

Instructor: Laura Delehanty
E-mail: laura.delehanty@rcsdk12.org
Phone: (585)288-3130 Ext. 5116
Office Hours: 3:30 - 4:15 Mondays through Thursdays, or by appointment



TLI Seminar III

Course Outline

Year:	2019-2020	Grade:	11		
Unit #:	UNIT 1-Sociological and Historical Explanations of Schooling				
UNIT OVERVIEW:	In this unit students will explore how history has influenced the educational system we have today.				
Stage 1 Desired Results					
ESTABLISHED GOALS What content standards will this unit address?	<i>Transfer</i>				
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Be active, informed citizens who understand that the past influences the present and seeks to understand how cultural institutions like schools are shaped by the context of the times. 				
	<i>Meaning</i>				
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Schools serve as institutions to prepare the next generation and keep society strong. 2. There is a complex and dynamic relationship between school and society. 3. Political, technological and economic changes have had an impact on the history of education in the U.S. 4. The way we educate students today is related to historical patterns. 	<p>ESSENTIAL QUESTION</p> <ul style="list-style-type: none"> • <i>How has the past influenced the way we teach today?</i> <p>Guiding Questions...</p> <ul style="list-style-type: none"> • Should government require young people to go to school by law? Why or why not? • What role do schools play in society? • Who should decide what's taught in school? • What causes schools to change? 			

Standards	Acquisition	
<p>Mission / Vision Alignment: Tenacious Recognizes and takes advantages of opportunities (can do attitude) to discover passions / interests.</p> <p>Purposeful Reflects on one’s own thinking and the thinking of others to inform future actions.</p> <p>Advocacy Respects and cares for others and works to build relationships. Leads by example.</p> <p>Common Career Technical Core Standards: ED 1 - Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. ED 2- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • Students will understand that there has always been tension about the purpose of education amongst different stakeholders. • Students will understand that the historical goals of education are influenced by the context of the times. • Students will understand the history of education in the United States in relationship to economic, social, technological and political change. • Students will be familiar with major educational philosophers who have an impact on American schools including Horace Mann, Jean Piaget, Margaret Bancroft, John Dewey, Maria Montessori, Marie Clay, Jerome Bruner and Howard Gardner • Students will trace changes in the preparation, roles and status of teachers over time. • Students will know how educational opportunities for students have changed over time. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Students will identify data and information and explain relevance to audience and context. • Students will research information using multiple sources and be able to identify the strengths and limitations of each source. • Scholars will synthesize multiple sources of information. • Students will organize and present information in a logical, coherent and engaging format in order to educate their peers. • Students will use language, terminology and complexity suitable to audience. • Scholars will employ graphic communication to enhance learning. Scholars will utilize questioning skills, asking different levels of questions based on Bloom’s Taxonomy.

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>Detailed description of the time period researched</i> • <i>Discussion of key educational philosophers of the time and their impact</i> • <i>Discussion of the educational struggles and debates of the time</i> • <i>Remnants of the era in schools today</i> • <i>Accuracy of information</i> • <i>Professional Quality Slide Presentation</i> • <i>Orally communicates ideas using clear, concise professional language</i> 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal - Working collaboratively in teams, scholars will become experts about a specific time period concerning the American education system with the purpose of teaching their peers. Scholars will research the context of the times, the main goals of education during the time period, important educational philosophers of the era and their beliefs, educational struggles and debates of the time, along with a description of what schools were like during the time and remnants of the time period in our schools today. Scholars will be required to assess their peer’s knowledge of their era upon completion of their teaching.</p> <p>Role - Scholars will work as co-teachers who are experts in understanding a specific time period in the history of American schools.</p> <p>Audience - East High scholars wanting to know more about the history of education in America and how schools have changed over time.</p> <p>Situation - High school classroom of future educators and leaders who need to know more about the origins of various educational paradigms and trends.</p> <p>Product - Scholars will be required to create a Google Slide presentation of their information, present the information orally in a formal presentation and create a multiple choice assessment of the information they share, asking questions at different levels of Bloom’s Taxonomy.</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’s the purpose of schools?</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"> • Daily journal entries that require students to reflect on critical questions and texts regarding educational inequalities. • Ken Robinson “Changing Education Paradigms” Assignment • Purpose of Schooling Debate • Major Moments in Education - Timeline activity about the history of schools • Educational Philosophers Bio Boards

Unit #:	2: CONTEMPORARY ISSUES IN EDUCATION	
UNIT OVERVIEW:	In this unit students will explore the role of schools and education in society; and societal issues and their impact on schools.	
Stage 1 Desired Results		
ESTABLISHED GOALS What content standards will this unit address?	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Be active, informed citizens who are aware of major issues impacting education today. • Research, analyze and interpret various forms of information in order to create possible solutions to issues negatively affecting our current educational system. • Communicate ideas effectively, both orally and in writing to argue a position and propose a solution to a major issue negatively impacting education. 	
Standards	Meaning	
<p>Common Career Technical Core Standards:</p> <p>ED 1 – Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>ED 2- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p> <p>ED 3 – Use critical thinking to process educational communications, perspective, policies and/or procedures.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. As part of society, schools are affected by societal problems. 2. There are problems that exist at every level of education. 3. Different levels of government play different roles in education. 4. There are multiple perspectives on how best to educate children. 5. Schools serve as institutions to prepare the next generation and keep society strong. 	<p>ESSENTIAL QUESTION</p> <ul style="list-style-type: none"> • What are the BIGGEST problems in education and what should be done about them? <p>Guiding Questions...</p> <ul style="list-style-type: none"> • What role do schools play in society? • How should schools be funded? • Is there a war on youth in America? • Why do students drop out? • How do you hold people accountable in an educational system?

Standards	Acquisition	
<p>Mission / Vision Alignment:</p> <p>Tenacious Recognizes and takes advantages of opportunities (can do attitude) to discover passions / interests.</p> <p>Purposeful Reflects on one’s own thinking and the thinking of others to inform future actions.</p> <p>Advocacy Respects and cares for others and works to build relationships. Leads by example.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • Students will understand the different levels of the educational system and the responsibilities of each. • Students will know how public schools are funded. • Students will understand the impact of dropouts on our society. • Students will appreciate there are different perspectives and viewpoints on how to address various issues in education. • Students will grapple with the following controversial issues in education and learn about multiple perspectives concerning: <ol style="list-style-type: none"> 1. Charter Schools 2. Tracking 3. Teacher tenure, merit based pay and unions, 4. Standardized curriculum and assessment 5. Accountability Measures 6. Discipline, restorative practices and the school-to-prison pipeline. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Students will be able to interpret data and explain relevance to audience and context. • Students will be skilled at using concise, coherent language and organization to enhance message. • Students will be skilled at using language, terminology and complexity suitable to audience. • Students will be skilled at creating awareness of problem and explain relevance to audience and context. • Students will be skilled at proposing needed action and the role of the audience in that action. • Students will be able to use text-based evidence to synthesize ideas and build an argument • Students will be able to make a persuasive argument advocating for a solution to address a major issue in education. • Students will be able to explain options for aligning educational facilities, policies and procedures with instructional goals. • Students will demonstrate respect for multiple viewpoints

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>Detailed explanation of a major mistake in education today.</i> • <i>Discussion of why the mistake exists and who is affected.</i> • <i>Well-crafted, thoughtful solution to the stated mistake</i> • <i>Accuracy of information</i> • <i>Effective communication of ideas using clear, concise language, professional grammar and standard literary conventions</i> 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal - Students will critically examine our current educational system and determine a specific issue that they believe is negatively affecting public schools today. Students will research the issue and synthesize possible solutions for addressing the problem.</p> <p>Role - Students will act as informed citizens concerned about educational in their community.</p> <p>Audience – Readers of local newspapers including the Democrat and Chronicle, City Newspaper and East High’s Eagle Express.</p> <p>Situation – Students will be asked to write a concise, clearly organized argument about what they believe is a major problem in public education today and how the issue should be addressed.</p> <p>Product - Scholars will write an editorial to a local newspaper stating what they believe is the biggest problem in education today. The student must explain what the mistake is, why it’s a major problem, who is involved, and how the problem should be addressed. Letters will be sent to two local newspapers, the Democrat and Chronicle and the City Newspaper with the hopes of getting them published. Scholars’ letters will also be sent to the editor of East High School’s newspaper, The Eagle Express to be shared with the larger East Community.</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 – It’s your first day on the job as the new superintendent of the RCSD, what is the first issue you will address? Why? Explain your plan of action for dealing with the issue.</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"> • Daily journal entries that require students to reflect on critical questions and texts regarding educational inequalities. • Top 10 Mistakes in Education Presentations • “Dropout Nation” Documentary Reflection • Charter School Perspectives Activity • Tracking Debate • Graded Discussion on teacher quality and accountability • Pros and Cons of Standardized Testing • Graded Discussion on student discipline

Unit #:	3: INEQUALITIES IN EDUCATION	
UNIT OVERVIEW:	In this unit students will explore the idea of “equal education for all”; looking at current educational gaps between various subgroups and analyze ways to provide a quality education for all.	
Stage 1 Desired Results		
ESTABLISHED GOALS What content standards will this unit address?	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges of an interconnected world. • Research, analyze and interpret various forms of information in preparation for making an argument. • Communicate ideas effectively, both orally and in writing to argue a position. 	
<i>Meaning</i>		
<p>Common Career Technical Core Standards:</p> <p>ED 2- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p> <p>ED 6 - Analyze ethical and legal policies of professional education and training practice.</p> <p>ED 7 - Explain legal rights that apply to individuals and practitioners within education and training settings.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • All students have the right to an equitable educational experience. • Race and class impact the structure of our current educational system. • An educational gap exists in this county and our country because of institutional racism and classism. • Reforms efforts are necessary in our current educational system to close the gaps between different groups. 	<p>ESSENTIAL QUESTION</p> <ul style="list-style-type: none"> • How do we create an equitable education system where all students are provided with a quality education? <p>Guiding Questions...</p> <ul style="list-style-type: none"> • Do all students in the United States have equal access to a quality education? • Is America a meritocracy? • What are the implications of demographics on education? • How far have we come as a nation, since the landmark Supreme Court decision, Brown v. Board of Education? • Is our current education system meeting the needs of all students? • What causes educational gaps between various subgroups?

Acquisition	Acquisition	
<p>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.</p> <p>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.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • Students will know specific court cases that have had an impact on the racial and socio-economic make up of schools including Plessy v. Ferguson, Brown v. Board of Education, Swann v. Charlotte-Mecklenburg Board of Education, Milliken v. Bradley, Parents Involved v. Seattle Public Schools, • Students will know that there continues to be an achievement gap among students of different backgrounds throughout the United States including Monroe County. • Students will understand the effects of concentrated poverty on student achievement. • Students will understand how housing patterns affect the quality of an education. • Students will understand how district borders affect the quality of an education. • Students will understand how school districts are funded in New York State, specifically the Big 5 school districts compared to suburban and rural school districts. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Students will be able to explain major laws affecting the issue of equity in education. • Student will be able to explain nondiscrimination rights. • Students will be able to analyze and interpret statistical information to make inferences • Students will be able to research different public school districts in order to compare and contrast various data points including per pupil spending, graduation rates, standardized test scores, and demographic data. • Students will be skilled at interpreting demographic data and statistics, explaining their impact on public education. • Students will be able to use text-based evidence to synthesize ideas and build an argument • Students will be able to make a persuasive argument advocating for educational equity in their community.

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>Explanation of the Achievement Gap</i> • <i>Explanation of the plan chosen</i> • <i>Discussion of the challenges of the plan</i> • <i>Accuracy of information</i> • <i>Thorough understanding of the various perspectives represented in the community</i> • <i>Well-crafted, persuasive argument based on evidence</i> • <i>Effective communication of ideas using clear, concise language, professional grammar and standard literary conventions</i> 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal - Students will critically examine our current educational system with an emphasis on the issue of equity. Students are required to not only understand why inequities exist, but are also asked to create possible solutions for a more just system that serves all children.</p> <p>Role - Students will act as informed citizens concerned about educational equity in their community.</p> <p>Audience - The NYS Board of Regents</p> <p>Situation - The NYS State Board of Regents is looking for input into how to make public schools in Monroe County more equitable. They are considering five possible plans:</p> <p>Plan #1: “A Piece of the Pie”</p> <p>Monroe County would be split into 8 school districts, with each school district shaped like the wedge of a pie. Each district would include parts of the inner city, as well as inner and outer ring suburbs. Students would be placed at schools within the district to ensure that schools were racially as well as socio-economically integrated.</p> <p>Plan #2: Monroe County Magnet Schools</p> <p>Monroe County would be one large district rather than 18 different districts. Special interest magnet schools with unique offerings and programs, would be created throughout the district to attract families and students based on their desired preferences. Students would be bussed and could attend schools anywhere in the district.</p> <p>Plan #3: Urban-Suburban One to One Exchange</p> <p>The capacity of the current urban - suburban program would be dramatically increased and would require there to be a one-to-one exchange. For every urban student leaving Rochester and attending a suburban school, a suburban student would attend a city school. Students interested in entering this program would be selected through a lottery and not preselected</p>

	<p>by the school districts.</p> <p>Plan #4: “Show Me the Money” Students would attend their neighborhood schools (the schools closest to their homes). However the funding formula for schools would dramatically change. Students living in poverty and/or with high needs (special education, English Language Learners) would receive significantly more money to educate them.</p> <p>Plan#5: Create a detailed, well thought out plan of your own</p> <p>Product - Students must choose from one of the five possible plans for Monroe County and write a 3- 5 page typed position paper to the NY State Board of Regents explaining WHY the plan chosen will help reduce the achievement gap in Monroe County.</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 - Where do the “smart” kids live in Monroe County?</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"> • Daily journal entries that require students to reflect on critical questions and texts regarding educational inequalities. • Vocabulary quiz • Timeline activity about the history of school segregation in the USA • Supreme Court Case Station Activity • Bussing Debate • Critical analysis of Monroe County based on census data and demographic statistical information. • Graded Discussion: Is Monroe County Segregated? • NY State School Report Card comparison and analysis • Case studies of Wake County, NC, Louisville Kentucky, CFE Case in NYC, Urban-Suburban Program in Hartford, CT • Explanation of the obstacles of poverty race and the effects of concentrated poverty • Student achievement and poverty index graphing activity

Unit #:	4: EARLY CHILDHOOD DEVELOPMENT
UNIT OVERVIEW:	In this unit students will explore the four key areas of human development – physical, emotional, social, and cognitive, how they are interrelated and how educators use this knowledge in the classroom

Stage 1 Desired Results		
ESTABLISHED GOALS What content standards will this unit address?	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Use foundational knowledge and skills to develop a deeper understanding of human development. • Create a safe, healthy, and nurturing environment so that young children may thrive physically, academically, socially and emotionally. 	
<i>Standards</i>	<i>Meaning</i>	
<p>Common Career Technical Core Standards:</p> <p>ED - TT 2 - Employ knowledge of learning and development theory to describe individual learners.</p> <p>ED - TT 4 - Identify materials and resources needed to support instructional plans.</p> <p>ED - TT 5 - Establish a positive climate to promote learning.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are four key areas of human development – physical, emotional, social, and cognitive that are interrelated. • Average human development occurs at similar rates is sequential, and continuous. • There are variations to human development due to a variety of factors such as heredity, environmental factors, gender differences, exercise and health and nutrition. • Developmental theories help teachers understand their students better. 	<p>ESSENTIAL QUESTION</p> <ul style="list-style-type: none"> • How did you become YOU? <p>Guiding Questions...</p> <ul style="list-style-type: none"> • What’s the role of nurturing vs. nature? • What makes people unique? • What can teachers do to understand their students better?

Standards	Acquisition	
<p>ED - TT 8 - Demonstrate flexibility and adaptability in instructional planning.</p> <p>Precision Exam Standard 1 - Identify and/or demonstrate developmentally appropriate practices.</p> <p>Precision Exam Standard 2 - Develop and/or implement age appropriate curriculum for young children.</p> <p>Precision Exam Standard 5 - Identify and/or demonstrate employment skills needed to work with young children.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • Students will know the elements of a safe, healthy, nurturing environment for young children. • Students will understand the concept of serve and return in the brain development of infants and young children. • Students will identify normal physical, emotional, social, and cognitive characteristics of children ages 0 - 12. • Students will know that both heredity and the environment affect the development of a human being. • Students will know the impact of early literacy on brain development and future academic success. • Students will describe the theories of key developmental psychologists including Erickson, Piaget, Vygotsky, Kohlberg, Skinner and Maslow. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Students will list multiple and diverse characteristics of individual learners. • Students will identify resources for locating information. • Students will identify and demonstrate positive guidance techniques for preschoolers. • Students will give clear, concise, age appropriate verbal directions. • Students will be skilled at creating developmentally appropriate learning experiences for young children focused on physical development. • Students will be skilled at creating developmentally appropriate learning experiences for young children focused on social and emotional development. • Students will be skilled at developing language/literacy activities for young children. • Students will demonstrate how to maintain a secure and healthy environment for young children.

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>Knowledge of age appropriate physical activities</i> • <i>Knowledge of age appropriate physical activities</i> • <i>Knowledge of age appropriate social / emotional development</i> • <i>Knowledge of research based early literacy activities</i> • <i>Professional Quality Literacy Brochure</i> • <i>Orally communicates ideas using clear, concise, language appropriate to the intended audience</i> 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal - Working collaboratively in teams, scholars will research, organize and facilitate a series of activities that are age appropriate for pre-k students and foster physical, social and emotional skill development. In addition, students will help educate parents and caregivers about the impact of early literacy on future academic success. As students plan, they will identify possible preschool problem behaviors and develop proactive, appropriate management solutions. Upon completion of the event, students will reflect and evaluate their effectiveness in creating a safe, healthy and, nurturing environment so that young children may thrive physically, academically, socially and emotionally.</p> <p>Role - Scholars will work as Pre-K teachers</p> <p>Audience - Pre-K students and families from a partner RCSD elementary school</p> <p>Situation - Scholars will be organizing and facilitating a field day experience for pre-k students and their parents.</p> <p>Product - Students will design brochures to be distributed to parents that illustrate the impact of early literacy experiences in the home on cognitive development and students’ academic success. The brochures will include research based activities that parents can easily understand and utilize. In addition students will design and facilitating a Field Day for preschool students that includes activities station activities and relay races that are age appropriate and foster physical, social and emotional skill development.</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 - Do you believe your environment or you heredity has had a greater influence on your development as an individual?</p> <ul style="list-style-type: none"> • Students will also be taking the National Precision Early Childhood Education IB Multiple Choice Exam upon completion of this unit.

OTHER EVIDENCE:

What other evidence will you collect to determine whether Stage 1 goals were achieved?

- Daily journal entries that require students to reflect on critical questions and texts regarding educational inequalities.
- Vocabulary quiz
- Developmental Psychologists Station Activity
- Child Development Jigsaw Activity
- Child Observation Notes
- Age appropriate Book Recommendations
- Age appropriate Game Creation