

**UR / East Overview of Year
12th Grade: TLI Seminar IV**

Overview: The TLI 12 grade education seminar prepares students for their role as a professional in the workplace. Students perfect their knowledge of lesson and unit planning, lesson organization, preparation of materials, delivery of instruction and reflection upon classroom performance. Students must also prepare their portfolios for graduation interviews. The culminating activity for TLI seminar IV is an 80 hour paid internship as a teaching assistant in a local elementary school where students put the theories they've learned in seminar to practice.

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
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Unit 1	Unit 2	Unit 3	Unit 4	Internship
The ideal teacher	Creating the ideal conditions of learning	Lesson and Unit Planning	Expectations of a Professional	
Unit 1- The Ideal Teacher			Understanding(s)	
Mission / Vision Alignment:			Essential Question(s)	
<ul style="list-style-type: none"> • Tenacious <ul style="list-style-type: none"> ➤ Accesses resources necessary to get the job done – multiple resources if necessary. • Purposeful <ul style="list-style-type: none"> ➤ Seeks to understand the role of culture in shaping an individual. • Advocacy <ul style="list-style-type: none"> ➤ Respects and cares for others and works to build relationships. ➤ Leads by example. 			<p>Enduring Understandings:</p> <p><i>Scholars will understand that...</i></p> <ol style="list-style-type: none"> 1. Highly effective teachers share similar qualities. 2. Effective teachers possess specific intrinsic characteristics and human qualities. 3. Effective teachers possess specific extrinsic characteristics and technical skills. 	
			<p>Essential Question:</p> <p><i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> • What are common qualities of an ideal teacher? • How does student action prove teacher effectiveness? • When is a favorite teacher, not an effective teacher? • What level of content mastery should a teacher have in order to teach the subject? 	

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<p>Standards:</p> <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) ED* 2, 3, 8, 9</p> <p>CCTC Standards (Common Career Technical Core) ED-TT* 5, 6, 7, 8, 10, 11</p>		<ul style="list-style-type: none">• Is teaching is an art or a science?
<p>Performance Task: Students will write a reflective essay on the qualities of the ideal teacher. Throughout the unit, students will be reading various texts about outstanding teachers, comparing and contrasting these educators and making generalizations about the qualities needed to be a highly effective teacher. The essay will include a detailed description of how the teacher looks, sounds, acts and teaches. The essay will require students' to explain their rationale based on previous texts read during the unit as well as interviews and observations of teachers. Upon writing their essays, students will compare their ideal teachers to the Danielson rubric. Students will determine if their ideal teacher descriptions would meet the requirements to be a highly effective teacher.</p>		
<p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each student. These will be formally assessed with an Employability Profile each marking period.</p>		

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Unit 2 - Creating the Ideal Conditions of Learning	Understanding	Essential Question
<p>Mission / Vision Alignment</p> <ul style="list-style-type: none"> • Tenacious <ul style="list-style-type: none"> ➤ Learns from mistakes; picks up and keeps going. • Purposeful <ul style="list-style-type: none"> ➤ Reflects on one’s own thinking and the thinking of others to inform future actions. • Advocacy <ul style="list-style-type: none"> ➤ Respects and cares for others and works to build relationships. ➤ Accepts differences and listens to the voice of others. ➤ Communicates effectively for different purposes and audiences through a variety of media. 	<p>Enduring Understandings</p> <p><i>Scholars will understand that...</i></p> <ol style="list-style-type: none"> 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 effects learning. 3. Effectively managing a classroom requires rules, rituals, and routines. 	<p>Essential Questions</p> <p><i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> • How do we learn new information? • What are the best conditions for learning? • • What are the qualities of the ideal classroom? • How do you effectively manage a classroom?
<p>Standards:</p> <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) ED* 1, 2, 3, 4, 10</p> <p>CCTC Standards (Common Career Technical Core) ED-TT* 2, 4, 5, 6, 7, 11</p>		

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Performance Task: Students will create a diorama of their ideal classroom along with an essay, describing their classroom, the rationale for how their room is set-up as well as a classroom management plan for their classroom. The rationale and classroom management plan must include a clear understanding of the principles of the brain. Students will share their classroom dioramas in a formal oral presentation to the class.

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Unit 3- Lesson and Unit Planning	Understanding	Essential Question
<p>Mission / Vision Alignment</p> <ul style="list-style-type: none"> • Tenacious <ul style="list-style-type: none"> ➤ Defines goals and develops a plan to meet them. • Purposeful <ul style="list-style-type: none"> ➤ Thinks creatively and critically to solve problems, make decisions or take action. • Advocacy <ul style="list-style-type: none"> ➤ Communicates effectively for different purposes and audiences through a variety of media. <p>Standards:</p> <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) ED* 1, 2, 10,</p> <p>CCTC Standards (Common Career Technical Core) ED-TT* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Enduring Understandings</p> <p><i>Scholars will understand that...</i></p> <ol style="list-style-type: none"> 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. 4. There are various ways to assess students' learning. 	<p>Essential Questions</p> <p><i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> • How do you motivate students? • How do plan an effective lesson? • How do plan an effective unit? • How do you know when students are learning?

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Performance Task: Students will create an original, interdisciplinary unit for a specific elementary grade level. Within the unit, students will write a detailed lesson plan for one of their lessons, prepare all the necessary materials for the lesson, and teach it to their peers. Upon completion of their teaching, students will write a reflection of their performance that includes the strengths of the lesson, along with ways to improve it in the future. Students will hopefully get a second chance of teaching their lessons to actual students at their elementary school internships.

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Unit 4- Expectations of a Professional	Understanding	Essential Question
<p>Mission / Vision Alignment</p> <ul style="list-style-type: none"> • Tenacious <ul style="list-style-type: none"> ➤ Is determined to achieve goals. ➤ Uses feedback to refine thinking or actions. • Purposeful <ul style="list-style-type: none"> ➤ Produces work that meets college and work place standards. • Advocacy <ul style="list-style-type: none"> ➤ Communicates effectively for different purposes and audiences through a variety of media. 	<p>Enduring Understandings</p> <p><i>Scholars will understand that...</i></p> <ol style="list-style-type: none"> 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. 	<p>Essential Questions</p> <p><i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> • What is the difference between having a job and having a career? • What does it mean to be a professional? • How do you effectively communicate in the professional world?
<p>Standards:</p> <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) ED* 2,9, 10</p> <p>CCR- ELA Text Types and Purposes* 2, 3 Writing 4, 5, 6</p>		
<p>Performance Task: 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 ideal teacher essay, ideal classroom essay, classroom management plan and unit plan. In addition, students will add reflections from their internships, 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 department of HCI.</p>		

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Unit 5- Internship	Understanding	Essential Question
<p>Mission / Vision Alignment</p> <ul style="list-style-type: none"> • Tenacious <ul style="list-style-type: none"> ➤ Takes risks in order to learn and grow. ➤ Uses feedback to refine thinking or actions. • Purposeful <ul style="list-style-type: none"> ➤ Focuses on the task at hand to get the job done. • Advocacy <ul style="list-style-type: none"> ➤ Leads by example. ➤ Communicates effectively for different purposes and audiences through a variety of media. 	<p>Enduring Understandings</p> <p><i>Scholars will understand that...</i></p> <ol style="list-style-type: none"> 1. There are many roles educators are expected to perform as part of their professional duties. 2. Educators have a profound impact on the lives of their students. 3. There are many challenges educators face that require creative problem solving. 	<p>Essential Questions</p> <p><i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> • What are the qualities of the ideal teacher? • What's the most rewarding aspect of being a teacher? • What's the most challenging aspect of being a teacher?
<p>Standards:</p> <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) ED-TT* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>		
<p>Performance Task: Students will be completing an 80 hour paid internship as a teaching assistant in a local elementary classroom. The internship will provide students an opportunity to put the theories they've learned in the Teaching and Learning Institute to practice. At the internship, students will have the opportunity to work with students one-on-one, in small groups, as well as facilitate whole group instruction. With their cooperating teachers as guides, students will be expected to create, teach, and reflect on a series of their own lessons, use educational technology successfully, create a bulletin board, along with any other duties their cooperating teachers see fit. Throughout the internship, students are required to do weekly, reflective journal entries</p>		

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focusing on specific aspects of teaching. In addition, cooperating teachers will be asked to complete three formal evaluations of students. Students will also be observed and evaluated independently teaching a lesson.

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*Brought to you by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc)

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