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 IV
Course Outline

Date:	**2018-2019**	Grade:	**12**
Unit #:	**I: The Highly Effective Teacher**		
UNIT OVERVIEW:	Students will be able to independently use their learning to establish themselves as role models who think purposefully and advocate for self and others.		

Stage 1 Desired Results

ESTABLISHED GOALS What content standards will this unit address?	*Transfer*	
	Students will be able to independently use their learning to… become role models who think purposefully and advocate for self and others.	
Standards	*Meaning*	
CCTC Common Career Technical Core Standards **ED 2 -** Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. **ED-TT 5** - Establish a positive climate to promote learning.	**UNDERSTANDINGS** *Students will understand that…* 1. Effective teachers possess specific intrinsic characteristics and human qualities. 2. Effective teachers must perform specific tasks that includes planning and preparation, creating a learner centered environment, instruction, and other professional responsibilities.	**ESSENTIAL QUESTION** *Is teaching more an art or a science?* **Guiding Questions**: • How do you build quality relationships that fosters the creation of a community of learners? • What's it mean to be a professional? • What are common qualities of an effective teacher? • In what ways do student actions 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? • In what ways does a teacher, scholar or colleagues communicate full attention?

Standards	Acquisition	
ED-TT 6 - Identify motivational, social and psychological practices that guide personal conduct.	*Students will know…* • 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.	*Students will be skilled at…* • 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.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Criteria for success: *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?* • *Understanding of the key intrinsic characteristics of highly effective teachers.*	**PERFORMANCE ASSESSMENT** *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.

• *Knowledge of the tasks and professional responsibilities required of highly effective teachers.* • *Persuasive language that discusses why teaching is an important career.* • *Effective written communication and readability.*	**Product** - A well written job description that includes both the intrinsic characteristics and human qualities necessary to be a star teacher, as well as the professional responsibilities required of the job.
	COMMON FORMATIVE ASSESSMENT: **Standard ED 2.5:** *Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations.* Journal - The biggest mistake a teacher could make...

	OTHER EVIDENCE:
	What other evidence will you collect to determine whether Stage 1 goals were achieved?
	   • Journal Reflections and analysis on the following readings and videos:
	      o Lee Iacocca Quote about teachers
	      o Rich Ognibene, "September is here, so time to say hello"
	      o Lynn Gatto, "I teach because of Demetrius"
	      o Goethe, "I am the decisive element"
	      o Randy Pausch Video - Last Lecture
	      o Taylor Mali Video - What teachers make
	      o Wright's Law Video - Jeffrey Wright science teacher
	      o Rita Pierson Video - Every kid needs a champion
	      o Rochester Teachers Care Videos
	   • Ideal Teacher vs. Worst Teacher Drawings and Descriptions
	   • Role Plays - Effective Teacher vs. Ineffective Teacher
	   • Memories of favorite and worst teacher assignment
	   • Thank a teacher assignment
	   • Teacher Interviews and Analysis
	   • Danielson Rubric Comparison and Analysis

Unit #:	2 : Creating The Ideal Conditions for Learning
UNIT OVERVIEW:	Students will be able to independently use their learning to establish themselves as role models who think purposefully and advocate for self and others.

Stage 1 Desired Results

ESTABLISHED GOALS What content standards will this unit address?	*Transfer*	
	Students will be able to independently use their learning to… become role models who think purposefully and advocate for self and others.	
Standards	*Meaning*	
CCTC Standards (Common Career Technical Core) **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 and relationship building skills used to manage instructional activities and related procedures.	**UNDERSTANDINGS** *Students will understand that…* 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.	**ESSENTIAL QUESTION** **What are the best conditions for learning?** *Guiding Questions* • How do we learn new information? • How does our memory work? • How does the teacher establish a positive climate that promotes learning? • How does the effective teacher manage a classroom?

Standards	Acquisition	
ED 2: Demonstrate effective oral, written and multimedia communication in multiple formats and context. **ED 4:** Evaluate and manage risks to safety, health and the environment in education and training settings. **ED-TT 2**: Employ knowledge of learning and developmental theory to describe individual learners.	*Students will know…* • 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.	*Students will be skilled at…* • 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.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Criteria for success: *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?* • *Understanding of the principles of the brain, referencing at least 7 of the 12.* • *Proactive focus that includes a list of rituals and routines* • *Effective written and oral communication.*	**PERFORMANCE ASSESSMENT** *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 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, referencing at least 7 of the principles. Students will share their classroom dioramas in a formal oral presentation to the class. **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. **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 an essay justifying their decisions that relates to the principles of the brain. They will also include a classroom management plan that contains rules, consequences, rewards and routines/rituals,
	COMMON FORMATIVE ASSESSMENT: **Standard 2.5:** *Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations.* Journal - Describe and analyze the best classroom you've been in. Discuss how the classroom fostered learning. Relate the classroom to the principles of the brain.
	OTHER EVIDENCE: *What other evidence will you collect to determine whether Stage 1 goals were achieved?* - Journal Assignments - Parts of the brain scavenger hunt - Quiz on brain functions - Principles of the Brain Chart - Brain friendly school design - Scholars will create a list of features of their current classroom that promote/contribute to a positive climate - Graded Discussion on Classroom Management - Self-Managed Classroom Jigsaw Activity - Procedures vs. Rules Identification Activity - Rituals / Routines Jigsaw Activity - Classroom Management Scenarios - Classroom Management Role Plays - Scholars will identify the guiding principles of their classroom management plan

Unit #:	3 – Lesson Planning and Unit Planning
UNIT OVERVIEW:	Students will be able to independently use their learning to establish themselves as role models who think purposefully and advocate for self and others.

Stage 1 Desired Results

ESTABLISHED GOALS What content standards will this unit address?	*Transfer*
	Students will be able to independently use their learning to…become role models who think purposefully and advocate for self and others.

Standards	*Meaning*	
ED-TT 1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. **ED-TT 2:** Employ knowledge of learning and development theory to describe individual learners. **ED-TT 3:** Use content knowledge and skills of instruction to develop standards-based goals and assessments. **ED-TT4:** Identify materials and resources needed to support instructional plans.	**ENDURING UNDERSTANDINGS** *Students will understand that…* 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.	**ESSENTIAL QUESTION** **How does an effective teacher plan for learning?** *Guiding Questions:* • How do you motivate students? • How do you plan an effective lesson? • How do you plan an effective unit? • How do you know when students are learning?

Standards	Acquisition	
ED-TT 8: Demonstrate flexibility and adaptability in instructional planning. **ED-TT 10:** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.	***Students will know…*** 1. How use Bloom's Taxonomy to create lesson plans with higher order thinking. 2. How to use each of Gardner's intelligences as a lens for teaching and learning. 3. How to create a four lesson unit plan based on age & grade appropriate curriculum. 4. How to brain based research to optimize learning experiences.	***Students will be skilled at…*** • 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.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Criteria for success: *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?* • Scholar demonstrates a mastery of teaching concept to the point scholar can teach it to classmates. • Scholar displays thoughtful, creative and reflective	**PERFORMANCE ASSESSMENT** *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

analysis of educational experiences. • Scholar masters the ability to look at teaching assignments through the lens of various learning styles. • Scholar effectively manages the cooperative learning and teaching situations. • Scholar demonstrates an understanding of the purpose of assessment, performed well on the assessment and showed ability to create thoughtful a assessment. • Scholar demonstrates thoughtful reflection and analysis in preparation for the next learning experience or teaching assignment.	**COMMON FORMATIVE ASSESSMENT:** **Standard 2.5:** *Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations.* *Journal - What are the key ingredients necessary for preparing an engaging lesson?* **OTHER EVIDENCE:** *What other evidence will you collect to determine whether Stage 1 goals were achieved?* • *Graded Discussion on Good and Bad Lessons* • *Bloom's Taxonomy - Create Questions Based on A Social Justice Issue Relevant to Education* • *Jigsaw Activity - Gardner's Theory of Multiple Intelligences* • *Analysis of Good and Bad Lesson Plans* • *Role play of Good and Bad Lesson Plans* • *Dissection and Analysis of Ms. D's Lesson Plan* • *Discussion the Similarities and Differences of Madeline Hunter's and East High's Lesson Planning Format* • *Analysis of a Lesson Taught by an East High School Teacher*

Unit #:	4– Expectations of a Professional
UNIT OVERVIEW:	Students will be able to independently use their learning to establish themselves as role models and educators who think purposefully and advocate for self and others.

Stage 1 Desired Results

ESTABLISHED GOALS What content standards will this unit address?	*Transfer*	
	Students will be able to independently use their learning to… • Plan educational and career paths aligned to personal goals. • Apply appropriate academic and technical skills to produce work that meets college and workplace standards	
Standards	*Meaning*	
Common Career Technical Core Standards: **ED 2**- Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. **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.	UNDERSTANDINGS *Students will understand that…* 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.	ESSENTIAL QUESTION *What's it mean to be a professional?* **Guiding Questions**: • 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?

Standards	Acquisition	
	Students will know… • 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.	**Students will be skilled at…** • 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.
ED 9 Describe state-specific professional development requirements to maintain employment and to advance in an education and training center. **ED-TT 10.1** - Construct an active philosophy of instruction to form criteria for assessing effective instructional practice.		

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Criteria for success: *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?* • *Professional Formatting of written communication*	**PERFORMANCE ASSESSMENT** *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

• *Function of written communication is strong and clear* • *Content is accurate and up to date* • *Effective appearance, tone and style of written communication* • *Professional Grammar & Mechanics* • *Effective and professional oral communication*	**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.
	COMMON FORMATIVE ASSESSMENT: **Standard 2.5:** ***Write business communications, reports and positions papers on issues affecting learning environments and/or educational organizations.*** ***Journal -*** What is the difference between having a job and having a career?
	OTHER EVIDENCE: *What other evidence will you collect to determine whether Stage 1 goals were achieved?* • Journal Reflections • Qualities of A Professional Above The Line / Below The Line • Interview Questions for Guest Speakers from the Field Of Education • Practice Interviews