Unit 8: Assessments and Data/Prepping for field observation

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **10-12 blocks**
Status: **Published**

Transfer Skills

Data: Using numbers to help you teach

The types of assessment

Professionalism in and out of the classroom

Ethics in the classroom

Social media and your public image: Understanding your digital biography

The field experience (what goes into it)

Enduring Understandings

Data as a tool to improve teaching and assessment

Best practices in assessment

The testing utility belt

A-Z of Assessment

What is expected as an observer in the classroom

Essential Questions

What are effective means by which an instructor might determine if the learner has mastered the lesson's content?
What facets of effective assessment design should be followed in creating teacher-made tests?
How and in what ways can data drive instruction?

How do you "watch/observe" a class?

What's a good lesson look/feel like?

Content

The A-B-Cs Assessment
Assessment: How do you know they know
Principles of Data Use

Sample observation forms

The scoring rubric

How teachers are graded

Skills

SWBAT demonstrate their ability to recognize and design effective assessments the reveal student strengths and weaknesses and improve student outcomes.

SWBAT identify areas of strength, challenge, and critical needs using assessment.

SWBAT apply the knowledge they have gained from the Teacher Cadet course in a real world situation by observing, assisting, and teaching in a real classroom.

SWBAT identify and analyze various schools of educational philosophy.

Ethics and Professionalism

SWBAT articulate the importance of ethics and professional behavior in the teaching profession.

SWBAT identify and evaluate the Teacher Code of Conduct.

SWBAT recognize the services and benefits professional organizations provide educators.

SWBAT list and analyze the leadership roles teachers can take in their school communities.

Resources

“Experiencing Education: A Model for Homegrown Teacher Development” textbook (Eleventh Edition)

Teacher Cadet Online Curriculum Tool

Standards

1	Developing Questions and Planning Inquiry
2	Gathering and Evaluating Sources
3	Seeking Diverse Perspectives
4	Developing Claims and Using Evidence
5	Presenting Arguments and Explanations
6	Engaging in Civil Discourse and Critiquing Conclusions
7	Taking Informed Action
9-12.HS-LS4-3.1	Patterns.
9-12.HS-LS4-3.1.1	students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.
9-12.HS-LS4-6.2	Cause and effect: Mechanism and explanation.
9-12.HS-LS4-6.2.1	students understand that empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause and effect relationships to explain and predict behaviors in complex natural and designed systems. They also propose causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects.
9-12.HS-LS4-3.4	Analyzing and Interpreting Data
9-12.HS-LS4-2.6	Constructing Explanations and Designing Solutions
CAEP.9.2.12.C	Career Preparation
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.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.