

# Unit 4: Experiencing the Classroom

Content Area: **CTE**  
Course(s): **Tomorrow's Teachers II**  
Time Period: **December**  
Length: **8 weeks**  
Status: **Published**

## Enduring Understandings

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- Highly qualified teachers employ diverse strategies and methodologies when enhancing the classroom environment and instruction.
- Effective classroom instruction incorporates strategies that promote thinking, learning, and remembering along with enhancing desired behavior.
- Outstanding teachers foster a learning environment that encompasses optimism, responsibility, courage, respect, sensitivity, and passion preparing students for the 21st Century Global Community.

## Essential Questions

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- What makes for effective instructional strategies?
- How can questioning be used as an effective instructional strategy to address different levels of thinking?
- How might lecture be used as an effective instructional strategy?
- How can the use of technology enhance learning?
- What are effective means by which an instructor might determine if a learner has mastered the lesson's content?
- How can human beings maximize the use of their brains when thinking, learning, and remembering?
- What routines and strategies can teachers use to promote desired behavior and to enhance learning?
- How can one look beyond superficial actions to get at the real basis of behavior and misbehavior, and thus, respond accordingly?
- How might students create lesson plans to incorporate effective instructional strategies?
- What are some characteristics of outstanding teachers?

## Standards/Indicators/Student Learning Objectives (SLOs)

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1. Identify the characteristics of a highly qualified teacher.
2. Recognize strengths and weaknesses of diverse teaching methods and materials.
3. Employ strategies for group instructions.
4. Illustrate questioning strategies effectively in lessons.
5. Incorporate lecture into lessons effectively.
6. Examine effective and ineffective uses of technology in education. Describe various modes of assessment and their role in the educational process.
7. Identify strategies that enhance learning based on current brain research.
8. Design procedures for basic classroom routines.
9. Prepare and present a peer lesson plan.

## 10. Identify traits of effective teachers.

9.3. 12.ED-TT.7	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.8	Demonstrate ethical and legal behavior within and outside of education and training settings.
9.3.12.ED-ADM.1	Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization's objectives.
9.3.12.ED-ADM.4	Identify instructional practices that meet the learning organization's objectives.
9.3.12.ED-ADM.5	Model leadership skills for personnel in order to improve the performance of the learning organization.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-ADM.9	Describe advocacy strategies to promote the learning organization's needs.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED-PS.2	Implement methods to enhance learner success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.
9.3.12.ED-TT.1	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED-TT.2	Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED-TT.3	Use content knowledge and skills of instruction to develop standards-based goals and assessments.
9.3.12.ED-TT.4	Identify materials and resources needed to support instructional plans.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-TT.6	Identify motivational, social and psychological practices that guide personal conduct.
9.3.12.ED-TT.8	Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED-TT.9	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
9.3.12.ED-TT.10	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
9.3.12.ED-TT.11	Implement strategies to maintain relationships with others to increase support for the organization.

## Lesson Titles

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The Good, the Bad, and OH MY!

Introduce this lesson by showing Teacher Tube video clips. Discuss the traits and characteristics 21st Century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education. Prompt with teacher-generated questions.

An Overview of Methodology:

Journal Entry: Students reflect on different methods of teaching and the positive or negative learning experience of the students in their placement classroom.

Advantages and Disadvantages of Methodologies

Journal Entry: Discuss student experiences when working in groups in the placement classroom. Explain various ways the teacher uses cooperative learning groups effectively.

Questioning Techniques: “Bloom-ing Through Questions”

The teacher will facilitate a class discussion on the story Cinderella using each level of Bloom’s taxonomy. Students will break into groups and each group will compose questions using Bloom’s based on the “Pledge of Allegiance.”

Reference List of Words and Phrases Used in Bloom’s Taxonomy

Updated Bloom’s Taxonomy Using Verbs

Observe and prepare a report on the use of Bloom’s Taxonomy in placement classroom

Questioning Strategies

Lecture: More than a Monologue

Prepare a report comparing the different teaching strategies employed in placement classroom.

Tips for Effective Lectures

High Tech Teaching

Report on the benefits and drawbacks of incorporating technology in instruction in the placement classroom.

Assessment: How do you Know They Know?

Discuss how methods of assessment are being used in placement classroom.

Students will create a formal assessment.

The Purpose of Assessment

Guidelines for Creating Effective Test Questions

Test on Testing

Classroom Procedures and Management

Journal Entry: Report on procedures and management strategies that do and do not work. Which would you use?

What's Behind the Behavior? Strategies for Common Classroom Characters

Journal Entry: Improving Discipline: What strategies does your teacher use. Describe at least three incidents and the action the teacher took and the students' reaction.

Student-Created Lesson

Students will prepare and teach short lesson in their placement

Lesson Plan Format -Using cooperating teachers' methods

## **21st Century Skills and Career Ready Practices**

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- Global Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

### **Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. C
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Inter-Disciplinary Connections**

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English Language Arts

Sociology

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on

	meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SOC.9-12.2.3.1

Social institutions such as: family, education, religion, economy, and government

SOC.9-12.2.4

Students will assess how social institutions and cultures change and evolve.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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The Good, the Bad, and OH MY!(Knowledge/Recall) **Video clips and teacher presentation**

Top Teachers

An Overview of Methodology: Silent Graffiti (Application/Concept) **Student discussion**

Advantages and Disadvantages of Methodologies

Groups: We Can Work It Out (Application/Concept) **Whole class discussion**

An Overview of Cooperative Learning Structure [https://docs.google.com/presentation/d/1O7O4cp1IN-UPigZhMtY0NV8OTiqp3S-i1RY0H-7fTLA/edit#slide=id.g29ae5d106e\\_0\\_27](https://docs.google.com/presentation/d/1O7O4cp1IN-UPigZhMtY0NV8OTiqp3S-i1RY0H-7fTLA/edit#slide=id.g29ae5d106e_0_27)

Questioning Techniques:“Bloom-ing Through Questions” (Application/Concept) (Creating/Extended Thinking) **Teacher presentation, small group discussion**

Background Information on Benjamin Bloom and Bloom’s Taxonomy (Knowledge/Recall) **Teacher presentation**

Tips for Effective Lectures

High Tech Teaching (Application/Concept) (Creating/Extended Thinking) **Jigsaw student research and presentation**

Recommended Web Sites

Evaluating a Web Site (Application/Concept) **Independent student research**

Assessment: How do you Know They Know?

(Application/Concept) (Creating/Extended Thinking) **Teacher demonstration/ student creation**

The Purpose of Assessment

Guidelines for Creating Effective Test Questions (Application/Concept) (Creating/Extended Thinking) **Teacher introduction, small group discussion and report out**

Test on Testing

Classroom Procedures and Management

**Role-play** (Application/Concept)

How May a Teacher Handle the Following Classroom Procedures (Application/Concept) (Creating/Extended Thinking) **Independent reading and discussion**

Student-Created Lesson

Students will prepare and teach short lessons to their peers, including lessons in science, math, and foreign language. (Creating/Extended Thinking) **Independent student work**

## **Modifications:**

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### **ELL Modifications**

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- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)

### **IEP & 504 Modifications**

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- Testing modifications:
- Focus on domain specific vocabulary and keywords
- Instructional modifications/accommodations:
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching)
- allow student to edit with teacher comments the first attempt at a graded written assignment
- preliminary or “draft” due dates for written assignments, allowing for teacher input prior to the actual assignment due date

### **G & T Modifications**

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- CTE - Allow student generated reports of structured learning experiences as alternate evidence of 21st Century Skills.
- Effective questioning techniques (focus on what’s important, provide processing time, require higher order thinking)
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- Free Response Question (FRQs)
- Inquiry based learning
- Modeling
- Evaluation of thesis statements

## **At Risk Modifications:**

- Extra time
- Word bank
- Goal setting
- Preferential seating
- Teacher/Parent communication
- Repeat/reword/clarify
- Flexibility

## **Formative Assessment**

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### **Warm-up:**

- Close your eyes and imagine What your classroom will look like
- What does it mean to be a "good teacher?"
- Define, Explain, Ask Questions "Bloom-ing Through Questions"
- Take the Lead: What did you see in the classroom?
- Before, During, and After "What did you think before your visit, while you were there, and after you went home?"
- The Topic Makes Me Think..."Benefits and drawbacks of technology in the classroom"
- Three words they associate with "assessment"
- The A to Z game-"Classroom procedures and management"
- Classroom Post- Responses on Classroom
- Post it notes- things you will do, things you won't, and things you want to know more about.

### **Anticipatory Set:**

- Three Minute Essay- Classroom Procedures
- Reflective journal entries- Assessment questions
- Discussions
- Observation
- Stand and Tell-Group work experiences

### **Closure:**

## **Summative Assessment**

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- Projects- Technology in the Classroom
- Presentations- Bloom's Pledge of Allegiance
- Student created Lesson Plan
- Student created assessment
- Essays - Letter to a teacher
- Journals- from observations

MPA 2 Lesson Plan -

<https://docs.google.com/document/d/1eHYEmcpzgUnTvN6Sz4TBeE7K1R9pwFUsFmfDN3bm7g/edit?usp=sharing>

## Resources & Materials

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- Tomorrow's Teachers Curriculum Guide
- NNSTOY Connections for observations. Video clips of 2014's answering (traits and characteristics 21st Century teachers need to possess in order to prepare students to compete locally, nationally, and globally in education.)
- Suggested Handouts:
- Top Teachers
- Advantages and Disadvantages of Methodologies
- Background Information on Benjamin Bloom and Bloom's Taxonomy
- Reference List of Words and Phrases Used in Bloom's Taxonomy
- Updated Bloom's Taxonomy Using Verbs
- Questioning Strategies
- Tips for Effective Lectures
- Recommended Web Sites
- Evaluating a Web Site
- The Purpose of Assessment
- Guidelines for Creating Effective Test Questions
- Test on Testing
- How May a Teacher Handle the Following Classroom Procedures
- Establishing Classroom Procedures
- What's Behind the Behavior? Strategies for Common Classroom Characters
- Improving Discipline: Guiding Principles
- Improving Discipline: Discussion Questions
- Lesson Plan Format –Teachers discretion to use district template or format in the CERRA teacher and student edition.
- Chromebooks: research, journal entries
- NNSTOY Connections for observations
- Chromebooks
- Internet:
- Google Classroom
- Pinterest
- Google Keep
- Twitter

- ClassDojo
- Kahn Academy
- TedTalks
- Padlet

## Technology

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- Internet- <https://www.teachingchannel.org/video-lounge/productive-group-work>
- <https://deck.toys/>
- Internet: <https://www.teachingchannel.org/videos/new-teacher-classroom-management>

## Ideas for Teacher Appreciation

- <http://www.thedatingdivas.com/101-teacher-appreciation-ideas/>

## 1872 Rules for Teachers

- [http://www.historicalsocietyofsomersetthills.org/archive/news\\_2008\\_12\\_digital\\_archives\\_rules.php](http://www.historicalsocietyofsomersetthills.org/archive/news_2008_12_digital_archives_rules.php)

## 1915 Rules for Teachers

- [https://laulima.hawaii.edu/access/content/user/jjudd/edef290/edef\\_assignments/standard HTSB 10 learning community/assignment](https://laulima.hawaii.edu/access/content/user/jjudd/edef290/edef_assignments/standard HTSB 10 learning community/assignment)

## Classroom

Management: [https://www.teachercadets.com/uploads/1/7/6/8/17684955/10tips\\_classroom\\_management\\_copy.pdf](https://www.teachercadets.com/uploads/1/7/6/8/17684955/10tips_classroom_management_copy.pdf)

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual,

global society, and the environment.