

Unit 7: Experiencing Education: Analysis and Reflection

Content Area: **CTE**
Course(s): **Tomorrow's Teachers II**
Time Period: **June**
Length: **3 weeks**
Status: **Published**

Enduring Understandings

- In applying instructional objectives, teachers must consider all stages of development, learning needs, accommodations (physical, social, and personal) to aid in the learning process.
- Analysis and reflection must be a consistent approach in development of the classroom and teaching experience.

Essential Questions

- How can lessons in science, math, and foreign language not only build learners' skills in these subjects, but also build interest in teaching in these critical need areas?
- How may the Teacher Cadet experience be enhanced, especially through analysis of and reflection on the work of others, as well as on the Cadet's own work?

Standards/Indicators/Student Learning Objectives (SLOs)

- Create/modify semester portfolio
- Analyze educational activities in both oral and written formats.

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
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.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.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Lesson Titles

Student Created Lesson Plans

Field Experience Internship Portfolio

Analyze and reflect about students' behavior, Cooperating Teacher's strategies, school settings, etc. gained throughout the field experience internship.

End of Course Activities - Course Survey

Complete a survey on Tomorrow's Teachers activities throughout the school year.

Optional Activities:

Portfolio Presentations

Oh, the Places You'll Go

The Last Day of Class: May the Light of Love Shine Upon You

Certificate of Accomplishment

21st Century Skills and Career Ready Practices

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

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Inter-Disciplinary Connections

English Language Arts

Sociology

LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.11-12.9	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.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	Students will evaluate important social institutions and how they respond to social needs.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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

Student Created Lesson Plans (Creating/Extended thinking)- **Demonstration**

Field Experience Internship Portfolio (Application-Analysis/ skill-Strategic Thinking)

Analyze and reflect about students' behavior, Cooperating Teacher's strategies, school settings, etc. gained throughout the field experience internship.

End of Course Activities - Course Survey (Understanding/Recall) **Individual/Whole Group Discussion**

Complete a survey on Tomorrow's Teachers activities throughout the school year.

Portfolio Presentations (Synthesis/Extended thinking) -**Student presentations**

Oh, the Places You'll Go (Understanding/Recall) **Choral reading and discussion**

The Last Day of Class: May the Light of Love Shine Upon You (Understanding/Recall)

Certificate of Accomplishment

Modifications

Formative Assessment

Anticipatory Sets:

- Close your eyes and imagine: Where do you go from here?
- The A to Z game: Something you will remember
- Student created

Warm-ups:

- Student Created

Closures:

- Student Created
- Five W's: What went wrong? How would you walk it back to the real problem?
- Reflective journal entries: What have you learned?
- Stand and Tell: Who are you now? (Reflect back to opening journal entries and share the changes you have gone through.)
- Discussions
- Observation

Summative Assessment

- Presentations: Portfolio
- Essays: Sum it all up

MPA Portfolio - https://docs.google.com/document/d/1iX2Q9-HDeVIEd-DpBY_Cw4YtpfM9i5u_tPNl29CNRUs/edit?usp=sharing

Resources & Materials

Tomorrow's Teachers Curriculum Guide

Suggested Handouts:

Field Experience Portfolio Requirements

Field Experience Portfolio Rubric and Checklist given to students during Theme 3 / Unit 2.

Course Survey

Interview questions: **Teacher Interview Questions and Best Answers**

Chromebooks- portfolios, survey

Internet- portfolio research

Google Classroom

Pinterest

Google Keep