources/hlthy_chld_dev/pdf/on_track_case_studies_book.pdf

Bloom's Levels: Remember, Understand, Apply

Webb's DOK: 1, 2, 4

Rubric:

Name: _____		Rap/ Song Rubric			Learner Development
	Excellent 5	Good 4	Satisfactory 3	Needs Improvement 2-0	POINTS EARNED
Creativity	The rap/song contains many creative details and/or descriptions that contribute to the reader's enjoyment. The student has really used their imagination.	The rap/song contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The student has used their imagination.	The rap/song contains a few creative details and/or descriptions, but they distract from the story. The student has tried to use his imagination.	There is little evidence of creativity in the rap/song. The student does not seem to have used much imagination.	/5
Focus on Topic	There is one clear, well focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	/5
Length	The rap/song is over 45 seconds and uses all the time wisely. The rap/song is less than 90 seconds.	The rap/song is over 45 seconds but there are large chunks of time where there are no words. The rap/song is over 90 seconds.	The rap/song is under 45 seconds or longer than 90 seconds.	The rap/song is less than 30 seconds.	/5
	Excellent 10	Good 9-8	Satisfactory 7-5	Needs Improvement 4-0	POINTS EARNED
Vocabulary Inclusion	Writer uses five or more specified words and phrases that demonstrate the reader's own knowledge, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses at least five specified words and phrases that demonstrate the reader's own knowledge, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses four specified words and phrases that demonstrate the reader's own knowledge, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses three or less specified words and phrases that demonstrate the reader's own knowledge, and the choice and placement of the words seems accurate, natural and not forced.	/10
Content - Accuracy	All facts in the song/rap/song are accurate and you can tell the student researched their topic.	Most of the facts in the song are accurate but you can tell the student do thorough research.	Some of the facts are accurate	It appears the student didn't research.	/10
TOTAL					/35

Topic 3: Diversity

Engaging Experience 1

Title: This Is Me and Privilege Walk

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- ACEI 3.2 Students understand how elementary and secondary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Supporting:

- Develop self-awareness of strengths and blind spots
- Establish self-awareness and reflection
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- TT.AB.I.3: Students will recognize that people's' multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: “This is me,” activity. The teacher will read out different statements, starting general and working towards more person statements. Students will raise their hand or stand up when they associate with the statements. Example statements include:

- I am a female;
- I enjoy sports;
- I prefer to be by myself and read versus around others and social;
- I want to be a teacher because I believe in the difference they make in one's personal lives;
- Teachers are the strongest role model a student can have;
- I've been physically or sexually abused;
- I have two parents of the same gender association.

Students will then also do a privilege walk to realize what privilege they have and how this is going to impact them as a teacher.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Diversity Guest Speaker

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- ACEI 3.2 Students understand how elementary and secondary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Supporting:

- Develop self-awareness of strengths and blind spots
- Establish self-awareness and reflection
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: Bring in a guest speaker to discuss diversity - ethnicity, socioeconomic status, gender and sex identification, etc., - and cultural responsiveness. After the guest speak, lead a discussion of their reactions, feelings, and how it could impact their teaching philosophies.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3

Title: Diversity Simulations

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- ACEI 3.2 Students understand how elementary and secondary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Supporting:

- Develop self-awareness of strengths and blind spots
- Establish self-awareness and reflection
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building

- Apply professional presentation skills
- TT.AB.I.3: Students will recognize that people's multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: Students will participate in 1-2 simulations from the AVID Culturally Relevant Teaching. The focus will be on understanding the different aspects of diversity and culture of our students and how it impacts us as individuals and teachers. Examples of these activities are discussing stereotyping, doing a Socratic seminar on color blindness to other ethnicities/races, or activities revolving around the LGBTQ community.

Bloom's Levels: Understand

Webb's DOK: 3

Topic 4: Professionalism

Engaging Experience 1

Title: Dress for Success

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Establish self-awareness and reflection

Detailed Description/Instructions: Bring in the building principal to come in and discuss professional dress. Have the students wear what they feel is “professional” for a teacher. Students may ask questions of jeans, flip flops, etc.

Bloom’s Levels: Analyze, Evaluate

Webb’s DOK: 3

Engaging Experience 2

Title: Confidentiality / FERPA Guest Speaker

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Supporting:

- Understanding your role in a team

Detailed Description/Instructions: Bring in the district attorney to explain the importance of confidentiality to students, both in the sense of as a teacher and in the work they are doing within the curriculum while working with students. Students should be able to clearly define the limits of the law as well as the rights parents/families are granted. Students will then sign the confidentiality waiver.

An alternative activity is to have students visit the Department of Education website -

<http://www2.ed.gov/policy/landing.jhtml?src=pn> - and research the main components of FERPA. Students can present their findings to the class in a group discussion format or write a short essay covering what they learned.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric:



Confidentiality Statement

I, _____ a participant in the Professional Studies Internship Program, acknowledge that I have been informed that I may come into contact with privileged information while at the training site.

I hereby understand and promise that I will not divulge any privileged or confidential information to anyone including classmates or relatives. If I break this promise, I will be subject to disciplinary action, including termination of my participation in the program, and will be responsible for the damages arising from any irresponsible actions on my part.

Student Signature/Date _____

Parent Signature/Date _____

Instructor Signature/Date _____

Engaging Experience 3

Title: Professional Evaluations Guest Speaker

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Develop self-awareness of strengths and blind spots

Detailed Description/Instructions: Instructor will go over the different aspects of professionalism; dress, eye contact, shaking hands, standing up when a superior comes in, addressing a teacher by their title in front of children, what you call your teacher when students are in the classroom.

Instructor will invite a district professional to come and discuss how teachers are evaluated. (Ex-NEE.) Students will learn how they will be evaluated in a few years.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3

Engaging Experience 4

Title: Educators Professional Responsibility

Suggested Length of Time: 120 minutes

Standards Addressed

Priority:

- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Develop self-awareness of strengths and blind spots

Detailed Description/Instructions: Students will be given six different areas of professionalism (showing, growing and developing, maintaining accurate records, communicating with families, working in and contributing to the school and district, and reflecting on teaching) and then cut up strips of paper. Students will work in teams and try to put the strips under the correct category (i.e., attends promptly and regularly goes under showing professionalism). When all groups have finished we will do a gallery walk and then have a class discussion. At the end of the discussion students will make a digital flyer (can use CANVA) and write one thing they excel at and one area of growth per six categories.

SHOWING PROFESSIONALISM Challenges stereotypical attitudes	GROWING AND DEVELOPING PROFESSIONALLY Participate in seminars and other required professional development.	MAINTAINING ACCURATE RECORDS Maintains records of non-instructional activities
COMMUNICATING WITH FAMILIES Communicates positive information and concerns to parents/caregivers	WORKING IN AND CONTRIBUTING TO THE SCHOOL AND DISTRICT Seeks assistance from other professionals concerning teaching and learning	REFLECTING ON TEACHING States the strengths and weaknesses of lessons based on data

Ex-

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3

Rubric:

Ed 2020 Educator's Professional Responsibility Canva

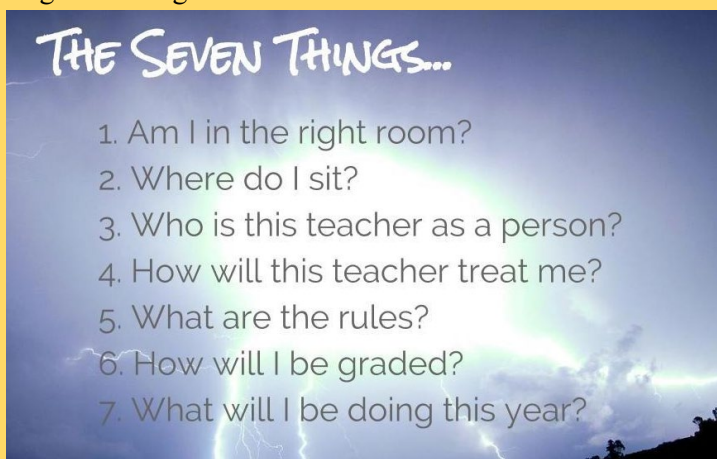
Criteria	5 points	2.5 points	0 points
Format and Content	Intern identifies six areas of professional responsibility and an area of growth for each area.	Intern identifies less than four areas of professional responsibility and an area of growth for each area.	Interns have no detail and do not label six areas of professional responsibility.
Key ideas and Professional Growth	Areas of growth connect key ideas to future classroom use that is clearly stated and well supported as well as demonstrates professional growth and awareness.	Areas of growth refer to some key ideas without future applications and some support. Entries demonstrate little professional growth or awareness.	Journal entries are not specific to any future applications and little to no support while showing no evidence of professional growth or awareness.
Canva Design	Canva is neat and easy to read.	Information on Canva is disorganized and hard to tell six specific areas of growth.	Didn't use Canva.
Timeliness	Turned in on time.	Turned in 24 hours late.	Turned in over 24 hours late.
TOTAL			/20

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Harry Wong's 7 things to students want to know on the first day of school

- Timeline: 30 minutes to brainstorm and create, 30 minutes to present- 60 minutes total
- Situation: Instructor will hand out Harry Wong's 7 Things Students Want to Know on the First Day of School. Research says that these are in your head when you walk through the door on the first day of school. You saw what I did, as your instructor. Did I meet your needs? Did I go through them?
- Challenge: First day of school is coming up in 2 days, you know that your kids are going to have these questions in your mind. How are you going to meet their needs?
- Specific Roles: Teacher
- Audience: Veteran Teachers
- Product: Addressing the 7 things



**** Aspiring Educators Instructor will model this lesson on Day 1 and will circle back and have students complete this as their engaging scenario for Unit 1.**

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Classroom Climate	60 seconds	Each student will have 60 seconds to answer the question, “Why do you want to be an educator?” Classroom set up is as follows: Put two “support” chairs at the front of the classroom. The student speaker will stand in the middle between the 2 support chairs. Ask for someone in the class to time the speeches, giving the speaker a signal when they have 10 seconds left, 5 seconds left, and when they are to stop speaking. Students must talk for at least 50 seconds. After the student speaker is done, they return to the audience, one of the students in a support chair becomes a speaker, and another student in the audience will come up and sit in the now empty chair. This continues until every student has given a 60 second speech. When it is time for the student timer to give a speech, they turn the timing responsibilities over to someone who has already given their speech.	30 minutes
Classroom Climate	HGTV Classroom Hunters	Prior to arriving, the Aspiring Educators Instructor will NOT decorate the classroom. The instructor will leave the room in boxes. Once students arrive the instructor will announce that we are creating the classroom climate together. Students will be divided into groups and have to come up with a class concept for decorating the classroom. The goals are to create a classroom climate that promotes learning and a positive culture. Students will come up with a design scheme	360 minutes

		for the classroom and then present to the other groups. Everyone will vote on one theme and then we will decorate the classroom together.	
Learner Development	Developmental Research, Case Studies, and LD Song/Rap	Students will be divided into groups and given different areas of development (Example- http://www.jblearning.com/samples/0763751375/46436_CH05_000_000.pdf). Students will explore the different areas of child development and understand the milestones children reach at different age groups. Once they find out their age group they will share out their findings with their peers. Finally, they will read case studies on scenarios of students at different developmental levels and answer how they would handle these situations as teachers. Students will then choose a specific area of development to focus on and create a rap/song. Example- http://www.beststart.org/resources/hlthy_chld_dev/pdf/on_track_case_studies_book.pdf	60 minutes
Diversity	This is Me and Privilege Walk	“This is me,” activity. The teacher will read out different statements, starting general and working towards more person statements. Students will raise their hand or stand up when they associate with the statements. Students will then also do a privilege walk to realize what privilege they have and how this is going to impact them as a teacher.	40 minutes
Diversity	Guest Speaker	Bring in a guest speaker to discuss diversity - ethnicity, socioeconomic status, gender and sex identification, etc., - and cultural responsiveness. After the guest speak, lead a discussion of their reactions, feelings, and how it could impact their teaching	90 minutes

		philosophies.	
Diversity	Diversity Simulations	Students will participate in 1-2 simulations from the AVID Culturally Relevant Teaching. The focus will be on understanding the different aspects of diversity and culture of our students and how it impacts us as individuals and teachers. Examples of these activities are discussing stereotyping, doing a Socratic seminar on color blindness to other ethnicities/races, or activities revolving around the LGBTQ community.	90 minutes
Professionalism	Dress for Success	Bring in the building principal to come in and discuss professional dress. Have the students wear what they feel is “professional” for a teacher. Students may ask questions of jeans, flip flops, etc.	20 minutes
Professionalism	Confidentiality/FERPA Guest Speaker	Bring in the district attorney to explain the importance of confidentiality to students, both in the sense of as a teacher and in the work they are doing within the curriculum while working with students. Students should be able to clearly define the limits of the law as well as the rights parents/families are granted. Students will then sign the confidentiality waiver.	90 minutes
Professionalism	Professional Evaluations Guest Speaker	Instructor will go over the different aspects of professionalism; dress, eye contact, shaking hands, standing up when a superior comes in, addressing a teacher by their title in front of children, what you call your teacher when students are in the classroom. Instructor will invite a district professional to come and discuss how teachers are evaluated. (Ex- NEE.) Students will learn how they will be evaluated in a few years.	45 minutes

Professionalism	Educators Professional Responsibility	Students will be given six different areas of professionalism (showing, growing and developing, maintaining accurate records, communicating with families, working in and contributing to the school and district, and reflecting on teaching) and then cut up strips of paper. Students will work in teams and try to put the strips under the correct category (i.e.- attends promptly and regularly goes under showing professionalism). When all groups have finished we will do a gallery walk and then have a class discussion. At the end of the discussion students will make a digital flyer (can use CANVA) and write one thing they excel at and one area of growth per six categories.	120 minutes
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Unit 2: Communication and Collaboration

Subject: Aspiring Educators

Grade: 11-12

Name of Unit: Communication and Collaboration

Length of Unit: 10 Days of 2 blocks per day (1,800 minutes)

Overview of Unit: In the communication and collaboration unit students will be asked to reflect on the various forms of communication, verbal, written, non-verbal, and the impact they have on the education professions. Students will be put through many role playing scenarios where they have to simulate how they would respond as a teacher. This unit has a heavy emphasis on reflective learning and facilitating professional conversations.

Priority Standards for unit:

- ACEI 3.5 Students use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting Standards for unit:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building

- Apply professional presentation skills
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effective verbal, nonverbal, and media communication techniques	Use	Apply	3
effective verbal, nonverbal, and media communication techniques	Understand	Understand	2
active inquiry, collaboration, and supportive interaction in the classroom	Foster	Apply	3
the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community	Know	Remember	1
intellectual, social, emotional, physical growth, and well-being of children	Promote	Understand	2
on their practice in light of research on teaching, professional ethics, and resources available for professional learning	Reflect	Analyze	3
effects of their professional decisions and actions on students, families and other professionals in the learning community	Evaluate	Evaluate	3
opportunities to grow professionally	Seek Out	Evaluate / Create	4

Essential Questions:

1. What are the different forms of communication and how do they impact teachers?
2. Why is a positive digital footprint vital?
3. How does social media/technology impact teachers?
4. How does collaboration impact teachers?

Enduring Understanding/Big Ideas:

1. The different forms of communication are verbal, nonverbal, and written. These impact teachers because we need to keep our stakeholders informed of events taking place in the classroom, school, and district.
2. A positive digital footprint is vital to gain and maintain employment.
3. Social media/technology impacts teacher by enhancing their instruction. It impacts teachers by being able to reach out to stakeholders.
4. Collaboration impacts teachers by working with other professionals to aid in personal development and student success.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Accountability Confidentiality Digital Footprint Facilitation Nonverbal Communication Social Media Verbal Communication Written Communication	

Resources for Vocabulary Development: Quality Tools

Topic 1: Communication Types

Engaging Experience 1

Title: Effective Written Communication

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- ACEI 3.5 Students use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Supporting:

- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Throughout the course of Aspiring Educators it is important that students are able to effectively communicate with their host teacher and instructor. Students will be asked to write drafts of the following emails;

- Sick
- Late
- Absent
- Introductory Letter to Host Teacher
- Explanation of Internship Requirements

Students will write these letters and have them available in case one of these situations arise. Students will submit these to the instructor for revision and then have them at their disposal throughout the rest of the semester.

Bloom's Levels: Understand, Apply

Webb's DOK: 2, 3

Engaging Experience 2

Title: Verbal and Nonverbal Role Playing/ Charades

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- ACEI 3.5 Students use their knowledge and understanding of effective verbal,

nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Supporting:

- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Students will do some research on interpersonal communication and the impact verbal and nonverbal communication can have throughout a conversation. Students will brainstorm scenarios that will have their peers feel uncomfortable or cause a reaction. We will put many scenarios in a hat and then use them in a fishbowl discussion. Student A will draw a scenario from a hat and sit in the fishbowl with Student B. Student B will not know what the scenario is. Student A will act out the scenario or say the scenario and Student B will have to portray professional verbal and nonverbal communication. All other peers will be on the outside of the fishbowl and critique their peers. Each student will be filmed and then ask to analyze their performance.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Digital World

Engaging Experience 1

Title: Debate Series

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- ACEI 3.5 Students use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Students will engage in a social media debate. The instructor will have pre-made cards that divide the class into two large groups, a Pro and Anti group. The instructor will give each group the side they are debating and students will have 5 - 10 minutes to research their topic that will support their side of the argument. Groups will then have the floor for 5 minutes to share side. At the conclusion of their 5 minutes the roles will switch, and the other group will share. At the very end there will be a 5-minute open forum discussion. At the end of the debate, students will have an open reflection of the topic. Below are ideas for debate topics:

1. Debate 1- Texting Students
2. Debate 2- Social Media friends with Students
3. Debate 3- Court Case on a Teacher being fired in the KC Area

At the end of all three of the debates, students will reflect silently on what their own personal beliefs of the impact careers have on social media. At the end of a silent reflection the instructor will take out the PH Teacher Agreement and show them the district rules a teacher has to follow.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3

Topic 3: Collaboration

Engaging Experience 1

Title: Personality Test and Collaboration Growth Mindset Game

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience

Detailed Description/Instructions: Instructor will give each student a personality test beforehand to see how they function in a team. Each student will discuss strengths and weaknesses of their personality type. Instructor will then facilitate a collaboration game and focus on the growth mindset. Example: (Marshmallow Challenge).

Bloom's Levels: Create, Analyze

Webb's DOK: 4

Example:

Five Minute Personality Test **LION – BEAVER – OTTER – GOLDEN RETRIEVER**

Choose the item in each line that is most like you and put a 4. Then pick the item that is next most like you and put a 3. Then 2 and then 1 which is least like you. Do this across the page for each list of descriptors.

1. ___ Likes authority ___ Enthusiastic ___ Sensitive Feelings ___ Likes Instruction
2. ___ Takes Charge ___ Takes Risks ___ Loyal ___ Accurate
3. ___ Determined ___ Visionary ___ Calm ___ Consistent
4. ___ Enterprising ___ Verbal ___ Enjoys Routine ___ Predictable
5. ___ Competitive ___ Promoter ___ Dislikes Change ___ Practical
6. ___ Problem Solver ___ Enjoys Popularity ___ Gives in To Others ___ Factual
7. ___ Productive ___ Fun-loving ___ Avoids Confrontations ___ Responsible
8. ___ Bold ___ Likes Variety ___ Sensitive ___ Prefers Perfection
9. ___ Decision Maker ___ Spontaneous ___ Nurturing ___ Detail Oriented
10. ___ Persistent ___ Inspirational ___ Peace Maker ___ Analytical

Total: _____ _____ _____ _____



Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Parent-Teacher Conference

- Situation: Students have previously learned about the importance of communicating, social media, and collaboration. For this engaging scenario students are going to participate in a mock Parent/Teacher Conference. This scenario is going to take place over two days.
- Challenge: Students will practice appropriately to upset parents. Students will not know the scenarios.
- Specific Roles: Parent and Teacher Role Playing
- Audience: “Parent”
- Product/Performance: Mock Parent-Teacher Conference
- Pre-Work: Instructor will provide mock examples of scenarios that occur during PT Conferences. Instructor will also have current teachers from the host building submit scenarios to make them more realistic.

Day 1:

- Part 1-The Instructor will ask a student to play the parent and the instructor will act as the teacher. The instructor will model of how to talk to parents, listen to their concerns, and make a plan of action to help the student. The instructor will do the “freeze” method and have students brain storm what they would say.
- Part 2-The students will come up with scenarios that could occur during PT conferences. These will be used during Day 2.

Day 2:

- Part 1-Students will go over self- regulatory responses and active listening training and how to respond to parents’ when upset. Example - SOLER (Squarely face person, open posture, lean towards, eye contact, relax), LAST (listen, apologize, solve, thank),
- Part 2-Students will then pull scenarios out of a hat and practice with a peer. Students will take turns acting as the parents and as the teacher.
- *Part 3* Optional- Bring in veteran teachers to come in and play the parents. Veteran teachers could also use the freeze method to help aspiring teachers.

Day 3 (As time allows): Have a fishbowl discussion and have a mock interview between classmates. Outside observers critique how they responded and used active listening and empathy.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Communication Types	Effective Written Communication	Throughout the course of Aspiring Educators it is important that students are able to effectively communicate with their host teacher and instructor. Students will be asked to write drafts of the following emails; ● Sick ● Late ● Absent ● Introductory Letter to Host Teacher ● Explanation of Internship Requirements Students will write these letters and have them available in case one of these situations arise. Students will submit these to the instructor for revision and then have them at their disposal throughout the rest of the semester.	30 minutes
Communication Types	Verbal and Nonverbal Role Playing/ Charades	Students will do some research on interpersonal communication and the impact verbal and nonverbal communication can have throughout a conversation. Students will brainstorm scenarios that will have their peers feel uncomfortable or cause a reaction. We will put many scenarios in a hat and then use them in a fishbowl discussion. Student A will draw a scenario from a hat and sit in the fishbowl with Student B. Student B will not know what the scenario is. Student A will act out the scenario or say the scenario	60 minutes

		and Student B will have to portray professional verbal and nonverbal communication. All other peers will be on the outside of the fishbowl and critique their peers.	
Digital World	Debate Series	Students will engage in a social media debate. The instructor will have pre-made cards that divide the class into two large groups, a Pro and Anti group. The instructor will give each group the side they are debating and students will have 5 - 10 minutes to research their topic that will support their side of the argument. Groups will then have the floor for 5 minutes to share side. At the conclusion of their 5 minutes the roles will switch, and the other group will share. At the very end there will be a 5-minute open forum discussion. At the end of the debate, students will have an open reflection of the topic. Below are ideas for debate topics: 1. Debate 1- Texting Students 2. Debate 2- Facebook Friends with Students 3. Debate 3- Court Case on a Teacher being fired in the KC Area At the end of all three of the debates, students will reflect silently on what their own personal beliefs of the impact careers have on social media. At the end of a silent reflection the instructor will take out the PH Teacher Agreement and show them the district rules a teacher has to follow.	60 minutes
Collaboration	Personality Test and Collaboration Growth Mindset	Instructor will give each student a personality test beforehand to see how they function in a team. Each student will discuss strengths and weaknesses of their	90 minutes

	Game	personality type. Instructor will then facilitate a collaboration game and focus on the growth mindset. Example: (Marshmallow Challenge).	
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Unit 3: Curriculum

Subject: Aspiring Educators

Grade: 11-12

Name of Unit: Curriculum

Length of Unit: 9 Days of 2 blocks per day (1,620 minutes)

Overview of Unit: In unit 3 students will be immersed in the area of curriculum. Students will explore the federal and state regulations and how this impacts Park Hill and teachers. By the end of this unit students will be able to communicate how teachers get their standards and learning targets for a given content area. Students will be taken through a shortened version of the curriculum process and visit historical versus current curricula.

Priority Standards for unit:

- ACEI 2.0 Students know, understand, and use fundamental concepts of their respective discipline of study (science, mathematics, social studies, etc.). Students will design and implement age-appropriate inquiry lessons to teach their respective discipline, to build student understanding for personal and social applications.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting Standards for unit:

- ACEI 2.1 Students demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- ACEI 2.2 Students know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- ACEI 2.3 Students know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

- ACEI 2.4 Students know, understand, and use the major concepts and modes of inquiry from the social studies - the integrated study of history, geography, the social sciences, and other related areas - to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- ACEI 2.5 Students know, understand, and use - as appropriate to their own understanding and skills - the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- ACEI 2.6 Students know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- ACEI 2.7 Students know, understand, and use - as appropriate to their own understanding and skills - human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.
- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
concepts of their respective discipline of study	Know	Remember	1
concepts of their respective discipline of study	Understand	Understand	2
concepts of their respective discipline of study	Use	Apply	3
age-appropriate inquiry lessons	Design	Create	4
age-appropriate inquiry lessons	Implement	Apply	3
their respective discipline	Teach	Apply	3
student understanding for personal and social applications	Build	Understand	2
on their practice in light of research on teaching, professional ethics, and resources available for professional learning	Reflect	Analyze	3
effects of their professional decisions and actions on students, families and other professionals in the learning community	Evaluate	Evaluate	3
opportunities to grow professionally	Seek Out	Evaluate / Create	4

Essential Questions:

1. How does the federal and state government impact education?
2. What are the MLS and why do teachers need to know them?
3. How do teachers look at curriculum and create lessons?

Enduring Understanding/Big Ideas:

1. Federal Government and State Governments provide funding for districts. This money is given to schools to educate students.
2. MLS and MLS are standards that teachers use to teach. We need to know them in order for students to not have gaps in their learning. This guides lesson planning.

3. Teachers use specific look-fors to understand the goals of the curriculum. Once teachers understand the importance of the curriculum and the standards address, teachers create lessons.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Curriculum Differentiation Engagement Fidelity Research-Based Rigor	Learning Standards Learning Targets Lesson Planning Look For Missouri Learning Standards Objectives

Resources for Vocabulary Development: Quality Tools

Topic 1: Standards and Regulations

Engaging Experience 1

Title: MODESE Scavenger Hunt and Understanding Roles of Federal Government & Guest Speaker

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- ACEI 2.0 Students know, understand, and use fundamental concepts of their respective discipline of study (science, mathematics, social studies, etc.). Students will design and implement age-appropriate inquiry lessons to teach their respective discipline, to build student understanding for personal and social applications.

Supporting:

- Conduct research
- Gather data and assess the results
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: The instructor will give a presentation on a brief overview of the roles of what the federal and state government play in education. This presentation will deal with funding, creating of the MLS, accreditation, etc. Students will then do an investigation of both the federal and state websites. Specifically, students will be asked to complete a DESE Scavenger Hunt. This could include, but is not limited to...

1. Who is our State Commissioner?
2. What did our State Commissioner just announce?
3. When can high school students take EOCs?
4. When are the grade level assessments (MAP Window)?
5. When did the fifth version of MSIP begin?
6. What are two of the policy goals of MSIP?
7. How much plan time does each teacher get per school week?
8. What is a Kids' Chance Scholarship Program?
9. What is the Advanced Placement Exam?
10. What does MO DESE say the five characteristics to consider when choosing a college?
11. What are Missouri's selective institutions?

12. How is MO DESE and the Department of Mental Health and Social Service helping the teachers and staff in Ferguson, MO?
13. On Wednesday, August 6th, what did MO DESE give to Kansas City Public Schools?
14. Take a snapshot of some of Park Hill's data.
15. Watch a video by our State Commissioner and give a 250-word reflection.

As an extension, bring in a guest speaker (ex- someone who worked for state department, someone from the state department, or the superintendent) to discuss the role of the government in education.

Bloom's Levels: Know, Understand

Webb's DOK: 1, 2

Engaging Experience 2

Title: MLS/MLS Skyping

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- ACEI 2.0 Students know, understand, and use fundamental concepts of their respective discipline of study (science, mathematics, social studies, etc.). Students will design and implement age-appropriate inquiry lessons to teach their respective discipline, to build student understanding for personal and social applications.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- ACEI 2.1 Students demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- ACEI 2.2 Students know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- ACEI 2.3 Students know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

- ACEI 2.4 Students know, understand, and use the major concepts and modes of inquiry from the social studies - the integrated study of history, geography, the social sciences, and other related areas - to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- ACEI 2.5 Students know, understand, and use - as appropriate to their own understanding and skills - the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- ACEI 2.6 Students know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- ACEI 2.7 Students know, understand, and use - as appropriate to their own understanding and skills - human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.
- Conduct research
- Gather data and assess the results
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will have been previously taught what the MLS are and how MLS are directly tied to these. Students will be in the classroom and have their MLS/MLS pulled up on their device. The instructor will set up three different skyping sessions with classrooms in the Park Hill School District. Students will be told what grade level and content area they are going to observe.

- Ex- Mr. White, 3rd grade, Math
- Ex- Ms. Smith, Kindergarten, Reading
- Ex- Mr. Jones, 7th Grade, ELA

Students will observe the classroom teaching the lesson and will try to guess what MLS/MLS is being taught.

*Note to the instructor- make sure your end of the skyping session is on mute so you can participate in class discussions about what you see

Bloom's Levels: Use, Understand, and Know

Webb's DOK: 1, 2, 3

Topic 2: Curriculum Process

Engaging Experience 1

Title: Historical versus Current

Suggested Length of Time: 180 minutes

Standards Addressed

Priority:

- ACEI 2.0 Students know, understand, and use fundamental concepts of their respective discipline of study (science, mathematics, social studies, etc.). Students will design and implement age-appropriate inquiry lessons to teach their respective discipline, to build student understanding for personal and social applications.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- ACEI 2.1 Students demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- ACEI 2.2 Students know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- ACEI 2.3 Students know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.
- ACEI 2.4 Students know, understand, and use the major concepts and modes of inquiry from the social studies - the integrated study of history, geography, the social sciences, and other related areas - to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

- ACEI 2.5 Students know, understand, and use - as appropriate to their own understanding and skills - the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- ACEI 2.6 Students know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- ACEI 2.7 Students know, understand, and use - as appropriate to their own understanding and skills - human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.
- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills

Detailed Description/Instructions: Students will be given the Aspiring Educators curriculum and will be taught the major look fors. The major look fors are, priority standards, unwrapping, vocabulary, topics, suggested length of time, and instructions. (At this time, students will not go over Bloom's or Webb's DOK). Students will understand that when looking at curriculum, this drives your lesson plan. This will play a vital role in the next unit. Students will look at curriculum and get a general idea of how teachers look at curriculum. Students will then look at the historical versus current curricula. They will reflect on the changes to curriculum and realize that this will happen during their career.

Bloom's Levels: Know, Understand, Build

Webb's DOK: 1, 2, 3

Topic 3: Planning with Curriculum

Engaging Experience 1

Title: Unwrapping Skills

Suggested Length of Time: 180 minutes

Standards Addressed

Priority:

- ACEI 2.0 Students know, understand, and use fundamental concepts of their respective discipline of study (science, mathematics, social studies, etc.). Students will design and implement age-appropriate inquiry lessons to teach their respective discipline, to build student understanding for personal and social applications.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- ACEI 2.1 Students demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- ACEI 2.2 Students know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- ACEI 2.3 Students know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.
- ACEI 2.4 Students know, understand, and use the major concepts and modes of inquiry from the social studies - the integrated study of history, geography, the social sciences, and other related areas - to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

- ACEI 2.5 Students know, understand, and use - as appropriate to their own understanding and skills - the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- ACEI 2.6 Students know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- ACEI 2.7 Students know, understand, and use - as appropriate to their own understanding and skills - human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.
- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills

Detailed Description/Instructions: Students will begin by looking at the PH concept map for writing curriculum. The instructor will take them through what they would do if they were on a curriculum writing team with the following steps:

1. The instructor and students will pull one standard from MLS and unwrap the standards together. Depending on the student's understanding the instructor can model Bloom's and Webb's. Once the instructor has modeled, the students will go back and pick out their own standard. They will complete the unwrapping and then come back to the instructor.
2. The instructor will model writing essential questions. These questions must be either How's or Why's. Students will brainstorm with the instructor and then go back and complete their own.
3. This process will continue with big ideas and vocabulary.
4. If there is enough time, students can then start brainstorming Topics.

Bloom's Levels: Apply, Design

Webb's DOK: 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Title: Scope and Sequence

Suggested Length of Time: 360 minutes

Using PH curriculum, students will find all the standards that need to be taught for their identified grade level and plan out a semester. Students will conceptually have to think how long it will take teach each standard. They will then map this out on a yearlong calendar.

Students will also be asked to create a bulletin board that outlines one standard that they need to teach. Students will share their calendar, bulletin board, and unit of study.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Standards and Regulations	MODESE Scavenger Hunt and Understanding Roles of Federal Government	The instructor will give a presentation on a brief overview of the roles of what the federal and state government play in education. This presentation will deal with funding, creating of the MLS, accreditation, etc. Students will then do an investigation of both the federal and state websites. Specifically, students will be asked to complete a DESE Scavenger Hunt. This could include, but is not limited to... 1. Who is our State Commissioner? 2. What did our State Commissioner just announce? 3. When can high school students take EOCs? 4. When are the grade level assessments (MAP Window)? 5. When did the fifth version of MSIP begin? 6. What are two of the policy goals of MSIP? 7. How much plan time does each teacher get per school week? 8. What is a Kids' Chance Scholarship Program? 9. What is the Advanced Placement Exam? 10. What does MO DESE say the five characteristics to consider when choosing a college? 11. What are Missouri's selective institutions? 12. How is DESE and the	60 minutes

		Department of Mental Health and Social Service helping the teachers and staff in Ferguson, MO? 13. On Wednesday, August 6th, what did DESE give to Kansas City Public Schools? 14. Take a snapshot of some of Park Hill's data. 15. Watch a video by our State Commissioner and give a 250-word reflection. At the end of this scavenger there will be a brief quiz over the concepts taught.	
Standards and Regulations	MLS/MLS Skyping	Students will have been previously taught what the MLS are and how MLS are directly tied to these. Students will be in the classroom and have their MLS/MLS pulled up on their device. The instructor will set up three different skyping sessions with classrooms in the Park Hill School District. Students will be told what grade level and content area they are going to observe. Students will observe the classroom teaching the lesson and will try to guess what MLS/MLS is being taught.	30 minutes
Standards and Regulations	MLS Board Game Challenge	Students will work in teams and create a board game based off a MLS.	180 minutes
Curriculum Process	Historical versus Current	Students will be given the Aspiring Educators curriculum and will be taught the major look fors. The major look fors are, priority standards, unwrapping, vocabulary, topics, suggested length of time, and instructions. (At this time, students will not go over Bloom's or Webb's DOK). Students will understand that when looking	180 minutes

		at curriculum, this drives your lesson plan. This will play a vital role in the next unit. Students will look at curriculum and get a general idea of how teachers look at curriculum. Students will then look at the historical versus current curricula. They will reflect on the changes to curriculum and realize that this will happen during their career.	
Planning with Curriculum	Unwrapping Skills	Students will begin by looking at the PH concept map for writing curriculum. The instructor will take them through what they would do if they were on a curriculum writing team.	180 minutes

Unit 4: Instruction

Subject: Aspiring Educators

Grade: 11-12

Name of Unit: Instruction

Length of Unit: 9 Days of 2 blocks per day (1,620 minutes)

Overview of Unit: In Unit 4 students will gain knowledge into lesson planning. Throughout lesson planning students will be challenged not only to gear their lessons towards MLS/MLS but think of different aspects of lesson planning; what are instructional strategies? What are the diverse learning needs of my students and how do I make sure I am meeting them? This unit will also dive into different aspects of differentiation and really ask the students to be self-reflective learners.

Priority Standards for unit:

- ACEI 3.1 Students plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- ACEI 3.3 Students understand and use a variety of teaching strategies that encourage elementary and secondary students/ development of critical thinking and problem solving.
- ACEI 3.4 Students use their knowledge and understanding of individual and group motivation and behavior among students at the K-12 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting Standards for unit:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience

- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	plan	Create	4
instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	implement	Apply	3
a variety of teaching strategies that encourage elementary and secondary students/ development of critical thinking and problem solving	understand	Understand	2
a variety of teaching strategies that encourage elementary and secondary students/ development of critical thinking and problem solving	use	Apply	3
knowledge individual and group motivation and behavior among students at the K-12 level	use	Apply	3
individual and group motivation and behavior among students at the K-12 level	understand	Understand	2
active engagement in learning, self-motivation, and positive social interaction	foster	Apply	3
supportive learning environments	create	Create	3
on their practice in light of research on teaching, professional ethics, and resources available for professional learning	reflect	Analyze	3
effects of their professional decisions and actions on students, families and other professionals in the learning community	evaluate	Evaluate	3
opportunities to grow professionally	seek out	Evaluate / Create	4

Essential Questions:

1. How do specific learning styles play into education and individual growth of learners?
2. What are the components of a quality lesson plan and how will that drive instruction?

Enduring Understanding/Big Ideas:

1. Each student has an individual/personal path to their learning. Teachers must plan lessons that are differentiated and geared towards success for each learner.
2. Quality lessons have multiple instructional strategies, effective hooks, wait time, pacing, and the ability to go back and reteach. Teacher instruction is driven by curriculum, learning targets, and data collection from students.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Assessment Differentiation Individualization Lesson Planning Personalization	Hook Instructional Strategies Learner Motivation Learning Styles Learning Targets Pacing Reteaching Wait Time

Resources for Vocabulary Development: Quality Tools

Topic 1: Differentiation

Engaging Experience 1

Title: COMPASS Points

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- ACEI 3.1 Students plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- ACEI 3.3 Students understand and use a variety of teaching strategies that encourage elementary and secondary students/ development of critical thinking and problem solving.
- ACEI 3.4 Students use their knowledge and understanding of individual and group motivation and behavior among students at the K-12 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team

Detailed Description/Instructions: Students will work through the National School Reform Faculty activity, North, South, East and West: Compass Points, An Exercise in Understanding Preferences in Group Work.

Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to individual but to group behaviors, helping us to understand how preferences affect our group work.

1. The room is set up with four signs on each wall — North, South, East and West.
2. Participants are invited to go to the “direction” of their choice. No one is only one “direction,” but everyone can choose one as their pre-dominant one.
3. Each “direction” answers the five questions on a sheet of newsprint. When complete, they report back to the whole group.
4. Processing can include:
 - Note the distribution among the “directions”: what might it mean?
 - What is the best combination for a group to have? Does it matter?
 - How can you avoid being driven crazy by another “direction”?
 - How might you use this exercise with others? Students?

	North <i>Acting – “Let’s do it;” Likes to act, try things, plunge in.</i>	
West <i>Paying attention to detail —likes to know the who, what, when, where and why before acting.</i>		East <i>Speculating – likes to look at the big picture and the possibilities before acting.</i>
	South <i>Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.</i>	

Bloom’s Levels: Understand, Apply

Webb’s DOK: 2, 3

Rubric: <http://www.collaboratingpartners.com/documents/handout1northsoutheastandwest.pdf>

Engaging Experience 2

Title: What kind of Learner am I? And tying it to Differentiation/Individualization/Personalization

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- ACEI 3.1 Students plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- ACEI 3.3 Students understand and use a variety of teaching strategies that encourage elementary and secondary students/ development of critical thinking and problem solving.

- ACEI 3.4 Students use their knowledge and understanding of individual and group motivation and behavior among students at the K-12 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Develop self-awareness of strengths and blind spots
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Demonstrate appropriate teamwork & team building

Detailed Description/Instructions: Students will learn about different learning styles and how that influences writing lessons. Although learning styles is no longer research-based it is important to understand the different types of learning styles so a teacher can appropriately plan a lesson that is meeting all the needs of their students.

Students will take one of the following tests to determine their learning style:

- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- <http://www.edutopia.org/multiple-intelligences-assessment>
- <http://vark-learn.com/the-vark-questionnaire/>
- <http://www.personal.psu.edu/bxb11/LSI/LSI.htm>

Students will then get in groups of the learning style they are most like; they will process on how they will help students in their class and meet the needs of this specific learning style. Each group will share out what their learning style is and how teachers can meet their specific needs. Students will then be given a sample MLS and each individual needs to make a lesson that meets the needs of all the learners in the class.

Students will then work through the three tiered chart about differentiation / personalization / individualization. Students will work in teams to take a MLS and work through this chart.

Ex-

Personalization vs Differentiation vs Individualization

There is a difference between personalization and differentiation and individualization. One is learner-centered; the others are teacher-centered.

Personalization	Differentiation	Individualization
starts with the learner	starts with groups of learners	starts with the needs of the individual learner
connects with interests, passions, and aspirations	adjusts to learning needs of groups of learners	accommodates learning needs of the individual
learners actively participate in the design of their learning	explicit instruction based upon the learning needs of groups of learners	explicit instruction based upon the learning needs of an individual learner
learners have a voice and choice on what they learn	teachers create or adapt instruction and choose roles for learners based on different needs of learners	teachers customize lessons and tasks for learners based on individual needs
different objectives for each learner	same objectives for groups of learners	same objectives for learners with specific objectives for individuals who receive one-on-one support
learner selects appropriate technology and resources to support their learning	technology and resources are selected to support the learning needs of groups of learner	technology and resources are selected to support the learning needs of an individual learner
learners build a network of peers, teachers, and others to guide and support their learning	learners are reliant on the guidance of teachers to support their learning	learners are dependent on individual teachers or para-professionals to support their learning
competency-based models where the learner demonstrates mastery	based on Carnegie unit (seat time), grade level	based on Carnegie unit (seat time), grade level
assessment AS learning	assessment FOR learning	assessment OF learning
teachers develop capacity to create independent learners who set goals, monitor progress, and reflect on learning	assessment involves time-based testing and teachers provide feedback to advance learning	summative assessment is grade-based and involves time-based testing which confirms what learners know and don't know

Personalized Learning Chart by Barbara Bray and Kathleen McClaskey is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License](https://creativecommons.org/licenses/by-nc-nd/4.0/).



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Bloom's Levels: Use, Understand, Apply, and Create
Webb's DOK: 1, 2, 3, 4

Topic 2: Instructional Strategies

Engaging Experience 1

Title: Beesburg Investigation/Instructional Strategies Investigation with Role Playing Demonstration

Suggested Length of Time: 30-45 minutes

Standards Addressed

Priority:

- ACEI 3.1 Students plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- ACEI 3.3 Students understand and use a variety of teaching strategies that encourage elementary and secondary students/ development of critical thinking and problem solving.
- ACEI 3.4 Students use their knowledge and understanding of individual and group motivation and behavior among students at the K-12 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- ISTE-EMPOWERED LEARNER1.: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Instructional strategies are the types of activities that are done throughout a lesson. Students will investigate the Beesburg website. Students will investigate these instructional strategies and group them by learning styles. This will aid them in making sure they are planning different activities that are geared toward many learning styles and learners <http://www.beesburg.com/edtools/glossary.html>

Bloom's Levels: Understand, Create, Analyze

Webb's DOK: 2, 3

Topic 3: Lesson Planning

Engaging Experience 1

Title: Writing a lesson

Suggested Length of Time: 360 minutes

Standards Addressed

Priority:

- ACEI 3.1 Students plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- ACEI 3.3 Students understand and use a variety of teaching strategies that encourage elementary and secondary students/ development of critical thinking and problem solving.
- ACEI 3.4 Students use their knowledge and understanding of individual and group motivation and behavior among students at the K-12 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will now use what they have learned to write a lesson plan. The instructor will model this before students are asked to write their own lessons. Each lesson must contain the following elements; Standards, essential questions, big idea, and hook, multiple instructional strategies, guided practice, modeling, independent practice, assessment.

Bloom's Levels: Understand, Use, Apply, Evaluate, Create

Webb's DOK: 1-4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

- Situation: Students will give lessons to the class (15 minutes)
- Standards, essential questions, big idea, hook, multiple instructional strategies, guided practice, modeling, independent practice, assessment.
- Specific Roles: Teacher
- Audience: Peers
- Product/Performance: A lesson plan

Students should take the follow questions into consideration as they develop their lesson plans:

1. How are you going to hook your students?
2. What are the learning targets?
3. Do you have instructional strategies that meet the needs of your students?
4. Do you have differentiation included in your lesson?
5. Guided Practice? Modeling?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Differentiation	COMPASS Points	Students will work through the National School Reform Faculty activity, North, South, East and West: Compass Points, An Exercise in Understanding Preferences in Group Work.	30 minutes
Differentiation	What kind of Learner am I? and tying it to Differentiation/ Individualization/ Personalization	Students will learn about different learning styles and how that influences writing lessons. Although learning styles is no longer research-based it is important to understand the different types of learning styles so a teacher can appropriately plan a lesson that is meeting all the needs of their students. Students will take one of the following tests to determine their learning style: • http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml • http://www.edutopia.org/multiple-intelligences-assessment • http://vark-learn.com/the-vark-questionnaire/ • http://www.personal.psu.edu/bxb11/LSI/LSI.htm Students will then get in groups of the learning style they are most like; they will process on how they will help students in their class and meet the needs of this specific learning style. Each group will share out what their learning style is and how teachers can meet their specific needs. Students will then be given a	90 minutes

		sample MLS/MLS and each individual needs to make a lesson that meets the needs of all the learners in the class. Students will then work through the three tiered chart about differentiation / personalization / individualization. Students will work in teams to take a MLS and work through this chart.	
Instructional Strategies	Beesburg Investigation/ Instructional Strategies Investigation with Role Playing Demonstration	Instructional strategies are the types of activities that are done throughout a lesson. Students will investigate the Beesburg website. Students will investigate these instructional strategies and group them by learning styles. This will aid them in making sure they are planning different activities that are geared toward many learning styles and learners. http://www.beesburg.com/edtools/glossary.html	30 - 45 minutes
Lesson Planning	Writing a Lesson	Students will now use what they have learned to write a lesson plan. The instructor will model this before students are asked to write their own lessons. Each lesson must contain the following elements; Standards, essential questions, big idea, and hook, multiple instructional strategies, guided practice, modeling, independent practice, assessment.	360 minutes

Unit 5: Assessment

Subject: Aspiring Educators

Grade: 11-12

Name of Unit: Assessment

Length of Unit: 5 Days of 2 blocks per day (900 minutes)

Overview of Unit: The final unit is the assessment unit. Students will be asked to look at how we assess our students and two main differences; assessment of and assessment for learning. Students will grasp that assessments happen every day, all day. Whether we are formally or informally assessing our students, we are always using assessments to guide our instruction.

Priority Standards for unit:

- ACEI 4.0 Students know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting Standards for unit:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
formal and informal assessment strategies	know	Remember	1
formal and informal assessment strategies	understand	Understand	2
formal and informal assessment strategies	use	Apply	3
continuous intellectual, social, emotional, and physical development of each student	plan	Create	4
continuous intellectual, social, emotional, and physical development of each student	evaluate	Evaluate	3
continuous intellectual, social, emotional, and physical development of each student	promote	Understand	2
on their practice in light of research on teaching, professional ethics, and resources available for professional learning	reflect	Analyze	3
effects of their professional decisions and actions on students, families and other professionals in the learning community	evaluate	Evaluate	3
opportunities to grow professionally	seek out	Evaluate / Create	4

Essential Questions:

1. What is assessment of/for/as learning and how does it impact teachers?

Enduring Understanding/Big Ideas:

1. The ultimate purpose of assessment of/as/for learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions. This impacts teachers by making sure students understand the required content when leaving the classroom.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Assessment for Learning Assessment of Learning Criterion-Referenced Assessment Data Collection Formal Assessment Informal Assessment

	Norm-Referenced Assessment Performance-Based Assessment Response to Intervention Standardized
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Resources for Vocabulary Development: Quality Tools

Topic 1: Assessment of/as/for Learning

Engaging Experience 1

Title: Assessment of/for/as Learning Gallery Walk

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- ACEI 4.0 Students know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Supporting:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Instructor will go through and introduce specific types of assessment (criterion, norm referenced, standardized, etc.). Students will then be broken into groups to research each type of/as/for assessment, give an example, and when they would use this assessment. After sharing out on each assessment, students will discuss the importance of assessment of learning. Conversations will go around data collection and mastery of standards.

As time allows, the instructor could pull up a formal assessment, like NWEA Results or MAP Assessment, and students have to understand how to read this assessment.

Bloom's Levels: Know, Understand, Use, Evaluate

Webb's DOK: 1, 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

- Situation: Students will go back to their Unit 4 lesson plan and look at how they were assessing their students. They will be asked to create an assessment that can be used to determine if their students learned the required content area.
- Challenge: Did you include informal assessments? How will you know your student's got the material? Could you take a data point on this assessment? Could you share this with parents at Parent Teacher Conferences?
- Specific Roles: Teachers
- Audience: Students
- Product/Performance: Formal assessment

Add informal and formal assessments to lesson plan.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Assessment of/as/for Learning	Assessment of/as/for Learning Gallery Walk	Instructor will go through and introduce specific types of assessment (criterion, norm referenced, standardized, etc.). Students will then be broken into groups to research each type of assessment, give an example, and when they would use this assessment. After sharing out on each assessment, students will discuss the importance of assessment of learning. Conversations will go around data collection and mastery of standards. As time allows, the instructor could pull up a formal assessment, like NWEA Results or MAP Assessment, and students have to understand how to read this assessment.	60 minutes

CAPSTONE PROJECT

Subject: Aspiring Educators

Grade: 11-12

Name of Unit: CAPSTONE Project

Length of Unit: 7 Days of 2 blocks per day (1,260 minutes)

Overview of Unit: The CAPSTONE Project is at the conclusion of the Aspiring Educators course. The CAPSTONE asks each student to create a digital portfolio and participate in a professional interview. Each student will create a teacher website that contains examples of their work throughout the Aspiring Educators course. Students will create a resume, cover letter, philosophy of education statement, and upload work samples from internships.

Priority Standards for unit:

- ACEI 1.0 Students know, understand, and use the major concepts, principles, theories, and research related to development of children and adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- ACEI 3.2 Students understand how elementary and secondary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- ACEI 5.1 Students are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- ACEI 3.5 Students will use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- ACEI 5.2 Students know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.
- ACEI 2.0 Students know, understand, and use fundamental concepts of their respective discipline of study (science, mathematics, social studies, etc.). Students will design and implement age-appropriate inquiry lessons to teach their respective discipline, to build student understanding for personal and social applications.
- ACEI 3.1 Students plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

- ACEI 3.3 Students understand and use a variety of teaching strategies that encourage elementary and secondary students/ development of critical thinking and problem solving.
- ACEI 3.4 Students use their knowledge and understanding of individual and group motivation and behavior among students at the K-12 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- ACEI 4.0 Students know, understand, and use formal and informal assessment strategies to plan, evaluation and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

Supporting Standards for unit:

- Conduct research
- Gather data and assess the results
- Demonstrate confidence, appropriate self-expression
- Develop self-awareness of strengths and blind spots
- Use brainstorming techniques
- Face fears and overcome resistance
- Demonstrate problem-solving and critical thinking
- Establish self-awareness and reflection
- Exhibit resourcefulness
- Prove resilience
- Analyzing small group dynamics
- Understanding your role in a team
- Demonstrate appropriate teamwork & team building
- Apply professional presentation skills
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Aspiring Educators CAPSTONE Project Guidelines

CAPSTONE Goal:

Interns from Aspiring Educators will complete a Summative Assessment on the key learnings and “takeaways” from Units 1 – 5. Students will be asked to create a teacher website and synthesize their work from the semester.

Aspiring Educators Interns will complete a philosophy of education paper, a resume, and participate in a professional interview for a teaching position.

Synthesizing all of this information will give them a digital comprehensive look at our semester and guide them in their journeys on the road to becoming teachers.

Requirements:

- Create a user friendly teacher web-page or website
- Have links/tabs/buttons for the following
- About Me
- Resume/Philosophy of Education
- Internships
- Scope and Sequence
- Unit 1 – 5 work
- Pictures from Aspiring Educators

Breakdown of Assignments:

About Me

- SMORE, general information to share with viewers, Wordle with descriptions

Resume

- Use a form or a template

Philosophy of Education

- See attached rubric

Internships

- Digital Video from Internship 1
- Digital Video from Internship 2
- Digital Video from Internship 3
- Any Feedback Forms from Host Teachers
- Pictures (optional)

Scope and Sequence

- Upload August – December (if you have the full year you may do that too)

If allowed, students will go onto Park Hill website and apply for a teacher job. The instructor will work with the Director of HR to facilitate this process.

Aspiring Educators Mock Interview Script

Each interview will last approximately 15 – 20 minutes

- I. Introduction
 - A. Student greets interviewer
 - B. Gives handshake
 - C. Student will hand their resume to interviewer
 - D. Welcoming comments
- II. Content Mastery
 - A. Student will explain CAPSTONE Project
 - 1. Students will have laptop and go over their student-created teacher webpage
 - B. Students will show interviewer three preferred areas/assignments with a thorough explanation
- III. Interview
 - A. Students will be asked 10 questions (see attached sheet)
- IV. Feedback
 - A. Interviewers will fill out rubric/feedback form (see attached sheet)
 - B. Students will be given feedback form after the interviews have concluded

Aspiring Educators Interview Questions

- 1. Tell me about yourself.
- 2. What interests you about working in Park Hill?
- 3. What particular skills and qualities can you bring to Park Hill?
- 4. Describe your ideal classroom.
- 5. What is your greatest achievement?
- 6. How do you assess your students? How do you know your students are learning?
- 7. What do you do if your students aren't learning?
- 8. Tell me about a past personal/professional experience working within a team of people.
 - a. What was your role?
 - b. How did you enhance the team?
 - c. Areas where you struggled?
- 9. In Park Hill, we are committed to building successful futures, each student, every day... how would you contribute to our teachers' teamwork and our team effort?
- 10. Do you have any questions for us?

Rubric for Engaging Scenario:

Requirements	Point Value	Grade
Create a user friendly teacher web-page or website • Engaging- 10 pts • Limited grammar/spelling errors- 10 pts • Professional- 10 pts • Geared towards specific audience- 10 pts • Contains all elements (see below)- 50 pts	90	
About Me	2	
Philosophy of Education	2	
Internships Assignments • Any Feedback Forms from Host Teachers • Pictures (optional)	10	
Scope and Sequence	5	
Unit 1 - 5 Coursework	TBD	
TOTAL POINTS:		TBD

Aspiring Educators Mock Interview Rubric

Interviewee:

Interviewer:

	Criteria	Score	Comments
Professionalism	Did the interviewee introduce themselves?	Yes No	
	Did the interviewee have a strong, confident handshake?	Yes No	
	Did the interviewee have a hard copy of their resume?	Yes No	
	Did the interviewee maintain effective eye contact?	Yes No	
	Did the interviewee smile throughout the interview?	Yes No	
	Did the interviewee have an engaged posture (leaning slightly forward, seemed interested in the conversation)?	Yes No	
	Was the interviewee professional dressed?	Yes No	
Content Mastery	Did the interviewee effectively explain their website?	1 2 3 4 5	
	Did they highlight 3 strengths of their websites?	1 2 3 4 5	
	Was the website appealing?	1 2 3 4 5	
Interview	Was the interviewee able to answer all of the questions?	1 2 3 4 5	

Board Approved: September 10, 2015

Board Approved with Revisions: July 27, 2017

Board Approved with Round 2 Revisions: January 24, 2019

Board Approved with Round 3 Revisions: June 11, 2020

	Did the interviewee seem confident in their answers?	1 2 3 4 5	
	Were they able to elaborate on their answers?	1 2 3 4 5	
	Did they use personal examples?	1 2 3 4 5	

Overall Rating: 1 2 3 4 5 Would you call them back for a second interview: Yes or No	
+ (Strengths)	△ (Opportunities for Improvement)

Unit of Study Terminology

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.