



**EAST UPPER SCHOOL
TLI Seminar IV-9174Y**

Pre-Requisites: TLI Seminar I -9171Y, TLI Seminar II -9172Y, TLI Seminar I -9173Y

Course Description

In this class, during the first half of this course, students will prepare for their role as a professionals in the workplace. In the second half of the year, students will prepare for and then participate in a paid externship at an RCSD school.

Course Units/Skills & Knowledge

This course is broken into four units as follows:

UNIT 1: HIGHLY EFFECTIVE TEACHING
UNIT 2: CREATING THE IDEAL CONDITIONS FOR LEARNING
UNIT 3: LESSON PLANNING AND UNIT PLANNING
UNIT 4: EXPECTATIONS OF A PROFESSIONAL
EXTERNSHIP

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 The Highly Effective Teaching	Unit 2 Creating The Ideal Conditions For Learning	Unit 3 Lesson and Unit Planning	Unit 4 Expectations of a Professional	Externship-Paid					

Grading

- 10% - Participation
- 20% - Reflective Journal
- 30% - Quizzes / Coursework Related to Topics
- 40% - Projects

UNIT 1: HIGHLY EFFECTIVE TEACHING

UNIT 1 UNDERSTANDINGS:

1. Effective teachers possess specific intrinsic characteristics and human qualities.
2. Effective teachers must perform specific tasks that include planning and preparation, creating a learner-centered environment, instruction, and other professional responsibilities.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> ● The importance of content knowledge. ● The importance of caring and empathy for the human individual. ● Effective teachers exude positive attitudes about life and teaching. ● Effective teachers believe all students can learn ● Reflective practice is essential for the growth of an educator. ● Essential Terms and Vocabulary: <i>Relationships, Trust, Professional, Highly Effective, Integrity, Pedagogy, Student Engagement, Gratitude, Rapport, Compact, Facilitate, Rubric, Danielson Rubric, Responsive, Decisive, Formative Assessment, Summative Assessment, Productive, Differentiate, Multiple Intelligence Theory, I.D.E.A., I.E.P, 504 Plan</i> 	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> ● Modeling someone who thinks purposefully and advocates for self and others. ● Communicating content knowledge to scholars in a variety of effective ways. ● Making themselves aware of a scholar’s culture outside of school. ● Creating learning environments that promote fairness and respect. ● Creating enthusiasm and motivation for learning. ● Reflecting on their practice and planning for future growth and effectiveness.

PERFORMANCE TASK: *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?)*

Goal - Scholars will write a detailed job description for a highly effective teacher that will be used as a marketing tool to attract the best teaching candidates for the Rochester City School District. The best job descriptions will be published in the school newspaper, *The Soaring Eagle*. Students will also be asked to design a billboard and script for a 30 second radio commercial. Parts of their project will also be used as a tools to attract future TLI students and promote the program.

Role - Scholars will act as the head of Human Resources who is searching for the best candidates to be teachers in the Rochester City School District.

Audience - Prospective teaching candidates.

Situation - The Rochester City School District is searching for the most highly effective teachers to best serve the students of the Rochester City School District.

UNIT 2: CREATING THE IDEAL CONDITIONS FOR LEARNING

UNIT 2 UNDERSTANDINGS

1. Effective teaching and learning requires a deep knowledge of how the brain functions and stores information.
2. The physical, social, and emotional environment of a classroom affects learning.
3. Effectively managing a classroom requires rules, rituals, and routines.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> • The main parts of the brain and their basic functions. • How the brain stores and uses information. • The twelve main principles of the brain and how they relate to teaching and learning. • Specific teaching strategies aligned with the brain principles. • Effective teachers must be consistent and proactive. • Effective teachers establish rituals and routines in the classroom. • Effective teachers minimize discipline time and accentuate instructional time. • Strong student-teacher relationships are essential for motivating students, preventing disciplinary issues and creating a supportive learning environment. • Effective teachers must be organized and teach organizational systems to their students. 	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> • Becoming role models who think purposefully and advocate for self and others. • Strategizing how to best meet the needs of different students. • Rationalizing teaching decisions. • Establishing rituals and routines to help organize the classroom and establish discipline. • Handling discipline issues quickly in a fair and equitable manner. • Establishing strong student-teacher relationships. • Holding students accountable for their behavior in a way that minimizes disruption to the rest of the class.

PERFORMANCE TASK: *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?)*

Goal - Scholars will create a diorama of their ideal classroom along with an educational philosophy essay. The essay will require students to describe their classroom, the rationale for how their room is set-up as well as their philosophy for learning. In addition, students will include their management plan for their classroom. The educational philosophy and classroom management plan must include a clear understanding of the principles of the brain, referencing at least 7 of the principles. Students will share their classroom dioramas in a formal oral presentation to other educators. At the end of each presentation, students will be given an archetype of a challenging student that they must handle. The scholar must discuss what strategies they would use to best meet the needs of the challenging student.

Role - Scholars will act as new teachers who are designing the set-up for their classroom. They must include a management plan that focuses on being proactive.

Audience - The audience for oral presentations will be East High scholars and educators.

Situation - In order to create a positive classroom and school culture, educators must create optimal conditions for learning. This includes focusing on the social, emotional and physical environment of the classroom.

Product - Scholars create shoebox dioramas of their ideal classrooms, along with a Teaching Philosophy essay justifying their decisions based on all that they've learned in TLI. They will also include a classroom management plan that contains rules, consequences, rewards and routines/rituals,

UNIT 3: LESSON PLANNING AND UNIT PLANNING

UNIT 3 UNDERSTANDINGS:

1. A deep understanding of content and subject matter is necessary to plan and prepare effective lessons and units.
2. A deep understanding of learning and development theory is necessary for planning, preparing and teaching an effective lesson and unit.
3. Effective lessons consist of key components including a bridge, a hook, direct teaching, student practice and assessment.
4. There are multiple ways to assess students' learning.

Knowledge	Skills
<p>Scholars will know...</p> <ul style="list-style-type: none"> ● How to use Bloom's Taxonomy to create lesson plans with higher order thinking. ● How to use Gardner's intelligences as a lens for teaching and learning. ● How to create a four lesson unit plan based on age & grade appropriate curriculum. ● How to use brain based research to optimize learning experiences. 	<p>Scholars will be skilled at...</p> <ul style="list-style-type: none"> ● Thinking purposefully and advocate for self and others. ● Thinking about their thinking (metacognition). ● Writing an effective unit plan. ● Teaching four lessons from their unit plan. ● Adapting to changing conditions (and adjusting the lessons) while teaching. ● Reflecting with a cooperating teacher on their teaching performance and making plans for improvement.

PERFORMANCE TASK: *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?*

Goal Scholars will create an interdisciplinary mini unit consisting of a math, science, social studies, and ELA lesson about a topic to be studied at their internship.

Role - Scholars will act as teachers, working in the elementary schools as a paid teaching assistant.

Audience -Elementary students at TLI scholars' internships and classroom teacher.

Situation -- A professional experience teaching children in our community at their public school as employees of the Rochester City School District..

Product - A four lesson interdisciplinary unit plan based on the curriculum of the grade to which they have been assigned

UNIT 4: EXPECTATIONS OF A PROFESSIONAL

UNIT 4 UNDERSTANDINGS:

1. There are various documents required to be considered for employment in the professional world, including a cover letter and resume.
2. Specific behaviors are required in a professional setting.
3. Effective communication, in both oral and written form, is necessary to be successful in the professional world.

Knowledge	Skills
<p><i>Scholars will know...</i></p> <ul style="list-style-type: none"> • The relationship among personal interests, skills and abilities, and successful employment. • The various requirements necessary to become a certified teacher in NY State. • The purpose and format of a resume. • The purpose and format of a cover letter. • The purpose of a teaching philosophy. 	<p><i>Scholars will be skilled at...</i></p> <ul style="list-style-type: none"> • Creating a professional resume • Creating a professional cover letter • Creating a philosophy that incorporates students' values, beliefs and understandings concerning the field of education. • Creating a personal statement that outlines students' abilities, skills, interests and future goals. • Asking and answering questions related to the profession of teaching and students' future goals.

PERFORMANCE TASK: *How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?)*

Goal - Scholars will use their skills as young professionals to create the professional documentation to gain employment in their chosen field as well as participate in a mock interview to practice the necessary interpersonal skills for a job interview.

Role - Scholars will act on behalf of themselves as young professionals interviewing for a career in the field of education and leadership

Audience - Professional educators from both East High School and RCSD Human Resources Department

Situation - Scholars will participate in a mock interview

Product - Students will create a professional portfolio that includes a personal statement, cover letter, resume, and teaching philosophy. Students will also include final drafts of their highly effective teacher job description, ideal classroom essay, classroom management plan and unit plan. In addition, students will add reflections from their internships and pictures, along with evaluations from their cooperating teachers. The portfolios will be used during mock interviews, where students' will practice their professional skills. The mock interviews will be conducted by retired teachers and school administrators, current teachers and school administrators, along with professionals from the RCSD Department of Human Resources.

STANDARDS

Common Career Technical Core Standards CCTC:

ED1 - Provide information using motivational and engaging communication techniques.

ED 2: Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.

ED 4: Evaluate and manage risks to safety, health, and the environment in education and training settings.

ED 6.2 Analyze ethical responsibilities in professional practice within learning settings.

ED 8 Demonstrate ethical and legal behavior within and outside of education and training settings.

ED 9 Describe state-specific professional development requirements to maintain employment and to advance in an education and training center.

ED 10: Apply organizational skills and logic to enhance professional education and training practices.

ED-TT 1: Use foundational knowledge of the subject matter to plan and prepare effective instruction and design courses or programs.

ED-TT 2: Employ knowledge of learning and developmental theory to describe individual learners.

ED-TT 3: Use content knowledge/skills of instruction to develop standards-based goals and assessments.

ED-TT 4: Identify materials and resources needed to support instructional plans

ED-TT 5 - Establish a positive climate to promote learning.

ED TT 6 - Identify motivational, social, and psychological practices that guide personal conduct.

ED-TT 7: Demonstrate organizational /relationship-building skills used to manage instructional activities and related procedures.

ED-TT 8: Demonstrate flexibility and adaptability in instructional planning.

ED-TT 10.1 - Construct an active philosophy of instruction to form criteria for assessing effective instructional practice.

ED-TT 1.4: Integrate various content to make explicit the connections to other subject matter and explain connections to life and career applications.

ED-TT 1.5: Analyze standards, organization goals and learners when selecting content.

ED-TT 3.3: Identify multiple learning goals that establish performance standards for learners.

ED-TT 3.5: Select appropriate assessment/evaluation strategies using knowledge of content and teaching/learning.

Precision Exams

Precision Exam Standard 1 - Identify and/or demonstrate developmentally appropriate practices.

Precision Exam Standard 2 - Develop and/or implement age appropriate curriculum for young children.

Precision Exam Standard 5 - Identify and/or demonstrate employment skills needed to work with young children.

CDOS

CDOS C3 Active and Responsible Citizens D2

Identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.

CCSS.ELA-Literacy.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.