EDUC 335: Teaching Framework, 3 Credits
Early Childhood/Elementary Education
Fall 2020

Professor: Dr. Kris McGee
Office Hours: Mondays Noon- 1 pm, Tuesdays, 11-Noon and 3-4 pm, Wednesdays Noon-2, Thursdays 11- Noon, and Fridays by appt.

As needed the following will be provided by professor:


Course Description:
An analysis of education in America and the potential roles to be played both in schools and in the wider community. A preliminary self-assessment of how the students’ interest and abilities match the demands of the education profession. Using digital recordings, students assess their own strengths and weaknesses as teachers. Students will write instructional objectives, prepare lessons, and teach a series of lesson plans to their peers. Including screening for selected proficiencies. Initial Portfolio development and reflections. This course is required in all education programs. Graded A,B,C,D, F

Course Purpose:
The primary purpose for this course is self-analysis of the roles and responsibilities of dedicated professionals in education. Also, this course introduces potential early childhood/elementary (ECE/ELEM), elementary (ELEM), and secondary candidates to the required professional sequence of courses in the teacher education program as well to the beginning teacher outcomes as aligned with the INTASC standards.

Candidates will also gain insight into the formal admission, progression, and retention standards of the FSU Teacher Education Program. Candidates begin the continuous process of critical self-assessment of their abilities and competencies related to – the knowledge, skills, and dispositions necessary to initial success as an intern and as a beginning teacher.

This course provides students with the needed skills that can ensure their success during their Phase II placement. Principle six of the INTASC Core Standards states: “The teacher uses knowledge of effective verbal, nonverbal, and media communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom”. These skills are developed and assessed through this class. In addition, this course emphasizes Principle nine, which states that, the teacher is a reflective practitioner, who continual evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally”. Throughout this course, the student is expected to evaluate their own performances and to utilize the evaluation of both their peers and instructor to effectively improve their teaching performance.

Course Outcomes and Assessments:
At the conclusion of this course, the teacher candidate will be able to demonstrate knowledge, skills and dispositions as determined by the knowledge and skill base required by Association for Childhood

Office #: 153 USMH
Office Phone: 240.527.2730
Email: Kmcgee@frostburg.edu

Remind.com: To join text to 81010 this message: @fsu2022
Outcomes: Candidates will demonstrate knowledge...

<table>
<thead>
<tr>
<th>Competencies of an intern and beginning teacher</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Content knowledge</td>
<td></td>
<td>INTASC 4,5 ACEI 5.1 NAEYC 6</td>
<td>Nat’l Std. 1.4.h</td>
</tr>
<tr>
<td>1.b. Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Roles and responsibilities of a dedicated professional

<table>
<thead>
<tr>
<th>Roles and responsibilities of a dedicated professional</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a. Observation and reflection</td>
<td></td>
<td>INTASC 9 ACEI 5.1 NAEYC 6</td>
<td>Nat’l Std. 1.4.h</td>
</tr>
<tr>
<td>2.b. Teacher interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.c. Reflection paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.d. Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. FSU entrance and retention requirements (Phase I), application for Phase II

<table>
<thead>
<tr>
<th>FSU entrance and retention requirements (Phase I), application for Phase II</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a. Use of requirements checklist to aid in registration</td>
<td></td>
<td>INTASC 9 ACEI 5.1 NAEYC 6</td>
<td>Nat’l Std. 1.4.h</td>
</tr>
<tr>
<td>3.b. Initial use of Entry Packet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Individual academic strengths and areas of growth

<table>
<thead>
<tr>
<th>Individual academic strengths and areas of growth</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a. Mini-lesson plan activity</td>
<td></td>
<td>INTASC 9 ACEI 5.1 NAEYC 6</td>
<td>Nat’l Std. 1.4.h</td>
</tr>
<tr>
<td>4.b. Shadow Day reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Individual personality traits

<table>
<thead>
<tr>
<th>Individual personality traits</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.a. Individual Identity Web/reflection</td>
<td></td>
<td>INTASC 5.1 NAEYC 1</td>
<td>Nat’l Std. 1.4.h</td>
</tr>
</tbody>
</table>

6. Necessary verbal and nonverbal communication skills essential for teaching.

<table>
<thead>
<tr>
<th>Necessary verbal and nonverbal communication skills essential for teaching.</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.a. Passing scores on verbal and nonverbal communication skills during the lesson plan.</td>
<td></td>
<td>INTASC 9 ACEI NAEYC 1</td>
<td>Nat’l Std. 1.4.h</td>
</tr>
</tbody>
</table>

7. Possible problems inherent in their own speech patterns, volume, pronunciation, grammar that may be a distraction to their teaching.

<table>
<thead>
<tr>
<th>Possible problems inherent in their own speech patterns, volume, pronunciation, grammar that may be a distraction to their teaching.</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.a. Passing Scores on verbal and nonverbal communication skills during performance of lesson plan.</td>
<td></td>
<td>INTASC 7,8 ACEI NAEYC 6</td>
<td>Nat’l Std. 1.4.h</td>
</tr>
</tbody>
</table>

8. Instructional objective inherent to effective lesson planning.

<table>
<thead>
<tr>
<th>Instructional objective inherent to effective lesson planning.</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.a. Passing score of 85% and 90% on lesson plans and on evaluation form of lesson performance.</td>
<td></td>
<td>INTASC 6,7,8 ACEI 2.1, 2.3 NAEYC 2</td>
<td>Math GR 2, 3 ELA PK - 2</td>
</tr>
</tbody>
</table>

9. Instructional objectives by correctly matching them to age/grade and assessment of those objectives.

<table>
<thead>
<tr>
<th>Instructional objectives by correctly matching them to age/grade and assessment of those objectives.</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.a. Passing score of 85% on lesson plans and 85% &amp; 90% on evaluation form of lesson performance.</td>
<td></td>
<td>INTASC 6,7,8 ACEI 2.1, 2.3 NAEYC 2, 3</td>
<td>Math GR 2, 3 ELA PK - 2</td>
</tr>
</tbody>
</table>

10. Technology to inform and improve performance.

<table>
<thead>
<tr>
<th>Technology to inform and improve performance.</th>
<th>Assessments: Candidate performances will be measured by</th>
<th>INTASC/ACEI/NAEYC</th>
<th>MD State Standards/MTTS/Nat’l Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.a. Using TaskStream for planning of lessons</td>
<td></td>
<td>INTASC 7,8 ACEI</td>
<td>Math GR 2, 3</td>
</tr>
<tr>
<td>Outcomes: Candidates will demonstrate skills...</td>
<td>Assessments:</td>
<td>INTASC/ ACEI/NAEYC</td>
<td>MD State Standards/ MTTS/Nat’l Std.</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------</td>
<td>---------------------</td>
<td>-----------------------------------</td>
</tr>
</tbody>
</table>
| Analyzing and assessing academic strengths in areas of growth | • Individual Identity Web/reflection  
• Mini-lesson plan activity | INTASC 6, 9  
ACEI 5.1  
NAEYC 6 | |
| Observing and reflecting on teacher/student interactions in a real-world school setting | • Shadow Day requirements  
• Individual Identity Web/reflection | INTASC 3,9  
ACEI 5.1  
NAEYC 3, 6 | |
| Reflecting on personality traits | • Individual Identity Webs/reflection  
• Mini-lesson activity | INTASC 9  
ACEI 5.1  
NAEYC 6 | |
| Accurately using checklist to register for next semester | Educational checklist | INTASC 9  
ACEI 5.1  
NAEYC 6 | |
| Proficiency in requirements in technology | Technology understanding | INTASC 7  
ACEI 3.5  
NAEYC 3 | MTTS 1, 5 |
| Demonstrating appropriate verbal and nonverbal communication. | Performance of lesson plan, evaluation form, & self evaluation | INTASC 6,7,8  
ACEI 3.5, 5.1  
NAEYC 6 | |
| Demonstrate ability to utilize critical thinking during and after the performance. | Self Evaluation  
Mini-lesson activity/reflection | INTASC 9  
ACEI 3.3, 5.1  
NAEYC 3, 6 | |
| Improve teaching though the practice of self-reflection and peer review. | Self Evaluation of Mini-lesson activity | INTASC 9  
ACEI 5.1  
NAEYC 3,6 | |
| Manage technology for improvement | Using IPad or phone to capture performances | INTASC 9  
ACEI 3.5  
NAEYC 3 | MTTS 1, 5 |

<table>
<thead>
<tr>
<th>Outcomes: Candidates will demonstrate dispositions...</th>
<th>Assessments:</th>
<th>INTASC/ ACEI/NAEYC</th>
<th>MD State Standards/ MTTS/Nat’l Std.</th>
</tr>
</thead>
</table>
| Evidence in behavior of adherence to necessary dispositions | Disposition checklist  
Shadow Day activity | INTASC 3, 9  
ACEI 5.1  
NAEYC 1 | |
| Awareness of personal growth during the semester and areas of growth as well as a decision regarding teaching as a future college major | Mini-lesson plan and teaching | INTASC 9
ACEI 5.1
NAEYC 1 |
| An appreciation of differences among learners. | Inclusion of exceptional learner needs within the lesson plan
Diversity modules | INTASC 1,2
ACEI 1.0
NAEYC 1,3 |
| The importance of verbal and nonverbal communication | Improvement in communication skills in the teaching performance as shown through evaluation form. | INTASC 9
ACEI 5.1
NAEYC 1 |
| The need for professional conduct. | Using proper dress and decorum during performance of lesson, evaluation form | INTASC 9
ACEI 5.1
NAEYC 1 |

**COURSE ASSIGNMENTS AND ASSESSMENTS**

_Evaluation of student achievement will be based upon evaluation of assessments. Descriptions of all assessments are given in class and below._

**Assignment 1:** Individual Self-Portraits

_Point value: Completed or Not Completed_  
_Due: in class Aug. 18th, 2020 or by next class Aug. 25th, 2020_

**Being the Change-Activity:** As classroom teachers, it is important that we identify our values and beliefs (our culture) and how they influence our instruction. Our cultural perspectives will influence how we discipline the students in our classroom, how we define respect in a classroom setting, how we communicate our expectations, and how we view the role of individuals and groups in society.

Your task is to complete your own “Identity Web” based on your life. Text: _Being the Change_ by Sara Ahmed. From their “Identity Web” Candidates will list 5 traits or characteristics he/she currently possesses for making him/her a successful teacher.

**Assignment 2:** Read, Record, and Reflect Activity

_Point value: Completed or Not Completed_  
_Due: Sept. 1st, 2020_

Candidates will record (on your own device) and reflect on him or herself reading aloud a book. Select a picture book to read and record yourself then view the recording and critique yourself. Create a list of at least two (2) areas where you “glow” and two (2) areas where you could “grow” when reading aloud. Candidates will then bring the recording and reflection list to F2F class/virtual class to share with a classmate to view and discuss.

*The read aloud recording and picture of the book, will be shared in our Bitmoji Starbucks Café to be shared with everyone.*

*Assignment 3: Modified Shadow Day Observation & Reflection*_  
_Total Point value of packet: 35_
Due dates: September 15th and 22nd, 2020

Students will watch 2 videos of different subjects/lessons at the early childhood/elementary, elementary, middle level. Students will observe the classroom and teacher in action during the day and will write an essay describing the shadow day experience using the observational notes. All students will participate in a Reflection activity in class following the full day experience. The Shadow Day Video experience and the corresponding assignments must be completed in order to pass the course. The full assignment is worth 35 points.

Due September 15

Reflection activity will be completed in class. You WILL need to be in class and participate orally in order to earn the participation points (10 points).

Due September 22

The Observational essay (25 points), is to be submitted using the Shadow Day Assignment heading in the Assignment area of Canvas by 11:59 pm on Tuesday, September 22nd, 2020.

Assignment 4: Math lesson plan sections (5 sections @ 10 points each)  Point value: 50
*Each of the five sections will be presented, modeled, and practiced weekly throughout the semester.*
Candidates will demonstrate their understanding of the major sections of a lesson plan: 1) selecting standards and writing measurable objectives; 2) Assessment and rubric; 3) the lesson “hook” procedures/instruction; 4) closure; and 5) possible questions- HOQ.

Assignment 5: Mini-lesson plan and teaching  Point value: 30
Mini-lesson plan due: Sept. 29th
Teaching will begin on Sept. 29th - candidates will be selected to present, average of 2-3 mini-lessons being taught weekly.
Candidates will write and teach a 10-minute lesson that demonstrates their command over important principles of teaching. Mini-lesson teaching will be conducted and evaluated during class (F2F or virtually.)

Assignment 6: Mini-lesson plan and teaching: Self-Evaluation/Reflection  Point value: 30
Due: November 3rd, 2020
Using the Danielson rubrics for Domains 1-3, candidates will select a component or two on which they will evaluate their mini-lesson teaching performance.

Final exam: Baseline lesson plan writing- Submitted to Taskstream and Canvas
Point value in Canvas: Completed or Not Completed
Submission to TS and Canvas in class on either November 10th or 17th.

* indicates assignments involving field work

Note: Grades are located on Canvas grade book. Each assignment is valued and calculated for a final grade.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Exemplary performance on course assessments</td>
</tr>
<tr>
<td>B</td>
<td>85-92%</td>
<td>Proficient performance on course assessments</td>
</tr>
<tr>
<td>C</td>
<td>75-84%</td>
<td>Acceptable performance on course assessments</td>
</tr>
<tr>
<td>D</td>
<td>68-74%</td>
<td>Minimal performance on course assessments</td>
</tr>
</tbody>
</table>
Disclaimer: This course appears after several courses that have already discussed lesson planning. The assumption is that you have developed many lesson plans up to this point in the program. The instruction and assistance within this course provides you with an opportunity to ensure you are prepared for Phase II. The contents will help you refine and clarify correct development and implementation of lesson plans.

General Course Requirements/Policies:
In addition to the general policies stated in the Policy Statements for Students, Faculty, and Staff of Frostburg State University, the following specific policies apply for this course:

COURSE POLICIES:
Note: All references to the “classroom” will be defined as either our virtual or F2F space. It will be clarified by the professor at the beginning of the semester and updated throughout the semester based on student needs and safety.

1) Each candidate is expected to exhibit professional dispositions. He or she must be prepared for each class and must contribute to the community of learners by being a positive participant in discussions, presentations, and hands on projects and class activities.

2) Modified Shadow Day – failure to comply with the stated behavioral requirements for Modified Shadow Day will result in an automatic grade of failure (F) for the course grade.

3) Attendance is expected and will be taken at the beginning of each class. Candidates must contact the course instructor in the event of an absence (email kmcgee@frostburg.edu). More than three unexcused absences will result in a lowering of the final grade in course by one letter grade. After the first absence, candidates may appeal the grade level deduction. A written letter of appeal, with corresponding documentation (Doctor’s note, Urgent Care receipt, etc.), must be submitted to the instructor within one week of the absence. Candidates are expected to arrive on time to class. More than 3 unexcused late arrivals will result in a grade level deduction from final grade. Candidates are responsible for any work missed in the event of an absence or tardiness. Existing due dates will stand.

4) All assignments should be submitted by the specified due date. Extensions are available if requested before the due date. Assignments turned in late (without extensions) are subject to a 20% point deduction from the final score. Assignments submitted more than week late will not be accepted. All assignments should be word-processed using Word, unless otherwise specified and submitted appropriately (hard copy in class, Blackboard, TASKSTREAM). Assignments not submitted appropriately will be considered late.

5) Assignments receiving a C are eligible for resubmission. The resubmitted grade will be averaged with the original grade on the assignment. Assignments submitted after the due date (with or without extensions) will not be eligible for resubmission.

6) Students with any type of recognized and confirmed disability that would require accommodations in assignments or assessment practices should provide written notification to the instructor by no later than 48 hours prior to an expected accommodation. Students are responsible for providing an accommodation letter prepared by Disability Support Services.

7) FSU E-mail will be used to communicate between student and instructor. Please be sure that your account is working (x7777Help Desk) and you keep it maintained. Emailing documents must be submitted in a word document only.

Academic Dishonesty
“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving, or receiving unauthorized assistance on an examination, quiz, or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals
the true source of documentary material; or the presentation material which uses hypotheses, conclusion, evidence, data, or the like, in a way that student appears to have done work which h/she did not, in fact, do.” Frostburg State University Policy Statements.
http://www.frostburg.edu/admin/policies/policystatements.pdf

Disruptive Behavior Statement
“The University will not tolerate disruptive conduct which substantially threaten, harms, or interferes with university personnel or orderly university processes and functions. Disruptive behavior includes indecent exposure, lewd behavior, bomb threats, false fire alarms and other actions which disrupt normal university functions, activities and processes. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course.” FSU Policy Statements http://www.frostburg.edu/admin/policies/policystatements.pdf

Confidentiality and Mandatory Reporting:
Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.

If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

Beacon Early Warning System
All students should have a network of people who will support them in their educational journey. For that reason, the University uses a system known as Beacon, whereby your instructors and coaches, if applicable, can post notices about your academic behavior. For instance, if you are absent repeatedly from a class or are not completing assignments, your instructor may post a notice on Beacon. That information may be shared with your other instructors and/or your athletic coach. I will be monitoring notices posted on Beacon so that you and I may address any issues before they become obstacles to your academic success.

Critiques: Lesson plans and presentations will be critiqued by self/peers and the instructor based on the following:
✓ Appropriate objectives (ABC format)
✓ Assessment tool that measures objective
✓ Preparing students for a lesson through assessing prior knowledge and instruction, motivation, and constructing the base for scaffolding
✓ Engaging activities that connect to the objectives
✓ Closure connection back to objective
✓ Overall clarity of plan/presentation
**Additional suggested but not required resources:**

*Qualities of Effective Teachers* by James H. Stronge 2002

*Mastery Teaching* by Madeline Hunter

*Why Didn’t I Learn This in College?* Teaching & Learning in the 21st Century by Paula Rutherford

*Instruction for All Students* by Paula Rutherford

*Implementing the Framework for Teaching in Enhancing Professional Practice* by Charlotte Danielson 2009

*Integrating Differentiated Instruction + Understanding by Design* by Carol Ann Tomlinson and Jay McTighe 2006

**Website Resources:**

Maryland Common Core State Curriculum Frameworks
http://www.mdk12.org/instruction/curriculum/

Danielson and Writing:

Common Curriculum planning site
http://www.commoncurriculum.com/planbooks/54a4b4293136650033143f00/dates?date=2015-03-09

Planbook.com
https://planbook.com/planbook.html

Open Ed Website:
https://www.opened.io/classes/79033/students

**TOPICS/SCHEDULE BY WEEK: (Tentative and subject to change based on class needs)***

***PLAN TO CHECK CANVAS FREQUENTLY****

<table>
<thead>
<tr>
<th>Week 1</th>
<th>8/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion:</strong> Course overview/Rank your county for future placements: FCPS or WCPS</td>
<td></td>
</tr>
</tbody>
</table>

**Content:** Overview, knowledge, skills, and dispositions
- Preview Chapter 1 from text provided by professor *Methods for Effective Teaching* text, “The Teacher as the Decision Maker.”

**Assignment 1:** Individual Identity Web/reflection
*Point value: Completed or Not Completed*
*Due: in class Aug. 18th, 2020 or next week: Aug. 25th*

<table>
<thead>
<tr>
<th>Week 2</th>
<th>8/25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion:</strong> The MD College and Career Readiness Standards and the InTASC standards and the ePortfolio</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Plan:</strong> Building a plan in TaskStream</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 4:** Math lesson plan sections (5 sections @ 10 points each)  *Point value: 50 1)* selecting standards and writing
### Week 3 9/1

**Modeling:** Writing a lesson plan. The 5 basic components. Together write a math lesson plan. ABC Objective writing. Start with the end in mind~ the power of assessment.

**Assignment 4:** Math lesson plan sections (5 sections @ 10 points each)  
Continue 1) selecting standards and writing measurable objectives

**Content:** Readings: *Methods for Effective Teaching* text, chapter 4: Planning Lessons and Units; and from the Danielson text: *A Framework for Teaching* – Domain 1: Planning and Preparation; Instructional Outcomes

**Assignment 2:** Read, Record, and Reflect Activity  
Point value: Completed or Not Completed  
Due: Sept. 1st, 2020

---

### Week 4 9/8

**Remembering 9/11:**  
https://www.teachingchannel.org/videos/students-coping-with-tragedy

**Discussion:** Using our math lesson plan, review several different lesson plan elements such as; pacing, gradual release (I do, We do, You do), and checking that the assessment matches objective.

**Assignment 4:** Math lesson plan sections (5 sections @ 10 points each)  
2) Assessment connected to objective and standards and the rubric

**Content:** Readings: *Methods for Effective Teaching* text, chapter 4: Planning Lessons and Units; and from the Danielson text: *A Framework for Teaching* – Domains 1 and 3: Instruction Designing Student; Using Assessment in Instruction

---

### Week 5 9/15

**Assignment 4:** Math lesson plan sections (5 sections @ 10 points each)  
Continue 2) Assessment connected to objective and standards and the rubric

*Assignment 3: Modified Shadow Day Observation & Reflection*  
Total Point value of packet: 35  
Due dates: September 15th and 22nd, 2020
| Week 6 9/22 | Discussion: Shadow Day Project  
Discussion: Share rubrics for math.  

**Assignment 4:** Math lesson plan sections (5 sections @ 10 points each) 3) lesson introduction/the lesson “hook” and procedures/instruction  

*Assignment 3: Modified Shadow Day Observation & Reflection*  
Total Point value of packet: 35  
Due dates: September 15th and 22nd, 2020  

| Week 7 9/29 | **Assignment 4:** Math lesson plan sections (5 sections @ 10 points each) Continue 3) lesson introduction/the lesson “hook” and procedures/instruction.  
Discussion: Mini-lesson plan- the math lessons candidates have written. *Incorporate Diversity Sticks during presentation.*  

**Assignment 5:** Mini-lesson plan due today and teaching will begin today as well.  

| Week 8 10/6 | **Assignment 4:** Math lesson plan sections (5 sections @ 10 points each) 4) closure; and 5) possible questions- HOQ. *Introduce SAMR model and computational thinking.*  
Assignment 5: Mini-lesson plan and teaching- an average of 2-3 mini-lessons will be taught weekly.  

| Week 9 10/13 | **Assignment 4:** Math lesson plan sections (5 sections @ 10 points each) Continue 4) closure; and 5) possible questions- HOQ. *Introduce SAMR model and computational thinking.*  
Discussion: Mini-lesson plan- the math lessons candidates have written. *Incorporate Diversity Sticks during presentation.*  

**Assignment 5:** Mini-lesson plan and teaching- an average of 2-3 mini-lessons will be taught weekly.  

| Week 10 10/20 | Discussion: Mini-lesson plan- the math lessons candidates have written. *Incorporate Diversity Sticks during presentation.*  

Content: Reading: *Methods for Effective Teaching* text, chapter 5: Teacher Centered Instructional Strategies.

Content: Reading: Danielson *A Framework for Teaching* – Domain 3: Instruction; Using Questioning and Discussion Techniques, Engaging Student in Learning.


Content: Reading: *Methods for Effective Teaching* text, chapter 7: Strategies that promote understanding, thinking and engagement. Integration of Technology.
<table>
<thead>
<tr>
<th>Assignment 5: Mini-lesson plan and teaching- an average of 2-3 mini-lessons will be taught weekly.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 11</strong> 10/27</td>
</tr>
<tr>
<td>Discussion: 1) Vetting lesson plans from the internet. Once a lesson has been chosen, what do you do to make it a complete lesson to teach. Add the main components of a lesson plan to it. 2) Understanding your profile – a presentation and discussion. What your profile indicates about you as a teacher.</td>
</tr>
</tbody>
</table>

| **Week 12** 11/3 |
| Content: Differentiated Instruction. Reading: *Methods for Effective Teaching* text, chapter 2: Knowing Your Students. |
| Content: Introduce vetting lesson plan from the internet and making it a complete plan with all the lesson plans components (via TS.) |

| **Week 13** 11/10 |
| Final Exam |
| Continue Content: 1) Introduce or revisit vetting lesson plan from the internet and making it a complete plan with all the lesson plans components (via TS.) |

| **Week 14** 11/17 |
| Final Exam |
| Content: Revisit vetting lesson plan from the internet and making it a complete plan with all the lesson plans components (via TS.) |