

Course Title:

EDU 469 W1 & WG - Curriculum and Methods of Teaching in Middle and Secondary School,  
3 credits

*LOCATION:*

Wednesday 6:40 – 9:100 pm  
Briggs: 211

*INSTRUCTOR:*

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*COURSE DESCRIPTION:*

"An introduction to curriculum and instructional methods at the secondary level to increase students' repertoires of instructional strategies. The focus is on constructing lessons and units for use at middle and senior high school levels. Topics include: curriculum structure and content at the lesson and unit level; academic task structures; participant structures; methods of instruction; classroom leadership; lesson designs, assessment, evaluation, and reporting of student progress. Students develop items for professional portfolios." *University of Detroit Mercy Undergraduate Catalog,*

*RATIONALE:*

Teachers need knowledge and skills to make decisions about the learning and the learner. Not only do we need a base to begin our teaching careers, but we also need a framework within which to continuously construct and reconstruct knowledge. We must constantly ask ourselves: What do we want our students to be, to know, and to do? How do we create the conditions for students to succeed and become life-long learners?

*PURPOSE:*

The purpose of this course is to help you begin to build the framework for the thousands of decisions you will make as a teacher. It will be a framework that you can continually add to and modify. The decisions you will make generally fall in the areas of what is worth learning (curriculum), how is it best learned (instruction), how do we know it was learned (assessment) and interpersonal relationships. You will leave this class with expanded repertoires in these areas.

*COURSE GOALS:*

**MY HOPES ARE THAT YOU WILL BE A TEACHER WHO :**

- makes decisions based on research, reason, and what is in the best interests of the student
- treats the students the way you wanted to be treated when you were their age, and the way you would want a teacher to treat your own children
- remembers that you are a learner too
- takes reasoned risks, learns from them and adapts
- approaches the learning (even when old to you) with a sense of genuine wonder, as if you are meeting it for the first time
- never gives up on anyone
- is introspective
- tries to make the learning relevant and interesting

### ASSUMPTIONS-EXPECTATIONS

All learners, but the adult learner in particular, require learning that makes sense and is related to personal need. Adult learners assume responsibility for their own learning. My role is to prepare an environment that is conducive to learning and meeting your needs. I will do this by structuring content and activities and guiding reflection about the ideas and processes we address in the course.

The assignments that you do for EDU 469 are designed to be included in your professional portfolio. Your portfolio is a work-in-progress and you will continually update your portfolio as you grow as a teacher. The work included in your portfolio should be your best quality to date.

I assume that each of you is, or is becoming, an educational professional interested in taking a leadership role in a school or district. To that end you will have opportunities to practice leadership through active engagement in class discussions and other activities. Your learning is largely related to your involvement in the learning process. Learning and success will be increased by:

- Contributing substantively to class activities and discussions
- Attending all class periods, for the entire class. If you miss a class, it is your responsibility to get handouts, assignments and explanations from a classmate before calling me.
- Bringing text and notebook to class
- Reading assignments
- Doing quality work
- Completing assignments when due  
In order to receive full credit, assignments are to be submitted on or before their due date.

Portfolio quality assignments (PQ) may be re-done and turned in at the **next** class meeting if: (a) the assignment was turned in on time originally, (b) the original grade was at least a "c." and (c) you include the previous work with my comments.

- Mechanics  
Maximum of 1" margins on standard size paper  
Maximum of 12 point type, **single** spaced  
Page numbers indicated  
Sources cited completely using APA style  
A useful web site for APA style is: <http://www.apastyle.org/fifthchanges.html>

**Guidelines for Doing Scholarly Research - Cornell University**

“Distinguishing Scholarly Journals from Other Periodicals”

<http://www.library.cornell.edu/okuref/research/skill20.html>

“How to Evaluate the Sources You Find”

<http://www.library.cornell.edu/okuref/research/evaluate.html>

“Seven Steps to Effective Library Research “

<http://www.library.cornell.okuref/research/tutorial.html>

**COURSE grade for graduate and undergraduate students**

**The grade will be based on a percentage of the total possible points. The grade distribution is as described in the Undergraduate Catalogue, 90-100% = A, 80-89% = B, etc.**

1. Portfolio quality assignments
  - simile - 10 points
  - classroom management - 15 points
  - assessment - 55 points
  - lesson design - 50 points
  - concept attainment - 20 points
  - cooperative learning - 20 points
2. Non-portfolio assignments cumulative points
3. Multi-disciplinary unit plan – 10 points
4. What will hold your course together and get the students’ interest – 15 points

**for graduate students:**

1. A research project of your own design 25 points  
that we mutually agree to

***REQUIRED READING:***

Hand-outs distributed in class

State of Michigan Curriculum Frameworks

Syllabus assignments

**Recommended Resources**

A Berkeley Compendium of Suggestions for Teaching with Excellence, University of California at Berkeley

<http://teaching.berkeley.edu/compendium>

<http://teaching.berkeley.edu/bfd>

click “good teaching practices”

Center for Research on Learning & Teaching, University of Michigan

<http://www.crlt.umich.edu>

click “teaching strategies” and “discipline resources”

Center for Teaching Effectiveness, University of Delaware

<http://www.cte.udel.edu>

click “best practices in Higher Education”

Center for Teaching and Learning, Iowa State University

<http://www.cte.iastate.edu>

click “teacher resources”

CNN.com

<http://www.cnn.com/education>

Office of Instructional Support and Development, University of Georgia

<http://www.isd.uga.edu>

click “teaching resources”

Schools of California Online Resources for Education (SCORE)

<http://score.rims.k12.ca.us/>

<http://www.cte.udel.edu>

click “best practices in Higher Education”

Center for Teaching and Learning, Iowa State University

<http://www.cte.iastate.edu>

click “teacher resources”

Emerging Technologies

[www.emtech.net](http://www.emtech.net)

New York Times Teacher Connections

[www.nytimes.com/learning/teachers](http://www.nytimes.com/learning/teachers)

Office of Instructional Support and Development, University of Georgia

<http://www.isd.uga.edu>

click “teaching resources”

ProQuest Historical Newspapers

<http://www.il.proquest.com>

Schools of California Online Resources for Education (SCORE)

<http://score.rims.k12.ca.us/>

University of Illinois at Chicago

Studies in Moral Development and Education <http://tigger.uic.edu/~Inucci/MoralEd/>

(if this web site does not work for you, use Google and search the title)

### **Recommended Readings:**

*Control(Choice) Theory*

*All Our Children Learning*

*Reviving Ophelia*

*A Different Kind of Classroom*

*Brain-Based Learning and Teaching*

*Teaching with Love and Logic*

*Teacher and Child*

William Glasser

Benjamin Bloom

Mary Pipher

Robert Marzano

Eric Jensen

Jim Fay

Haim Ginott

### **Michigan Curriculum Frameworks**

Michigan Department of Education

<http://michigan.gov/mde/>

Michigan Department of Treasury

[http://www.michigan.gov/treasury/1,1607,7-121-1748\\_1902---,00.html](http://www.michigan.gov/treasury/1,1607,7-121-1748_1902---,00.html)

MEAP information

Michigan Curriculum Framework, Standards and Benchmarks- Lessons

<http://www.misd.net/>

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6568-19452--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html)

Scroll down to read Michigan Curriculum Frameworks, MI CLIMB, Glossary of Social Studies Terms, Social Studies Concepts and Vocabulary List, MI History Themes Project, Trade Books of Children’s Literature for Social Studies, Lessons using Core Democratic Values, Assessment, Authentic Assessment of Social Studies, Powerful and Authentic Social Studies, links to professional organizations, and much more

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Michigan: Clarifying Language in Michigan Benchmarks

<http://www.miclimb.net>

Clarifies benchmarks

Michigan Epic

<http://www.michiganepic.org/historythemes>

Clarifies themes and concepts for U.S. History

Michigan Teacher Network

<http://mtn.merit.edu/mcf/index.html>

Lessons, resources, standards and benchmarks

Saginaw Valley State University

<http://www.svsu.edu/mathsci-center/>

<http://www.partnership.svsu.edu/curriculum/k12/maser>

Mathematics and Science Education Reform

Resources aligned with the Michigan Curriculum Framework

Michigan Department of Career Development

<http://www.michigan.gov/mdcd>

**UNIVERSITY POLICY ON PLAGIARISM:**

"....Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University."

Excerpted from: University of Detroit Mercy. (Dec. 1993). *Plagiarism Statement*

**COURSE OUTLINE : GUIDING QUESTIONS AND TOPICS**

September 8                    An invitation to learn: "You can't teach 'em if you can't reach 'em"  
For next class:                **Simile PQ**

September 15                How to create connections, a sense of community, and a positive  
classroom culture.

For next class:                Complete "Responding to Student Behavior"  
Read: "Using a Discipline System to Promote Learning"  
[http://www.brains.org/classroom\\_management.htm](http://www.brains.org/classroom_management.htm)  
"Classroom Management" by Gene Van Tassell

<http://education.indiana.edu/cas/tt/v1i2/what.html>

“What is Your Classroom Management Profile”

<http://ss.uno.edu/ss/homepages/cmanage.html>

optional reading:

University of Illinois at Chicago. Studies in Moral Development and Education. [http://tigger.uic.edu/~Inucci/Moral Ed/](http://tigger.uic.edu/~Inucci/MoralEd/) (if you cannot link to this site, search the title in Google) Select “featured articles” and read “Classroom Practice Guidelines for Implementing Constructivist Alternatives to Discipline.”

### Graduate students identify project

September 22  
For next class:

Classroom Management and Responding to Student Behavior

Read: <http://www.flaguide.org/cat/cat.php>

<http://www.rubrics.com>

<http://rubistar.4teachers.org>

<http://faculty.washington.edu/krumme/guides/bloom.html>

### Classroom Management PQ

### Graduate students submit outline of project

September 29

Assessment: “You don’t fatten the sheep by weighing them, but you weigh them once in a while.” ( John Hansen, Dexter Superintendent)

October 6  
For next class:

Assessment continued

### Assessment PQ

Read:

<http://www.humboldt.edu/~th1/hunter-eei.html#eei>

[The Madeline Hunter Direct Instruction Model](#)

[The Madeline Hunter Elements of Effective Instruction](#)

<http://www.rit.edu/~comets/pages/lessonplans/lessondesignhowto.html#procedures/>

Lesson Design

[www.WCER.wisc.edu/publications/WCER\\_Highlights/Vol.8\\_No.3\\_Fall\\_1996/Authentic\\_Pedagogy.html](http://www.WCER.wisc.edu/publications/WCER_Highlights/Vol.8_No.3_Fall_1996/Authentic_Pedagogy.html)

Authentic Pedagogy

<http://education.umn.edu/CAREI/Reports/Rpractice/Fall2000/default.html>

Authentic Pedagogy

[http://sharingsuccess.org/code/e1/ap\\_bar.html](http://sharingsuccess.org/code/e1/ap_bar.html)

Authentic Pedagogy

[www.fs.hawaii.edu/majortheorists.htm](http://www.fs.hawaii.edu/majortheorists.htm)

Major learning theorists

October 13  
For next class:

Lesson Design: It is not like painting by numbers

Read: <http://www.learnercentered.org/home/constructivism2.htm>

Constructivism

<http://learnweb.harvard.edu/alps/home/index.cfm>

October 20

Active Learning

October 27  
For next class:

Explaining a concept

Complete designated section of “Concept Attainment”

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November 3 For next class:	How do you ask questions and have a conversation? Read: <a href="http://www.co-operation.org">www.co-operation.org</a> <a href="http://www.sci.sdsu.edu/BFS/first/jigsaw.html">www.sci.sdsu.edu/BFS/first/jigsaw.html</a> <a href="http://www.pgcps.pg.k12.md.us/~elc/learning1.html">www.pgcps.pg.k12.md.us/~elc/learning1.html</a> <a href="http://www.successlink.org/colearn/struct_rules.htm">www.successlink.org/colearn/struct_rules.htm</a> <a href="http://www.jigsaw.org/overview.htm">www.jigsaw.org/overview.htm</a> <b>Lesson Design PQ</b> <b>Graduate Paper due</b>
November 10 For next class:	Work as a team instead of on a team - Cooperative Learning <b>Cooperative Learning PQ</b>
November 17	Unit Design: What? Why? How?
November 24	Design a unit as a multidisciplinary team
December 2	What Holds a Course Together?
December 9	What will you do to get the students interested?
December 16	Final: Explain to class what will hold your course together and what you will do the first day of class to get students interested in learning the subject.

## Portfolio Quality Assignments

You are constructing a professional portfolio. It is a reflection of you so .The work that you do for EDU 469 can be included in your portfolio but it will probably not be your final effort. You will undoubtedly update your portfolio as you continue to grow as a teacher. The work you put in your portfolio should be your best quality work to date.

Remember, the audience for your portfolio is a school district who is considering hiring you. Therefore, write in the first person.

You will not have entries for each section of your portfolio as an outcome of this course. When I do give you an assignment that is meant for your portfolio, I will indicate it as a Portfolio Assignment

You will have one week to re-do a Portfolio Quality Assignment for (except the video lesson). **Always include your initial work** with the revision so I can compare the two

**Portfolio Quality Assignment**  
**Simile**  
**10 points**

The reasons for this assignment are twofold: (1) To use and explain the value thinking metaphorically and (2) to express through the metaphor your mission as a teacher.

Using an 8 1/2 x 11 paper, complete the phrase:

Teaching kids is like \_\_\_\_ because \_\_\_\_.

Make a visual (color) or bring an artifact to represent the simile.

Write a 1-2 page paper that explains how the simile expresses your view of the purpose of education, your role as teacher, the role students will play, the personal qualities and commitment you will bring to the job, and connect to relevant sections of the UDM Department of Education mission statement and conceptual framework. (No need to reference) Finally, reflect on any negative image or meaning that could be read into your simile.

**RESPONDING TO STUDENT BEHAVIOR**  
**10 points**

For **one** of the following scenarios, describe the assumptions that guide each classroom management approach and what the teacher would say and do that would be characteristic of each management approach:

Authoritarian  
Instructional  
Behavior modification  
Socio emotional-climate  
Group process  
Your own

Scenario 1

While the teacher is explaining an important idea to the whole class, a student begins to apply lipstick and make-up.

## Scenario 2

Instead of doing the assigned activity, a boy says in a loud voice, “this is dumb!” and puts his head down on the desk.

Portfolio Quality Assignment  
Classroom Management  
15 points

This assignment will probably require two to three pages. Write it in the first person. Your audience is a job interview team. Remember to reference use of school rules, making referrals in a timely way, and follow-up.

The purpose of the assignment is for you to make a position statement about classroom management and in doing so to define yourself and the type of relationship you want to have with students.

The position statement will have the following sections:

- a. Introduction
- b. Meaning of “classroom management”
- c. The type of classroom culture I want to create

- d. The type of relationship I want to have with students
- e. What my responsibilities are
- f. What the students' responsibilities are (dare I consider "rights?")
- g. A list of the "rules" I would like for my class
- h. How the "rules" will be developed and why I chose this method
- i. What will happen when the "rules" are not followed
- j. Conclusion

Portfolio Quality Assignment  
Assessment  
55 points

1. Title of unit
2. Briefly explain **what** the unit is about and **why** it is important. (5 points)
3. Identify one unit objective and for that objective:
  - a. Write a "selected response" test question for the following levels of Bloom's Taxonomy: recall, comprehension, application and analysis. There are four different questions. Label the question with the corresponding level of cognition. **Circle** the correct answer.
  - b. Reference the applicable Michigan Standards and Benchmarks using a code. (10 points)
4. For the aforementioned objective, write an "extended response" question, include a prompt (if appropriate) and attach an analytic rubric to score the essay. (10 points)
5. For the aforementioned objective, describe an alternative or authentic assessment. Include a rubric. (10 points)
6. You are going to have student's keep a portfolio for a **course**. Explain to the students what a portfolio is, why a portfolio is worth doing, what kind of portfolio this is, how the portfolio will be used, when you will collect the portfolio, how you will give feedback, and how the portfolio will be scored (rubric).  
Attach the rubric  
Specify the sections of the portfolio. The sections will correspond to the big ideas, skills, habits of mind, or values that are essential to the course.  
Provide a prompt for students to use to reflect about each section of the portfolio.  
Require the student to set goals as part of the reflection about each section.  
(20 points)

**Portfolio Quality Assignment**  
**Lesson Design**  
**50 points**

Subject/Course:  
Grade:

Prepared by:  
# of class periods (3-5+) to teach lesson:  
Time frame of class period:

### **Purpose and Rationale of Lesson**

A paragraph or two that explains the **purpose** of the lesson and **why** the topic is important

### **Cognitive Objective of lesson**

Write in behavioral terms

### **Relevant Michigan Standards and Benchmarks**

Write the Strand, Standard and Benchmark by code or verbatim

[http://www.michigan.gov/mde/0,1607,7-140-6525\\_6530\\_6568\\_19452--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6525_6530_6568_19452--,00.html)

### **Essential questions about the topic (list)**

### **Misconceptions – Problems**

Describe any misconceptions or problems that you anticipate or know from experience or research that students (in general) may have while learning the topic. Explain why students might have these misconceptions or problems.

### **Assessment/Activation of student prior knowledge about the objective**

You need to identify the knowledge and skills that need to be in place before students start to learn the new material and then devise a way to assess how well they know this material. If the knowledge and skills are not present or are misunderstood, you will need to teach and correct them. Describe how you are going to assess/activate student prior knowledge. Attach any handout used or specific questions to be asked or directions for assigned activity. This could be part of the Anticipatory Set or a stand-alone activity.

### **Bridge**

Describe how this lesson connects to the previous unit or lesson.

Describe how you could connect this lesson to the student.

Describe how you could connect this lesson to contemporary society.

### **Procedures**

#### **Anticipatory Set**

An activity, demonstration, prompt, or question. It focuses, engages, hooks the student. It activates prior knowledge. It gets the student ready. Describe how you could do **each** of the following for this lesson.

Be specific.

Student Activity

Teacher demonstration

Question

Continued on next page

### **Input**

List the information (vocabulary) you will explain to the students. Sequence (task analyze) the information in the order it needs to be learned.

### **Model**

Describe how you will model what you want students to learn

**Guided Practice**

Describe at least three different activities or assignments that students will do to learn the objective. Include writing, conversation, multiple intelligence, cooperative learning, and different sensory modalities. Descriptions should be detailed so the reader knows what is being done and how it is being done. Attach any handout.

**Closure**

Describe the specific activity or list the specific questions you will ask explaining how the questions will be directed (whole class or individual students) and how the students will respond. (individual, choral, journal....)

**Independent Practice.**

Describe the activities or assignments students will do independently. . Descriptions should be detailed so the reader knows what is being done and how it is being done. Attach any handout.

**Assessment**

Explain in general terms all the ways you will assess the learning – formative and summative  
Remember to reference behavioral element of objectives

**Materials Needed**

List them. Be specific. For example, do not say “movie.” Say “movie – Ox Bow Incident”

**Calendar**

For each day of the lesson, list in sequence what will happen and describe what the teacher and students will be doing. Specify the time required for what the teacher and students will be doing. Be sure that the calendar reflects the elements of lesson design.

**Concept Attainment**

For your professional portfolio you should videotape yourself teaching a concept and critique the lesson using the following rubric. Explain how you will improve the lesson.

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

RATING: \_\_\_\_\_ /25 (See scoring guide below)

Scoring Guide: Each “yes” is worth 1 point. (4 free points) Total of 25 points

	YES	NO
Introduce the concept that will be explained		
State objective of lesson (say and write concept)	_____	_____
Connect to student	_____	_____
Connect to society	_____	_____
Connect to other learning	_____	_____

Present a graphic organizer to guide the student through lecture	_____	_____
Anticipatory Set	_____	_____
Brainstorm what they know, chunk ideas, & label as appropriate		
Present information & check for understanding		
Analyze for meaning: prefix, suffix, root, synonym, ...	_____	_____
Define in language of student	_____	_____
use metaphor, simile, analogy if applicable		
Define in language of subject matter, dictionary, historical origin	_____	_____
Explain critical attributes	_____	_____
Illustrate a perfect example with critical attributes	_____	_____
Introduce non-examples that have some but not all of the critical attributes	_____	_____
Have students identify erroneous feature of non-examples	_____	_____
Internalize the concept (suggest you do this throughout lesson)	_____	_____
Say the concept - choral response		
Shut eyes, visualize the word, say to self		
Shut eyes, visualize image of concept, say concept aloud		
Shut eyes, visualize, say concept, pretend to write word		
Closure	_____	_____
Use of "Wait Time"	_____	_____
Asked questions (overt and covert) skillfully	_____	_____
Checked for understanding at appropriate times	_____	_____
Gave constructive feedback	_____	_____
Used visuals, models, artifacts to illustrate concept	_____	_____
Teacher input showed evidence of task analysis	_____	_____

Continued on next page

**This is the section you are to turn in as a requirement for EDU 469**

Complete the following:

Concept:

Formal Definition (dictionary and subject matter)

Definition in language students can easily understand

A synonym for the concept

Word Analysis: prefix, suffix, root, historical origin....

A picture or image or model of the concept

Something students could "do" to experience the concept

Critical Attributes

3 Examples  
of concept

3 Non-Example  
of concept

Simile for  
concept

Attach the graphic organizer that you will use to guide students through the lecture.

**Portfolio Quality Assignment**  
**COOPERATIVE LEARNING**  
**(20 points)**

Subject area:

Grade level:

Class periods needed for lesson:  
Assume a 55 minute class period

Lesson description:  
Explain the larger unit this lesson is part of; give a general overview of the lesson and explain why it is important.

Objective:  
Academic Content:  
write in behavioral terms  
be sure the academic objective is reflected in the rubric  
Social:  
be sure the social objective is reflected in the rubric

Task Directions

Write the steps you expect students to follow to do the activity.  
(You should teach these steps and check for understanding before students begin)  
Write the guiding questions students will use to do the activity.

Roles of individual group members:  
(label and describe the roles)

- 
- 
- 
- 
- 

Size of each group is:  
Teacher assigned students to groups by:

Amount of time the group will be working together

Materials needed by students:  
ITEM NUMBER NEEDED

- 
- 
- 
- 

Attach any handout or guiding questions needed to do the activity

Positive Interdependence will be achieved by:

Individual accountability will be achieved by:

Social interaction will be achieved by  
(Describe or diagram how students will be situated and the acceptable level of noise)

Rubric to evaluate academic objective (attach)

Rubric to evaluate social objective(attach)

### Introductory Letter to Parents

The “Introductory Letter to Parents” should be one to two pages in length. It is the first impression you will make with parents. Create a good one. The tone of the letter should be positive. You want to earn the parent’s trust and confidence that their child is in a good place; is in the care of a helping person who will teach something worthwhile in an interesting way.

I suggest you refer to the “student” rather than to “your child.” Even better, use the given name.

Address letter to parent or care-giver of specific student

Remember, have an introduction, body and conclusion. Make transitions between sections so ideas flow together.

Have a friendly and professional tone. Do not use contractions.

The letter should address the following:

Page 1

- Who you are, other school related activities you are involved with, and how you live the subject you teach.
- Your mission as a teacher and how that will be expressed in your class
- The type of relationship you want to have with the students

- What students can expect from you and what you will expect from your students
- The course you are teaching and why it is valuable
- What you will do to help the students succeed. For example, your availability before and after school and at lunch time for individual help, study-buddy system, quest assignments, extra credit, etc.
- What you will do to keep lines of communication open with the home
- When and how parents can reach you

Page 2

- An overview of what will be learned
- Any special assignments or projects that will highlight the course
- Your expectations about students keeping a portfolio, journal or notebook, work being turned in on time, amount of homework that can be expected, etc.
- Your policy on accepting work late and allowing students to make-up work
- Your grading standards
- A place for parents' signature to confirm receipt of letter and directions to return to you

EDU 469

Unit Design

Subject/Course\_\_\_\_\_ Grade\_\_\_\_\_

Prepared by:\_\_\_\_\_

Time-frame of the class period\_\_\_\_\_

# of class periods in unit\_\_\_\_\_

**Overview of the Unit**

Explain what came before this unit and what will follow; why is this topic important; and how it incorporates "authentic learning."

**Objectives of Unit (written in non-behavioral terms but with specific verbs)**

Cognitive (know) or

Affective (value) or

Psycho-motor (do)

**Relevant Michigan Standards and Benchmarks**

Reference by code or write verbatim

**Essential Questions and Answers to the Essential Questions**

List the "Essential Questions"

These are questions that the student needs to be able to answer about the purpose of the unit. They should be congruent with the objectives but there will probably be more questions than objectives.

The answers to the essential questions are what the teacher makes sure students know or can do. The answers to the essential questions become the guide for what is taught, done, and tested.

#### Task analysis of the learning

( Task analysis means that you identify all the variables of what needs to be learned; decide which ones are dependent and which ones are independent. The dependent variables have to be presented in a logical sequence. A good place to start is the answers to the essential questions.)

Sequence the dependent and independent variables .

#### Misconceptions - Problems Anticipated

Describe any misconceptions or problems that you anticipate or know from experience or research that students (in general) may have while learning the topic. Explain why students might have these misconceptions or problems. (You need to be prepared to respond to and correct these misconceptions at the start of the unit.)

#### Assessment/Activate Prior Knowledge

Describe how you will assess/activate prior knowledge

You need to identify the knowledge and skills that need to be in place before students start to learn the new material and then devise a way to assess how well they know this material. If the knowledge and skills are not present or are misunderstood, you will need to teach and correct them.

#### Teacher Input

(Make a list of the topics **you** will need to explain)

#### Student Activities

List and describe activities that the students could do to learn **one** of the objectives.

Think about in-class activities that students could do individually and as part of a group. Select activities that address at least three of the multiple intelligences, three sensory modalities, and three other academic disciplines. (There will be some overlap)

Complete a grid that cross-references objectives to activities to type of activity (Use a multiple intelligence, sensory modality and other discipline).

#### Unifying Focus

Describe a problem or project that will unify the unit and that leads to a performance, product or exhibition. Describe the performance, product or exhibition. Think of something that relates to an issue of social justice and could be addressed through academic service-learning .

#### Procedures

Organize the teacher input and student activities together and sequence them in some logical way. Make a schedule of what you are planning to do each day

for the duration of the unit. Think about how you can package all this to make it interesting and relevant to the student. (I encourage you to try to design the unit using a constructivist framework.)

#### Summative Assessment of Learning Objectives

Describe in general terms how you will assess the learning.

### TEACHER INTERVIEW

Begin the tape by introducing your self, the person you are interviewing, the date, and the purpose of the interview.

Interview a teacher (current or retired) about how they approached classroom management decisions. Questions to include are: Who made the decisions? If the class made the decisions, how was it done? What were your class “rules?” How, in general, did you respond to individual student misbehavior in the class? Explain different strategies you used? From your experience, can we make any generalizations about how to respond to students depending on their gender, ethnicity or age? Explain a specific situation that required you to correct a student, your response, and the student’s response to you. Upon reflection, do you wish you had responded differently?

### STUDENT-LED CONFERENCE

10 points

#### Rationale:

A student-led conference is a way to assess your level of understanding, growth, and unresolved questions. To think aloud about your own thinking, to make the learning personal, and to explain yourself publicly are some of the best measures of learning.

**Procedure:**

• You will present one portfolio quality assignment in 10 minutes to a small group consisting of two other students. You may prepare and use 3x5 note cards. Include in your comments what you learned about the topic, about yourself, and any issues about which you still have questions.

• The conference framework is as follows:

10 minutes Introduce yourself, reflect on what you learned about yourself, the topic, and what you want to learn more about.

will or to No questions from group during presentation. Group members listen, take notes and frame questions to seek clarification explore in depth.

15 minutes Group member(s) raise question(s) to clarify and explore a topic of interest.

5 minutes Each member of group completes the Student-Led Conference Rubric (SLCR)

• One person from each group will collect and return the completed SLCR to Dr. Morris at end of class.

**STUDENT-LED CONFERENCE RUBRIC**

Name of Presenter: \_\_\_\_\_

Name of Person Giving Feedback: \_\_\_\_\_  
(feedback is to Dr. Morris only)

Score the first two criteria using the following scale: Satisfactory (4), Nearly Satisfactory(3), Needs Improvement(2) and Unsatisfactory(1).

	<u>Score</u>
1 The student's knowledge, educational values and skills were clearly presented. The full ten minutes were used to present the portfolio.	1 2 3 4
2 The student was able to respond to questions, clarify positions and carry on an intelligent conversation.	1 2 3 4
3 Describe three positives about the student's presentation (what or how it was said). • • •	
4 I wish the student had: (comment about the substance of the presentation)	

I would describe the student's overall presentation as:  
unprepared    needing some work                    engaging                    memorable

## Next to Being a Parent The Most Important Work Is Being a Teacher

### My Goals

- Create the conditions for success & learning
- Make learning understandable, relevant & fun
- Construct a framework for life-long learning

### My Assumptions:

- We share a responsibility for your learning
- You value learning that is useful
- Learning is not a spectator sport

### My Approach

- Can't teach it all
- No junk
- Workshop format
- Practice while I preach

### My Expectations

- Treat each other with kindness and respect
- Support one another
- Create a learning community

## Teaching Means

- Knowing the learner
- Knowing what is worth learning
- Knowing why people learn
- Knowing how people learn
- Knowing if learning took place
- Making decisions
- Reflecting on experience
- Creating conditions for each student to succeed
  
- Making the learning clear - understandable-doable
  
- Thinking about kids as a box of “Cracker Jacks”

## How to Make Connections

- Between Teacher and Student
  - Show an interest in them as individuals
  - Tell-reveal your personal side
  - Be friendly, approachable
  - Be the authority
  - Give students “voices and choices”
  - Be respectful
- Between Student and Student
- Between Student and Course (subject matter)
- Between Teacher and Home

### QUESTIONS TO ASK WHEN DESIGNING AN AUTHENTIC ASSESSMENT

1. Is the objective being assessed worthwhile (authentic)?
  - Does it describe something students should know or do? Yes No
  - Is it an essential principle of the discipline? Yes No
  - Is it required by a State Proficiency Framework? Yes No
  - Is there a good answer for the questions:
    - “Why should we know this stuff?”
    - “Who cares?” Yes No
  - Does it have value beyond school? Yes No
  - Is it a theme that recurs throughout the course? Yes No
  - Is it worth remembering or doing 10 years from now? Yes No
  - Does the verb require higher order thinking? Yes No
  - Is the answer found directly in the textbook? Yes No

**Portfolio Quality Assignment  
Concept Attainment  
25 Points**

The formation and explanation of a concept would fit within the “input” and “model” section of lesson design.

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

RATING: \_\_\_\_\_ /25 (See scoring guide below)

RATED BY: \_\_\_\_\_

Scoring Guide: Each “yes” is worth 1 point. Total of 13 points  
 11-13 = A  
 10 = B  
 9 = C  
 8 = D

	YES	NO
Introduce the concept that will be explained	_____	_____
How does it connect? Why is it important?	_____	_____
Present a graphic organizer to guide the student	_____	_____
Anticipatory Set	_____	_____
Present information & check for understanding		
Say and write the concept	_____	_____
Analyze for meaning: prefix, suffix, root, synonym, ...	_____	_____
Define in language of student	_____	_____
use metaphor, simile, analogy if applicable	_____	_____
Define in language of subject matter, dictionary, historical origin	_____	_____
Explain critical attributes and non critical attributes	_____	_____
Illustrate a perfect example with critical attributes	_____	_____
Introduce non-examples that have some but not all of the critical attributes	_____	_____
Have students identify erroneous feature of non-examples	_____	_____
Internalize the concept		
Say the concept - choral response	_____	_____
Shut eyes, visualize the word, say to self		
Shut eyes, visualize image of concept, say concept aloud		
Shut eyes, visualize, say and pretend to write word on desk or in air		
Closure	_____	_____

**GENERALIZATIONS ABOUT LECTURING**

- 1 EXPLAIN IN SEQUENCE, SIMPLE TO COMPLEX, GENERAL TO SPECIFIC, WHOLE TO PART TO WHOLE....
- 2 THINK OF AT LEAST THREE DIFFERENT EXAMPLES OR WAYS TO EXPLAIN THE CONCEPT
- 3 USE A GRAPHIC ORGANIZER TO VISUALLY REPRESENT THE CRITICAL ATTRIBUTES
- 4 ASK QUESTIONS TO CHECK FOR UNDERSTANDING AT A .
- 5 LIMIT TEACHER TALK TO 20 MINUTES MAXIMUM AND THEN SHIFT

#### ACTIVITIES

- 6 KEEP STUDENTS ACTIVELY INVOLVED BY BRAINSTORMING, NOTE TAKING, ANSWERING QUESTIONS (STANDING, AT BOARD, CHORAL, NON VERBAL), SUMMARIZING OR REPHRASING, TOTAL PHYSICAL RESPONSE, IMAGINING, ROLE PLAYING, READING....
- 7 PERIODICALLY HAVE STUDENTS SUMMARIZE THE LEARNING BY WRITING AND DISCUSSION ( THINK-PAIR-SHARE, 10-2

#### STRUCTURE, PAIRED VERBAL FLUENCY, JOURNAL REFLECTION, KWL.....)

- 8 USE HUMOR, PERSONALIZE THE LESSON, CONVERSATIONAL TONE, DRAMATIZE, READ LITERATURE, MUSIC, COLOR, SPEAK IN FIRST PERSON....
- 9 TEACH A NOTE-TAKING STRATEGY

## **POSITIVE CLASSROOM CULTURE**

**CREATE INTEREST IN WHAT IT IS YOU HAVE TO TEACH**

**CREATE POSITIVE RELATIONSHIPS BETWEEN STUDENTS**

**LEARN PRIOR KNOWLEDGE, ABILITIES AND INTERESTS**

**ESTABLISH ORDERLY YET DEMOCRATIC CLASSROOM**

**PROMOTE SUCCESSFUL AND RESPONSIBLE LEARNERS**

**EARN STUDENTS' TRUST AND RESPECT**

**EARN PARENTS' TRUST AND RESPECT**

## *Questions*

*Things to Promote*

*Things to Discourage*

Convergent  
Divergent  
Knowledge  
Comprehension  
Application  
Analysis  
Synthesis  
Evaluation  
Hots  
Lots  
Multiple intelligences  
Praise  
Acceptance  
Remediation  
Criticism  
Probe  
Scaffold  
Redirect

Questions are at  
the Heart  
of Teaching

- 1 List the six levels of Bloom's Taxonomy.
  
- 2 Write one question about the topic "motivation" that illustrates each level of Bloom's Taxonomy.
  
- 3 What is the difference between HOTS and LOTS?
  
- 4 Where would you place question # 3 on Bloom's Taxonomy? Defend your answer.
  
- 5 "Wait time" is:
  - a. useful after the teacher asks a question.
  - b. useful after the student answers a question.
  - c. not used enough by most teachers.
  - d. all of the above.
  
- 6 When a student answers a question incorrectly, the teacher could respond from one of the following options::

November 8, 1999

Barbara J. Dent  
Drusilla Farwell Middle School  
19955 Fenelon  
Detroit, Michigan 48234

Dear Ms. Dent,

I am a member of the College of Education faculty at the University of Detroit Mercy and was recommended to you by a colleague, Margaret Dooley. I teach a class that introduces teachers in training to curriculum and methods in secondary education. My students begin to assemble a portfolio that describes their educational abilities and values. Part of my final examination is for the students to present their portfolio to peers and a professional educator in a student-led conference.

I am writing in the hope that you will be able to participate in this student-led conference. Your presence will heighten the quality of the student's effort and create a sense of authenticity to the experience. It is an opportunity for you to make a positive difference in teacher education.

The class will meet on Monday, December 13 from 7:40 p.m. to 9:15 p.m. Following the student-led-conference, there will be an opportunity to continue the conversation and get to know each other better over refreshments.

I hope you are interested in this opportunity and that your schedule permits you to participate. This is an opportunity for tomorrow's educators to present themselves and to begin a dialogue over important aspects of their professional careers.

Please contact me at 313-993-6317.

Sincerely yours,

Jerry J. Morris Ph.D.  
Assistant Professor, College of Education and Human Services  
University of Detroit Mercy

STUDENT LOG

Name: \_\_\_\_\_  
Birth: month/day \_\_\_\_\_/\_\_\_\_\_  
Graduate \_\_\_\_\_ Undergraduate \_\_\_\_\_  
Academic major(s): \_\_\_\_\_  
Academic minor(s): \_\_\_\_\_

I would like to teach: \_\_\_\_\_ high school \_\_\_\_\_ middle school

I am teaching at:  
School:  
Telephone Number:

e-mail: \_\_\_\_\_  
Home phone number: \_\_\_\_\_  
Person to contact in case of emergency: \_\_\_\_\_  
Phone number of contact person: \_\_\_\_\_

Membership:  
Organizations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Teams: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hobbies-Interests:

Special things you have done:

Special places you have visited:

Any health-related issues of which you would like to make me aware:

Any learning-related issues of which you would like to make me aware:

ANECDOTAL LOG

DATE

**TAKE HOME EXAM QUESTIONS  
ANSWERS ARE TO BE TYPED**

- 1 You are being interviewed for a teaching position. The question before you is: “What will you do to create a sense of community and positive classroom culture with a new class.
- a. Describe **one** specific activity you will do or students will do to get students interested in wanting to learn what it is you have to teach, and explain in a paragraph why this is important to do.
  - b. Describe **three** activities to get students to know each other and explain in a paragraph why this is important to do.
  - c. Describe **one** way to learn students’ prior knowledge, abilities and interests, explain in a paragraph why this is important to do.
  - d. Describe what an orderly yet democratic classroom looks like and how it functions. Include a list of student rights and responsibilities, and explain in a paragraph why this is important to do.
  - e. Write a **one page** letter to the student’s care-giver that introduces yourself, your course, your goals, your grading system, special projects, how you expect students to behave, how you will communicate with parents.... Explain in a paragraph why this is important to do.  
The tone of the letter should be positive, inviting, and create in the reader a sense of confidence.
- 2 Explain how **each** of the following factors motivates people to learn and list **three** things (examples of practices, policies, strategies, activities, procedures ,,,) you can do as a teacher to promote each:
- a. success
  - b. interest
  - c. level of concern
  - d. knowledge-of-results
  - e. feeling-tone
- 3 Describe your plans for an integrated unit of study. Use the Integrated Unit Framework on page 6 in this packet.
- 4 Design the Anticipatory Set ( it is called the “Set Induction” in your textbook) of a lesson that introduces your integrated unit of study. Use the Lesson Design Framework on page 6 in this packet.
- 5 Design a 30 minute cooperative learning activity you would use as part of your integrated unit of study. Use the Cooperative Learning Framework on page 7 in this packet.
- 6 Write each of the following types of assessments:
- a. **one** Authentic assessment for integrated unit of study  
Use the Authentic Assessment Framework included on page 8.
  - b. **five** Selected Response (multiple choice) with prompt for integrated unit of study
  - c. **one** Extended Response (essay) with rubric for integrated unit of study
  - d. Outline the sections you would want in a student’s **portfolio** for your course  
Specify the grade level and course.

