Educational Portfolio: Philosophy, Resume, Interviewing, Grading Marking Period 4

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **1 marking period**
Length: **8-10 weeks**
Status: **Published**

Unit Overview

Teaching Academy students will be preparing to work in schools as teachers to demonstrate the content, pedagogical, and professional knowledge, skills, and depositions necessary to help all students learn. It will provide an integral coverage of practicum teaching observations, discover types of teaching practices, and classroom management techniques. Students will complete an educational portfolio and present a portion of their portfolio to their peers. Students will learn proper interviewing etiquette to get a teaching position, and will complete mock interviews with peers and the teacher. Students will learn proper ways to communicate with parents through email and phone contact. Students will also explore different techniques on how to grade assignments. Students will work more in depth with their practicum teacher and will continue observing as well as participating in anticipatory sets, lesson activities, lesson closures, lesson planning, etc. Lastly, students will continue to explore current events relating to educationally based topics.

Transfer

Students will be able to use their learning to complete and present an educational portfolio. The portfolio will include a table of contents, resume, cover letter, sample lessons, grades, and other important documents. Students will also understand the importance of communication with parents and other staff members. Students will also understand various grading systems.

Meaning

Understandings

Students will understand that...

-there are many parts to an educational portfolio.

- there are strategies to doing well on a teacher interview.

-the resume and cover letter are important part of getting hired as a teacher.

-communication with parents and other staff memebrs is essential as a teacher.

-grading fairly and accurately is important an important part of being a teacher.

-current events(topics/issues) in the field of education.

Essential Questions

Students will keep considering...

-How do you put together and present a teaching portfolio?

-How does a novice teacher complete a teacher resume and cover letter?

-What is an educational philosophy?

-What are proper interview techniques and etiquette for obtaining a teaching position?

-How does a teacher grade assignments and assessments fairly and accurately?

-How does a teacher communicate with parents effectively?

-How does a teacher communicate with staff members such as administration, school counselors, etc.?

Application of Knowledge and Skill

Students will know...

Students will know...

-how to present their education based portfolio.

-how to create an educational portfoilio.

-a teacher based resume and cover letter.

-other asepcts of the educational portfolio: table of contents, sample lessons, etc.

-teacher interview skills

-communication techniques and etiquette with parents as a teacher

-grading techniques

Students will be skilled at...

-putting together a teacher based resume and cover letter.

-putting together and presenting their educational portfolio.

-interviewing for a teacher job.

-putting together a gradebook and grading assignments.

-communication with parents, administration, etc.

Academic Vocabulary

Educational Portfolio, Pedagogy, Educational Philosophy, Interview, Grading, Bloom's Taxonomy, NJCCS, Lesson Plans, Cover Letter, Resume

Learning Goal 1

Produce a teacher portfolio.

Daily Target 1

Introduce and Explain the set up of resumes and cover letters.

Daily Target 2

Create a teacher based resume and cover letter.

Learning Goal 2

Develop proper interview skills to becoming a teacher.

Daily Target 1

Introduce and Explain interview etiquette.

Daily Target 2

Practice mock interviews as a potential teaching candidate for a job.

Learning Goal 3

Develop communication skills and grading procedures in the classroom.

Daily Target 1

Model and discuss grading strategies for the classroom.

Daily Target 2

Discuss and explain communication strategies with parents.

Daily Target 3

Discuss and Explain communication with administration, and other staff members in the school.

Learning Goal 4

Critique modern day teaching practices, and trends in American education.

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.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.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.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.
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.4	Analyze how economic conditions and societal changes influence employment trends and future education.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Daily Target 1

Summarize and Critique the cooperating teacher and/or the practicum student teaching lessons in the classroom.

Daily Target 2

Summarize and Critique current educational issues and trends.

Summative Assessment

Assessments may include, but are not limited to problem-based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Example: Presenting a portion of the educational portfolio, putting together an educational portfolio.

Formative Assessment and Performance Opportunities

-Problem Based Learning

-Direct Instruction/Lecture

-Cooperative Team Study

-Data Analysis

-Oral Presentations

-Putting together and Educational Portfolio

-Case Studies Scenarios

-Practicum Teaching Reflection Log

-Participation/Discussion

-Field Trips/Guest Speakers

-Google Classroom discussion boards- create question/short answer

-Projects

-Persuasive Writing

-Peer Evaluations

-Present/Critique Mini Lessons

-Practicum Teaching Reflection/Journal Log

-Education Based Current Events-discuss,write,give arguments/opinions

Accommodations/Modifications

Enrichment Opportunities: Field Experiences, Observation/Assisiting/Teaching Lessons for Practicum Placement, and Analysis of Educational Research/Trends

Differentiation: 504 accomodations and IEP modifications

Differentiation can include, but is not limited to:

-Graphic Organizers

-Chunked Readings

-RAFT Activities (Role, Audience, Format, Topic)

-Layered Curriculum/Tiered Assignments

-Academic Games to practice skills and deepen understanding of topics

-Think-Pair-Share Activities

-Stations and Learning Centers

-Perspective Journal Writing

-Debate/Discussiom

-Providing additional resources (videos, study guides, teacher notes, web-based resources).

Unit Resources

New Teachers

https://educationpost.org/10-things-every-teacher-should-know-before-their-first-year-of-teaching/

Classroom Management Best Tips/Teaching Tips

https://www.usf.edu/atle/documents/handout-classroom-management.pdf

Case Studies Dealing with Oppositional Parents

https://www.csub.edu/~lwildman/finishedwebsite/case2.htm

Writing a Philosophy of Teaching Statement

https://ucat.osu.edu/professional-development/teaching-portfolio/philosophy/

https://www.colorado.edu/career/2018/02/28/how-write-your-philosophy-education-statement

Teacher Cover Letter

https://www.weareteachers.com/teacher-cover-letter-examples/

https://www.thebalancecareers.com/cover-letter-sample-for-a-teaching-job-2060203

Teacher Resume

https://resumegenius.com/resume-samples/teacher-resume-example

https://my.wilson.edu/sites/default/files/uploaded/WilsonTeacher%20Resume%20packet2015.pdf

Parent Communication

https://www.thoughtco.com/tips-for-highly-successful-parent-teacher-communication-3194676

Teacher Relationships

http://msan.wceruw.org/documents/resources_for_educators/Relationships/Teacher%20Relationships.pdf

12 Must See Ted Talks for Teachers

https://www.weareteachers.com/ted-talks-teachers/

Bloom's Taxonomy Verbs

https://www.schoolcraft.edu/pdfs/oca/blooms_taxonomy_verb_list.pdf

Grading

https://www.unl.edu/gtahandbook/grading-student-work

7 Grading Tips for New Teachers

https://www.edutopia.org/article/7-grading-tips-new-teachers

Preparing for a Teacher Interview

https://www.educationdegree.com/articles/10-tips-for-teachers-to-have-a-standout-interview/

Most Asked Questions during an Interview

https://zety.com/blog/teacher-interview-questions

https://www.youtube.com/watch?v=Eq1df8rUrog (video)

Education News

https://www.usnews.com/news/education-news

https://www.edweek.org/ew/index.html

https://www.usatoday.com/news/education/

http://neatoday.org/

Interdisciplinary Connections

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.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.11-12.6	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.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.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.11-12.5	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.L.11-12.2.B	Spell correctly.
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.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.

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.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.A.CS1	Understand and use technology systems.