Today -- April 28, 2010

Last but not least . . .

1. Debrief/ Discuss grades (What’s a 2, a 3, a 4?) Revision details . . .
2. Signature Assignment; what’s due and when?
3. Lesson Plan Details
4. Reflective Commentary Details
5. Course Evaluation
6. One-on-one as needed
Signature Assignment

1. **Plan a learning segment** for 3-5 hours of **instruction** centered around key concepts & underlies specific student academic content standards.
   - *Phases 1 & 2 plus Phase 3, Attachments 1 & 2 of the unit design template fulfill this requirement.*

2. **Design a performance assessment with corresponding rubric.**
   - *Phase 3, Attachment 3 of the unit design template fulfills this requirement.*

3. **Plan one detailed lesson plan** from the learning segment.
   - *Phase 3, Attachment 4 of the unit design template*

4. **Write a commentary** *(3-4 single-space pages, including prompts)* that explains your planning process and demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content.
   - *Phase 3, Attachment 5 of the unit design template fulfills this requirement.*
Signature Assignment Submission

- **Individually Submit Everything** (Phases 1, 2, 3) on TaskStream (even if you do not revise the group unit plan)
- **Due:** Sunday, May 9, 11:59 pm
- **Grading:** 40% of course grade, rubrics 4 & 5 weighted heavily. Must pass Signature Assignment to pass the course
- **Late:** 1 day grace, then for each 24 hour period (including weekends) late, overall grade deducted by 10%. No late work accepted after May 16.
Individual Lesson Plan

- Choose 1 lesson from the Phase 2 Blueprint and expand on it
- Follow the Lesson Plan Template (Attachment 4 of Phase 3)
- Refer to *Lesson Planning 101* PPT (Feb. 3) and *Unit Designing* Handout
- Pay particular attention to **Academic Language** (See Rubric Item 4)
Academic Language Rubric 4:

UNDERSTANDING LANGUAGE DEMANDS:

How does the candidate describe the language demands of the learning tasks and assessments in relation to student language development?
The plan considers students’ strengths and challenges in meeting language demands in different modalities in relation to their different linguistic backgrounds and/or prior educational experience.

The candidate links organizational, stylistic, and/or grammatical features of the text types to disciplinary and/or cultural norms and expectations.

The candidate goes beyond listing key terms associated with a topic by identifying words and phrases that students from different backgrounds may find challenging, and articulates the importance of these terms for specific learning or assessment tasks.
Reflective Commentary –

- Think of this as the place to demonstrate your insights into understanding and applying the course content
- Draw from the textbook, the handouts, the case studies, the PPTs
- Refer to your Unit Plan & Lesson Plan
- 7 Prompts that all need to be supported
- The page lengths per prompt are recommended, not absolute, but I stop reading after 5 single-spaced pages …
Theories of Learning, Cognition & Motivation Rubric 5:

How does the candidate use research, & theories related to learning, cognition and motivation to guide planning?
Theories & Research Rubric 5: What Constitutes a 4?

- Reflections on learning, cognition and motivation integrate sound knowledge of research and theory about effective teaching practice, knowledge of students in the class, and knowledge of content.
- Reflections on the teaching and learning (unit) plan are specific and strategic to improve individual and collective student understanding of standards and learning objectives.
Prompt 1 (1/2 page)

What is the central focus of the learning segment? Why is the content of the learning segment important for your particular students to learn?

What to draw on

- Your thinking that went into big ideas & goals in Phase 1
- Unit designing handout
- Context statement
- PPTs from Feb 3; March 3, 10, 17
Prompt 2 (1 to 1 ½ pages)

Discuss the theoretical framework and/or research that inform your instructional design for developing your students’ knowledge and abilities in both your unit content and academic language during the learning segment. Include theories related to learning, cognition and motivation.

What to draw on

- Ormrod Ch 2 (Learning, cognition, memory)
- Sylwester brain articles
- Ormrod Ch 4 (Higher Level Cognitive Processes)
- Ormrod Ch 6 (Motivation & Affect)
- PPTs from Feb 17, 24; March 10; April 7
Prompt 3 (1/2 to 1 page)

How do key learning tasks in your plans build on each other to support students’ understanding of big ideas and to develop related academic language? Describe specific strategies that you will use to build student learning across the learning segment.

What to draw on

- Ormrod 281-287
- Jelinek:
  - Inquiry & 5 Es
  - Models of Instruction
  - Designing Units
- PPTs from Feb 3, 10; March 10; April 7
Prompt 4 (1/2 page)

Given the description of students that you provided in your context statement, **how do your choices of instructional strategies, materials, technology, and the sequence of learning tasks reflect your students’ backgrounds, interests, and needs?** Be specific about how your knowledge of your students informed the lesson plans, such as:

- the choice of text or materials used in lessons,
- how groups will be formed or structured,
- using student learning or experiences (in or out of school) as a resource, or
- structuring new or deeper learning to take advantage of specific student strengths

**What to draw on**

- Designing units handout, espec. context & triarchic discussion
- Ormrod Ch 5 (Cognitive Development)
- Ormrod Ch 6 (Motivation & Affect)
- PPTs from Feb 3; March 3, 10
Prompt 5  (1 page)

Explain how the collection of assessments from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning. Include a discussion of the evaluative criteria/rubric and rationale with a focus on evidence of understandings, errors, and/or misunderstandings to analyze student learning in relation to standards and learning objectives.

What to draw on
- Jelinek Unit Designing
- Ormrod pp 355-390 (Assessment)
- PPTs from Feb 3; March 14
Prompt 6  (1/2 page)

- Explain how specific features of the learning and assessment tasks in your plan, **support students in learning to understand and use these words, phrases and academic language**. Include a consideration of:
  - Oral and written tasks in which you plan to have students engage
  - Your own use of language

What to draw on

- **Jelinek:**
  - Models of Instruction
  - Designing Units

- **Ormrod:**
  - Ch 2 (Learning, Cognition, Memory)
  - Ch 4 (Higher Level Cognition)
  - Ch 5 (Cognitive Development)

- PPTs from Feb 17, 24; Mar 3
Describe any teaching strategies you have planned for your students who have special educational needs (i.e., English learners, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning.

What to draw on

- Jelinek:
  - Inquiry & 5 Es
  - Models of Instruction
  - Designing Units

- Ormrod Ch 5
  (Cognitive Development)

- PPTs from Feb 10, Mar 3, 10