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TLI Seminar I

Course Outline

Date:	2018-2019	Grade:	9
Unit #:	1: Introduction to TLI and the TLI Values		
UNIT OVERVIEW: (Description of Unit)		An individual determines his/her own potential. In this unit scholars will explore careers that fit them and choose a training plan to reach that career.	
Stage 1 Desired Results			
ESTABLISHED GOALS What content standards will this unit address?	Transfer		
	Students will be able to independently use their learning to... Utilize leadership to think purposefully and advocate for self and others to help prepare students to become role models.		
Standards:	Meaning		
Common Career Technical Core ED 2- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. ED 5.1 - Employ interpersonal skills to enhance professional practice. ED 11 - Demonstrate group management skills that enhance professional education and training practice.	Enduring Understandings: Scholars will understand that... 1. The Teaching and Learning Institute is grounded in six foundation values – commitment, cooperation, creativity, respect, responsibility, and dependability. 2. To be a leader in the Teaching and Learning Institute, members must consistently follow the six core TLI values. 3. Teaching and Learning Institute students are expected to be role models at all times.	Essential Question: Scholars will consider such questions as... • What does TLI stand for? • What does it mean to be part of the TLI family? • What’s expected of TLI members? • How will TLI help me achieve my goals?	

Standards	Acquisition	
<p>ED - ADM 2 - Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>ED-TT 6- Identify motivational, social and psychological practices that guide personal conduct.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • What the six TLI values look like, feel like, and sound like as a student in the Teaching and Learning Institute. • Definitions of the TLI values of commitment, cooperation, creativity, respect, responsibility, and dependability. • How to employ interpersonal skills to enhance their experience as a scholar and leader. • How to create a culture of collaboration, trust, learning and high expectations. • How to demonstrate respectful responses for various educational scenarios. • How to communicate positive and negative outcomes of behavior. • How to employ graphic communication to enhance learning and stakeholder investment in learning. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Using collaboration skills in various settings and experiences. • Using compromise skills in various settings and experiences. • Use conflict resolution techniques in various settings and experiences. • Demonstrating respectful interactions between learners. • Explaining the role of trust among those working together. • Explaining the role of trust among those working together. • Explaining strategies for establishing trust among individuals. • Explaining the role of respect among those working together • Explaining strategies for establishing respect among individuals. • Creating a visual aid to enhance learning environment in order to create a positive culture. • Using Google Slides to create visual representations of learning and understandings.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<p>Criteria for success: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <ul style="list-style-type: none"> • <i>Understanding of the value assigned and why it matters in TLI.</i> • <i>Symbolic representation of the TLI value.</i> • <i>Textual representation of the TLI value.</i> • <i>Rationale of chosen leader including how the person exemplifies the TLI value.</i> • <i>Professional quality Google Slide Creation</i> • <i>Effective written and oral communication.</i> 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i> Goal - Students will develop an informational “silent teacher” for East High scholars focused on one of the TLI values and choose a leader that they believe embodies their selected value.</p> <p>Role - Students will act as a teacher, creating a poster to help create a positive, learner focused educational culture.</p> <p>Audience - The audience will be East High scholars.</p> <p>Situation - In order to create a positive classroom and school culture, educators create visual materials to both decorate classrooms and hallways as well as to teach students. In addition, educators choose various role models to share with students that exemplify desired values they want to see in their students.</p> <p>Product - Students will be creating a “silent teacher” using Google Slides; that represents one of the TLI values and includes a quote from a leader that reflects the specific value. In addition, the students will write an essay discussing why they chose their specific leader and how that person has exemplified and modeled their TLI value. Students will give a brief oral presentation about their leader and share their TLI Values Poster. Upon completion, students will vote on one poster for each value. The six winning posters will be blown up and displayed in the hallways of East High to help inspire and motivate other scholars.</p>
	<p>COMMON FORMATIVE ASSESSMENT: Standard 2.5: Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations. Journal - What does COOPERATION mean to you?</p>
	<p>OTHER EVIDENCE: <i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p> <ul style="list-style-type: none"> • Pre and post-tests of TLI values vocabulary • Journal reflections about the TLI values • Frayer Model Posters of TLI values • Marshmallow sculptures of the TLI values • Mini research graphic organizer on world leader.

Unit #:	2: Self Exploration and Identity
UNIT OVERVIEW: (Description of Unit)	In this unit students will be able to independently use their learning to reflect and think critically about the many influences that affect and shape one's identity.

Stage 1 Desired Results		
ESTABLISHED GOALS What content standards will this unit address? Common Career Technical Core Standards: ED 1.1 - Provide information using motivational and engaging communication techniques. ED 2- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. ED-TT 2 - Employ knowledge of learning and development theory to describe individual learners. ED-TT 6 - Identify motivational, social and psychological practices that guide personal conduct.	Transfer	
	<i>Students will be able to independently use their learning to...</i> <i>Reflect and think critically about the many influences that affect and shape one's identity.</i>	
	Meaning	
	Enduring Understandings <i>Scholars will understand that...</i> <ol style="list-style-type: none"> 1. In order to share one's self with others as an educator, you must understand who you are and what you stand for. 2. As leaders, it is important to understand one's strengths and weaknesses. 3. How we perceive ourselves may be different than how others see us. 4. Our views are shaped by society and life experiences. 5. As humans, we share commonalities and can empathize with others' experiences. 	Essential Questions <i>Scholars will consider such questions as...</i> <ul style="list-style-type: none"> • Who are you? • How are my views shaped by my experiences? • How are my views shaped by the people in my life? • Why is it important for leaders to understand themselves and others?

Acquisition

Students will know...

- The terms intersectionality, ethnicity, race, inherit, culture, asset, challenge, symbolism, literal, figurative
- Their strengths and weaknesses as scholars and leaders.
- What values are important to them?.
- Setting, and planning goals are necessary for achieving success.
- How to synthesize multiple sources of information.
- How to employ graphic communication to enhance learning and stakeholder investment in learning organization.

Students will be skilled at...

- Listing multiple and diverse characteristics of individual learners.
- Explaining the relevance of individual characteristics to the learning process.
- Identifying typical characteristics of learners.
- Identifying exceptional characteristics of learners.
- Addressing multiple intelligences and modalities through use of multiple mediums.
- Giving a formal oral presentation that requires them to
 - Be loud and clear
 - Have appropriate eye contact
 - Have excellent posture
 - Have appropriate body language
 - Be focused and logical with explanations
- Creating a Google Slide Presentation that follows the 5 rules of visual presentations:
 - Contrast
 - Consistency
 - Balance
 - Professional Grammar
 - Simplicity

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Criteria for success: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <ul style="list-style-type: none"> • <i>Ability to accurately and meaningfully share various aspects of one's identity</i> • <i>Professional quality Google Slide Creation</i> • <i>Effective written communication in the form of a Bio Poem, Mission Statement and Reflective Mask Essay</i> • <i>Effective oral communication during a formal presentation.</i> 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal - Scholars engage in a process of self-discovery by reflecting on different influences in their lives and develop a nuanced understanding of their strengths and vulnerabilities, and synthesize their understandings into a personal mission statement and multimedia presentation for their peers. In addition, the project will serve to help build community in the classroom as we learn about one another.</p> <p>Role - Students will act as a teacher, sharing with scholars their story as an individual.</p> <p>Audience - The audience will be other TLI freshmen</p> <p>Situation - In order to share yourself with others as an educator, you must understand who you are and what you stand for. Student will do an auto ethnography where they research their own life experiences, and reflect on their assets and limitations as an individual in order to better understand themselves. In Parker Palmer's <i>The Courage to Teach</i>, he stated, "We teach who we are." By studying themselves, students will better understand what they have to offer others, as well as their vulnerabilities.</p> <p>Product - Students will create a formal multimedia presentation sharing various aspects of their identity. The presentation will include a Bio-Poem, Personal Mission Statement, Google Slide Presentation and will be presented orally to members of the class.</p>
	<p>COMMON FORMATIVE ASSESSMENT: Standard 2.5: <i>Write business communication, reports and positions papers on issues affecting learning environments and/or educational organizations.</i></p> <p>Journal - Reflections on your strengths and limitations as a leader.</p>

	<p>OTHER EVIDENCE:</p> <p><i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p> <ul style="list-style-type: none"> • Journal reflections about identity • Puzzle Pieces of Life • What' Your Color - Personality Inventory • Bio Poem • Mission Statement Analysis • Personal Mission Statement • Plaster of Paris Masks • Discussion during Academic Circles • I Liked...I Learned...I Wonder reflection sheets on peers' presentations.
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Unit #:	3: Ethical Leadership and Building Community	
UNIT OVERVIEW: (Description of Unit)		In this unit students will be able to independently use their learning to make ethical decisions in order to advocate for self and others and become responsible citizens in a democratic society.

Stage 1 Desired Results		
ESTABLISHED GOALS What content standards will this unit address?	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <i>make ethical decisions in order to advocate for self and others and become responsible citizens in a democratic society..</i>	
	<i>Meaning</i>	
Common Career Technical Core Standards: ED 2- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. ED 3.1 - Analyze the diversity of objectives and perspectives of multiple stakeholders. ED 6 - Analyze ethical and legal policies of professional education and training practices	UNDERSTANDINGS <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Ethical behavior is required of leaders. 2. Teachers shape students' lives and must model the roles of learner, professional, and citizen. 3. Teachers are held to high ethical standards. 4. Effective leaders possess similar qualities. 5. Effective communities possess similar qualities. 	ESSENTIAL QUESTION <i>What's the difference between right and wrong?</i> <ul style="list-style-type: none"> • When, if ever is it right to do the wrong thing? • Can a group be effective without a leader? • What are the qualities of an effective leader? • What are the qualities of an effective community? • How does a leader build an effective community?

	Acquisition	
<p>ED 8 - Demonstrate ethical and legal behavior within and outside of education and training settings. ED - ADM 2 - Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>ED-TT 6- Identify motivational, social and psychological practices that guide personal conduct</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The terms: dilemma, ethics, morals, Code of Conduct, consensus, authoritative, democratic, dictatorial, passive. • The six principles of the NY State Code of Ethics for Educators • How to analyze ethical dilemmas and make ethical decisions. • Kohlberg’s Stages of Moral Development • The characteristics of various leadership styles including dictatorial, democratic, and passive. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying sources of applicable ethical codes. • Analyzing applicable ethical codes. • Explaining personal and organizational liabilities associated with ethical codes. • Explaining consequences of non-compliance aligned with commitments to learners and the profession. • Identifying Kohlberg’s Stages of Moral Development and accurately classify different behaviors associated with each stage. • Explain how decision-making and actions taken are • Communicating positive and negative outcomes of behaviors. • Using collaboration skills in various settings and experiences. • Using compromise skills in various settings and experiences. • Use conflict resolution techniques in various settings and experiences . • Demonstrating respectful interactions between learners. • Demonstrate respect for multiple viewpoints. • Identifying common ground among multiple viewpoints.

Evaluative Criteria	Assessment Evidence
<p>Criteria for success: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <ul style="list-style-type: none"> • <i>Understanding of ethics and the consequences of making decisions</i> • <i>Explanation on the origin of conflict</i> • <i>A discussion on the resolution of conflict using the Code of Conduct created by the class</i> • <i>Application of the Class Code of Conduct in the New Society</i> • <i>Effectively written communication in the form of a narrative</i> • <i>Logical organization and readability</i> 	<p>PERFORMANCE ASSESSMENT : FINAL PLAQUE AND OUR NEW SOCIETY <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal - Scholars are uncovering their value systems and objectively analyze dilemmas. Students will create an original story about their new society, one year after the “Final Plague.” The story will analyze the form of leadership used in the new society, assess how well the new Code of Conduct is being utilized in the new society, and discuss the problems faced by the new society as well as how the group responds to various issues and problems. Students will foreshadow how well their group will work together in the future.</p> <p>Role - Students are members of a New Society, created after successfully living through the Final Plague. The New Society consists of the TLI freshmen class, along with 30 5th grade students from a nearby elementary school.</p> <p>Audience - TLI Upperclassmen and readers of the TLI Final Plague Anthology,</p> <p>Situation - The TLI freshmen are the last remaining humans on earth, along with a group of 30 elementary students. Together, they must create a new society using the Code of Conduct they created during the Final Plague.</p> <p>Product - Students write a detailed journal entry, one year after the Final Plague that will be read around a TLI “campfire”. Upperclassmen from the TLI program will be present for the readings. In addition, the “campfire stories” will be graded by TLI seniors, using the rubric for the assignment. The act of TLI seniors grading the freshmen will serve as a further assessment for them as they learn to grade student work and give feedback..</p>
	<p>COMMON FORMATIVE ASSESSMENT: Standard 2.5: Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations. Journal - Final Plague Reflection</p>
	<p>OTHER EVIDENCE: <i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p> <ul style="list-style-type: none"> • Pre and post-tests of ethics vocabulary • Journal reflections about ethics • Ethical Dilemma Scenarios with Graded Discussion • Analysis of NY State Educators Code of Ethics, Code of Conduct Comparisons between RPD and Hippocratic Oath • Final Plague / Lord of the Flies Comparison, Final Plague Analysis, Final Plague Story Outline • Class Code of Conduct

Unit #:	Unit 4 – The Effects of Stereotypes on Community
UNIT OVERVIEW: (Description of Unit)	Students will be able to independently use their learning to combat stereotypes and different forms of prejudice in order to advocate for themselves and others.

Stage 1 Desired Results		
ESTABLISHED GOALS What content standards will this unit address?	Transfer	
	<i>Students will be able to independently use their learning to... combat stereotypes and different forms of prejudice in order to advocate for themselves and others.</i>	
	Meaning	
CCTC Common Career Technical Core Standards: ED 2- Demonstrate effective oral, written, and multimedia communication in multiple format. ED -ADM 2- Identify behaviors necessary for developing and sustaining a positive learning culture. ED-ADM 9 - Describe advocacy strategies to promote the learning organization’s needs	UNDERSTANDINGS <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Stereotypes and perceptions affect communities. 2. Stereotypes often lead to discrimination. 3. To be a leader you must be tolerant of others. 4. Education and understanding can combat the effects of stereotypes. 	ESSENTIAL QUESTION <i>Scholars will consider such questions as...</i> <ul style="list-style-type: none"> • How can we combat prejudice and discrimination? • Why do people stereotype others? • Where do stereotypes come from? • How do stereotypes affect communities? • How do perceptions affect reality?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • The terms stereotype, bias, assumption, prejudice, discrimination, bigotry, marginalization, derogatory, cultural appropriation, racism, sexism, classism, ableism, white privilege, institutional racism, individual racism, anti-bias, non-racist, anti-racist, tolerance, acceptance, empathy. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Supporting understanding, appreciation and use of the community’s diverse cultural, social and intellectual resources. • Reviewing and evaluating language diversity. • Reviewing and evaluating disabilities. • Reviewing and evaluating gender differences.

	<ul style="list-style-type: none"> • Why humans stereotype • How stereotypes often lead to prejudice and discrimination. • Stereotypes affect communities, including schools and classrooms. • The media plays a major role in perpetuating stereotypes. • How to analyzing various forms of media for bias. • The Ladder of Prejudice • Methods to combat prejudice and discrimination. 	<ul style="list-style-type: none"> • Reviewing and evaluating race and ethnic differences. • Reviewing and evaluating the impact of socioeconomic status. • Giving recognition to learners' cultural backgrounds. • Identifying the difference between institutional racism and individual racism.
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Evaluative Criteria	Assessment Evidence
<p>Criteria for success: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <ul style="list-style-type: none"> • <i>Understanding of stereotypes, prejudice and discrimination for the form of prejudice selected</i> • <i>Clear, accurate presentation of information</i> 	<p>PERFORMANCE ASSESSMENT : PSA STOP STEREOTYPING <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal - In groups, students will create a 30 second PSA to combat stereotypes using wevideo.com. Students will choose a specific form of prejudice to combat and educate others about. Together, students will write a script, complete a storyboard, film and edit the PSA. The best PSA's will be featured on East High's Eagle Eye report.</p> <p>Role - Students will act as media producers working for a non-profit organization focused on combating all forms of prejudice and discrimination.</p> <p>Audience - The general public</p> <p>Situation - Because of the discrimination and prejudice evident in so many areas of our society, a nonprofit group is funding various multimedia PSA's to be aired on local television in hopes of educating the public to be more understanding and empathetic.</p> <p>Product - Public service announcement focused on a specific form of prejudice and discrimination.</p>

<ul style="list-style-type: none"> • <i>Persuasive message to combat stereotype</i> • <i>Professional quality PSA</i> • <i>Effective written and oral communication.</i> 	<p>COMMON FORMATIVE ASSESSMENT: Standard 2.5: <i>Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations.</i> Journal - Stereotypes Reflection</p> <hr/> <p>OTHER EVIDENCE: <i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p> <ul style="list-style-type: none"> • Pre and post-tests of stereotypes vocabulary • Journal reflections concerning stereotypes • Stereotype KWL Chart • Frayer Model for stereotype • Song Analysis • Graded Discussion on Eye of the Storm • Individual Racism vs. Institutional Racism Worksheet • Storyboard for PSA • Script for PSA
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Date:	2018-2019	Grade:	9
Unit #:	Unit 5 - Critical Literacy		
OVERVIEW: (Description of Unit		Students will be able to independently use their learning to critically analyze forms of media for bias and advocate for tolerance.	

Stage 1 Desired Results		
ESTABLISHED GOALS What content standards will this unit address? sustaining a positive learning culture.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to... critically analyze forms of media for bias and advocate for tolerance.</i>	
	<i>Meaning</i>	
CCTC Common Career Technical Core Standards: ED 2- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. ED 3 - Use critical thinking to process educational communications, perspectives, policies and/or procedures. ED 5- Demonstrate group collaboration skills to enhance professional education and training practice. ED -ADM 2- Identify behaviors necessary for developing and	UNDERSTANDINGS <i>Students will understand that...</i> <ol style="list-style-type: none"> Media plays a key role in perpetuating stereotypes Critical literacy requires students to read texts and view various media in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships. Narratives, translations, metaphors, images, and artistry provide meaning. Children's literature serves as a jumping off point for studying many different subjects and helps children better understand themselves, others, and the world around them. Context matters and children's books often have hidden biases. 	ESSENTIAL QUESTION: <i>Scholars will consider such questions as...</i> <ul style="list-style-type: none"> Why is it important to "read between the lines?" How do children's stories shape their understanding of the world? Why does context matter? How do we try to influence children to behave well? How can we help stop discrimination? How do we promote tolerance?

<p>ED-TT 1 - Use foundational knowledge of subject matter to plan and prepare effective instruction.</p>	<table> <tr> <th colspan="2" data-bbox="604 126 1297 175">Acquisition</th></tr> <tr> <td data-bbox="604 175 1297 1273"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The following terms: social construct, critical literacy, anti-bias, socially conscious • Children's trade books are often used in classrooms to teach various lessons. • Children's book often contain stereotypes about race, class, gender, and disability. • Some children's books purposefully try to combat stereotypes. </td><td data-bbox="1297 175 2058 1273"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining underlying assumptions of multiple viewpoints. • Supporting understanding, appreciation, and use of the community's diverse cultural, social and intellectual. • Utilizing analytical skills while evaluating instructional resources. • Making connections logical, accurate and meaningful to learners. • Customizing content to learners' abilities, interests and future objectives. • Explaining how identified materials and resources support educational goals. • Utilizing various representations. • Utilizing clear and accurate representations. • Utilizing representations that encourage critical thinking and problem-solving. • Connecting representations to learners' prior knowledge and experience </td></tr> </table>	Acquisition		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The following terms: social construct, critical literacy, anti-bias, socially conscious • Children's trade books are often used in classrooms to teach various lessons. • Children's book often contain stereotypes about race, class, gender, and disability. • Some children's books purposefully try to combat stereotypes. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining underlying assumptions of multiple viewpoints. • Supporting understanding, appreciation, and use of the community's diverse cultural, social and intellectual. • Utilizing analytical skills while evaluating instructional resources. • Making connections logical, accurate and meaningful to learners. • Customizing content to learners' abilities, interests and future objectives. • Explaining how identified materials and resources support educational goals. • Utilizing various representations. • Utilizing clear and accurate representations. • Utilizing representations that encourage critical thinking and problem-solving. • Connecting representations to learners' prior knowledge and experience
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<p>Criteria for success: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <ul style="list-style-type: none"> • <i>Understanding of the TLI value selected</i> • <i>Age appropriate metaphors to explain the TLI value</i> • <i>Anti-bias visuals that coincide, and clearly represent the text.</i> • <i>Professional quality Story Book</i> • <i>Effective written and oral communication.</i> 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i> Goal - Using available technology, students will collaboratively create children's book to teach the core values of TLI to preschool and kindergarten students. Students' books will be written in metaphorical terms, based on the work of Todd Parr, an anti-bias children's author. Students' will create images and language that is inclusive and celebrates diversity. Students will design activities to accompany their books. Upon completion of the project, students will share their books and teach their activities to preschool and kindergarten students at local elementary schools.</p> <p>Role - Students are preschool and kindergarten teachers and teaching a unit on character focused on the values of Respect, Responsibility, Dedication, Cooperation, Commitment and Creativity .</p> <p>Audience - Pre-K and Kindergarten students</p> <p>Situation - TLI students will be sharing the books they create, along with an age appropriate activity for a group of 3-4 pre-k or kindergarten students.</p> <p>Product - An anti-bias children's book focused on one of the TLI core values, written in metaphorical terms for ages 3-5.</p>
	<p>COMMON FORMATIVE ASSESSMENT: Standard 2.5: <i>Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations.</i> Journal - Reflection on Traditional Fairy Tales</p>
	<p>OTHER EVIDENCE: <i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p> <ul style="list-style-type: none"> • Pre and Post Vocab Tests • Journal entries about critical literacy • Fairy Tale Jigsaw Activity • Todd Parr book study • Storyboard