

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Rising Educators II	CTE: Education Concentration-Teaching and Training Pathways	10-12	0.5

Course Description:

This is the second course in the Rising Educators series. Throughout the semester, students learn about the essential elements to a positive classroom environment, the role of evidence-based practice in yielding expected student outcomes, and the modes in which curriculum is used in generating teacher lesson plans. Student learning is anchored in fieldwork and observational experiences, where they observe instruction, link observations to their conceptual learning, and apply in their work with students.

Aligned Core Resources:

- Slide decks from Educators Rising
- Education Week Periodical

Connection to the [BPS Vision of the Graduate](#)

- GLOBAL AWARENESS**
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- SOCIAL AND CROSS-CULTURAL SKILLS**
- Know when it is appropriate to listen and when to speak
 - Conduct themselves in a respectable, professional manner
 - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- COMMUNICATION**
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
 - Use communication for a range of purposes

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to [Completed Equity Audit](#)

Rising Educators I

Standard Matrix

[National Education Association Standards](#)

Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
STANDARD I: Understanding the Profession Rising educators learn about the		x			

profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.					
STANDARD II: Learning About Students Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.	X	X			
STANDARD III: Building Content Knowledge Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.				X	
STANDARD IV: Engaging in Responsive Planning Rising educators learn how to respond to students' needs through thoughtful planning.		X	X		
STANDARD V: Implementing Instruction Rising educators learn effective instructional strategies to engage students and promote learning.		X	X	X	X
STANDARD VI: Using Assessments and Data Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.					
STANDARD VII: Engaging in Reflective Practice Rising educators learn how reflective practice enables them to advance student learning and grow professionally.					

Unit Links

[The Classroom Environment](#)

[Evidence-based Practice and Field Work](#)

[Engagement](#)

[Curriculum and Planning](#)

[Application of Learning](#)

Unit Title:	
The Classroom Environment	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> • Standard II-Learning about Students <p>Common Core Standards:</p> <ul style="list-style-type: none"> • RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • RI,11-12.7:Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. • W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • 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. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How does teacher decision making on thoughtful classroom set up impact student learning? • How can teachers employ successful strategies to facilitate maximum student learning for social emotional and academic development? 	Teachers must make appropriate decisions about the classroom environment to ensure maximum success for students' social emotional and academic development.
Demonstration of Learning:	Pacing for Unit
Projects, Quiz, written responses	
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Critical thinking; Social emotional learning; Instruction; Routine; Motivation; Values based management; Student learner centered; Community centered; Knowledge centered; Assessment centered	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> ● Psychology ● Sociology 	Teachers always employ thoughtful evidence based strategies when making decisions about how the classroom environment is structured.		
Connections to Prior Units:		Connections to Future Units:	
Ed Rising I- Classroom Setups		The classroom environment sets the stage for effective engagement strategies.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension: Activate or supply background knowledge		<ul style="list-style-type: none"> ● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> ● An EL can create clear and coherent grade-appropriate speech and text. ● An EL can adapt language choices to purpose, task, and audience when speaking and writing. 		<ul style="list-style-type: none"> ● I can <u>identify and discuss</u> aspects of classroom set up and structure that affect the culture of a classroom. ● I can <u>articulate</u> the importance of addressing physical and social aspects of the learning environment. ● I can <u>explain</u> how my designed classroom layout creates a safe and inclusive environment for all students. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify aspects of classroom set up and structure that affect the culture of a classroom through observation from classroom walkthroughs	<ul style="list-style-type: none"> ● I can identify the essential elements in classroom structure. ● I can describe how the classroom structure impacts the culture of the class. ● I can critique aspects of classroom setup from walkthroughs and provide a rationale for my critique related to the essential elements. 	Teachers/classrooms cooperation for student walkthroughs
2	I can reflect on the effectiveness of past classroom environment decisions in elementary school and connect those experiences to the essential elements of a classroom.	<ul style="list-style-type: none"> ● I can discuss my elementary and middle school classroom environment experience with my peers. ● I can connect the essential elements to those experiences. ● I can define how certain 	Peer groups, poster paper

		<p>elements (in my experience) were effective with evidence. I can define how certain elements (in my experience) were ineffective with evidence.</p>	
3-4	<p>I can identify and articulate the importance of values based management.</p>	<ul style="list-style-type: none"> ● I can understand the tenets of values-based classroom management. ● I can explain how the tenets of a values-based management system supports a positive learning environment. ● I can apply the tenets of values-based classroom management to thoughtful and effective classroom management by creating their own values based management classroom plan. 	<p>Slides</p>
5-6	<p>I can deeply articulate the 4 types of learning environments and provide examples of each.</p>	<ul style="list-style-type: none"> ● I can name the 4 types of learning environments. ● I can explain how each of the 4 types of learning environments impacts students and learning outcomes. <ul style="list-style-type: none"> ○ student/learner centered, ○ knowledge centered, ○ community centered, ○ assessment centered 	<p>Slides, internet access</p>

Unit Title:	
Evidence-based Practice and Field Work	
Relevant Standards: Bold indicates priority	
<p>National Education Association Standards:</p> <ul style="list-style-type: none"> ● STANDARD I: Understanding the Profession ● STANDARD II: Learning About Students ● STANDARD V: Implementing Instruction ● STANDARD IV: Engaging in Responsive Planning <p>Common Core Standards:</p> <ul style="list-style-type: none"> ● RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI.11-12.7: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● 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. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● Why is evidence based practice essential for effective education? ● How can teachers identify and use evidence based practice? 	Evidence based practice supports effective instructional pedagogical decisions and instructional strategies for effective learning.
Demonstration of Learning:	Pacing for Unit
Students will be able to not only critically identify evidence based practice from research but also from direct observation from peers and instructors	
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Qualitative data; Quantitative data; Evidence based practice; Field work; Observation; Research; Outcomes;	

Emerging practice; Pedagogy; Objective; Subjective; Differentiation; Scaffolding; Feedback; IEP; 504			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
<ul style="list-style-type: none"> • Connections to science classes/scientific methodology • Connections to Ed Rising I • Curriculum topics EDCI 1100 		Many teachers and students believe the curriculum is the selected textbook.	
Connections to Prior Units:		Connections to Future Units:	
Ed Rising I-What is a curriculum?			
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension		<ul style="list-style-type: none"> • Activate or supply background knowledge • Build connections to prior understandings and experiences. • Highlight patterns, critical features, big ideas, and relationships • Accentuate important information and how it relates to the learning goal. • Apply learning to new contexts. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can analyze and critique the arguments of others orally and in writing.		<ul style="list-style-type: none"> • I can analyze collected quantitative and qualitative data to determine if it accurately and objectively represents the viewed instruction. • I can explain the connection between using evidence based practice and student learning outcomes. • I can elaborate on a missed opportunity during my field work and share how an evidence based practice would have improved student outcomes. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can generate objective qualitative and quantitative observations of teaching. 	<ul style="list-style-type: none"> • I can distinguish between qualitative and quantitative data. • I can distinguish between objective and subjective observations. • I can create examples of high quality objective qualitative and quantitative data for a scenario. • I can generate quantitative and 	Teaching videos

		<p>qualitative data while observing instruction.</p> <ul style="list-style-type: none"> ● I can analyze collected quantitative and qualitative data to determine if it accurately and objectively represents the viewed instruction. 	
2-3	<ul style="list-style-type: none"> ● I can describe evidence based best practices for student success 	<ul style="list-style-type: none"> ● I can describe the meaning of evidence-based practice. ● I can research some evidence based instructional practices and name them. ● I can explain the connection between using evidence based practice and student learning outcomes. 	Evidence-based teaching practices
4-5	<ul style="list-style-type: none"> ● I can make pedagogical decisions using evidence based data. 	<ul style="list-style-type: none"> ● I can define pedagogical decision-making. ● I can create a lesson that incorporates evidence based practices. ● I can consider how to measure the impact of evidence based practices in action. ● I can explain the expected student impact from the use of these evidence based practices. 	
6	<ul style="list-style-type: none"> ● I can use an IEP and 504 document to prepare lessons that meet learners' individual needs. 	<ul style="list-style-type: none"> ● I can differentiate between an IEP and 504. ● I can explain how IEP's and 504's are used for exceptional learners. ● I can articulate needs that can be met through use of an IEP and 504 documents. ● I can plan instruction to meet the needs of exceptional learners. 	Ed rising slides Sample IEP and 504 documents for review
7	<ul style="list-style-type: none"> ● I can be professional in a variety of education related situations. 	<ul style="list-style-type: none"> ● I can define professionalism. 	Case studies

		<ul style="list-style-type: none"> ● I can explain the importance of being professional in an educational setting. ● I can behave professionally in a variety of educational situations. 	
8	<ul style="list-style-type: none"> ● I can identify evidence based practices within fieldwork experiences and describe the associated student impact. 	<ul style="list-style-type: none"> ● I can conduct myself in a professional manner during fieldwork opportunities. ● I can identify evidence based practices during my field work experience. ● I can explain the student benefit for each of the evidence-based practices observed during my fieldwork. ● I can elaborate on a missed opportunity during my field work and share how an evidence based practice would have improved student outcomes. 	Fieldwork placements

Unit Title:	
Engagement	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> ● STANDARD IV: Engaging in Responsive Planning ● STANDARD V: Implementing Instruction <u>Common Core Standards:</u> <ul style="list-style-type: none"> ● RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● RI,11-12.7:Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text or solve a problem. ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● 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. 	
Essential Question(s):	Enduring Understanding(s):
What are effective engagement strategies teachers can use and how do they impact student learning?	There are a variety of engagement strategies and effective educators use strategies in planning and instruction in order to increase student learning. .
Demonstration of Learning:	Pacing for Unit
	2 weeks (4-5 block class periods)
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Affective Engagement; Behavioral Engagement; Cognitive Engagement; Teacher Centered ; Student Centered; Critical Engagement; Questioning	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	All teachers use all strategies in each lesson.

Connections to Prior Units:		Connections to Future Units:	
This will continue to build on prior units of classroom set up, classroom management, and inclusive learning environments.		Students will continue to look for engagement strategies being implemented by their host educator in fieldwork experiences. Students will also be able to try out select strategies in their lesson assignments and presentations to fieldwork students.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Executive Functions		<ul style="list-style-type: none"> ● Provide graphic organizers and templates for data collection and organizing information ● Embed prompts for categorizing and systematizing ● Provide checklists and guides for note-taking 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can adapt language choices to purpose, task, and audience when speaking and writing.		<ul style="list-style-type: none"> ● In my presentation, I can use information from at least two reputable educational resources. ● In my presentation, I can use a clear description of the assigned strategy using my own words. ● In my presentation I can describe two ways to use the strategy in the classroom. ● I can present my selected engagement strategies to a small group. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> ● I can articulate what engagement strategies are and how they impact the classroom learning environment and student learning. 	<ul style="list-style-type: none"> ● I can explain the purpose of using engagement strategies. ● I can identify engagement strategies in action. ● I can explain the impact of engagement strategies on the classroom environment. ● I can connect the use of engagement strategies to improved student performance. 	Student Engagement 101 Slide Deck
2	<ul style="list-style-type: none"> ● I can gather information on a specific engagement strategy from a variety of reliable sources and summarize my findings into a clear presentation for classmates. 	<ul style="list-style-type: none"> ● In my presentation, I can use information from at least two reputable educational resources. ● In my presentation, I can use a clear description 	Nine Strategies for Promoting Student Engagement (4 part series) By: Larry Ferrlazzo (Education Week)

		<p>of the assigned strategy using my own words.</p> <ul style="list-style-type: none"> ● In my presentation I can describe two ways to use the strategy in the classroom. 	
3	<ul style="list-style-type: none"> ● I can effectively explain and demonstrate a specific engagement strategy to a small group of peers. ● I can describe at least two engagement strategies that I learned about from peer presentations. 	<ul style="list-style-type: none"> ● I can present my selected engagement strategies to a small group. ● I can record information regarding new engagement strategies presented by my peers. ● I can internalize newly learned engagement strategies, so I can explain and or plan for their use with students. 	Exit Ticket: Which strategy do you think you are most likely to use? Least likely to use? Explain your thinking.
4	<ul style="list-style-type: none"> ● I can observe and record evidence of engagement strategies being used in my fieldwork classroom. ● I can assess the effectiveness of the strategies seen based on student behavior and participation in the lesson. 	<ul style="list-style-type: none"> ● I can conduct myself in a professional manner during fieldwork opportunities. ● I can identify the use of engagement strategies during my field work experience. ● I can explain the student benefit for each of the engagement practices observed during my fieldwork. ● I can evaluate the effectiveness of an engagement strategy observed during my field work and explain how it impacted student outcomes. 	5 domains of teacher practice

Unit Title:	
Curriculum and Planning	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards</u> <ul style="list-style-type: none"> ● STANDARD III: Building Content Knowledge ● STANDARD V: Implementing Instruction <u>Common Core Standards</u> <ul style="list-style-type: none"> ● W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.1a 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. 	
Essential Question(s):	Enduring Understanding(s):
	Understanding the numerous components of curriculum design is critical to an educator's effectiveness.
Demonstration of Learning:	Pacing for Unit
Presentation of Lesson Plan Fieldwork Journal Entries Small group and Fishbowl Discussions	Approx 2.5 weeks (8 block periods)
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Questioning Techniques ; Assessment ; Standards	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.		That just having something for students to do is enough of a plan to have.	
Connections to Prior Units:		Connections to Future Units:	
Ties in classroom structure, behavior management, engagement strategies and inclusive learning environments to the instruction of content and skills.		This will serve as a foundation for the next and final unit where students will need to reference curriculum components in order to write lessons that would target grade level standards.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension-Highlight patterns, critical features, big ideas, and relationships		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<ul style="list-style-type: none"> ● I can research various models of curriculum design. ● I can describe the elements of curriculum design and how they are represented in at least one model of curriculum design. ● I can use the elements of a curricular document to generate a daily lesson plan (using a specific template). ● In my presentation, I will ensure my peers understand how the curriculum expectations are aligned to the lesson. ● I can productively contribute to a discussion regarding evidence of the 5 domains of teaching I have observed. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> ● I can explain the key elements of a curriculum, and explain how different curricular models incorporate those elements. 	<ul style="list-style-type: none"> ● I can define a curriculum. ● I can explain the key elements of curriculum design. ● I can research various models of curriculum 	Universal Design Framework Curriculum Article 1 Curriculum Article 2 Meanings of Curriculum

		<p>design.</p> <ul style="list-style-type: none"> ● I can describe the elements of curriculum design and how they are represented in at least one model of curriculum design. 	
2	<ul style="list-style-type: none"> ● I can read and interpret a selected curriculum document and generate a daily lesson plan that incorporates key components of the selected curriculum model. 	<ul style="list-style-type: none"> ● I can compare models of curriculum. ● I can select and define a curricular model that resonates with my style. ● I can use the elements of a curricular document to generate a daily lesson plan (using a specific template). 	
3	<ul style="list-style-type: none"> ● I can develop a daily lesson plan that meets the demands of the curriculum. 	<ul style="list-style-type: none"> ● I can present the curriculum aligned lesson to my peers. ● In my presentation, I will ensure my peers understand how the curriculum expectations are aligned to the lesson. ● I can elicit peer feedback to strengthen the connection of my lesson and the curriculum. ● I can use peer feedback to revise my lesson plan to improve alignment to the provided curricular document. 	
4	<ul style="list-style-type: none"> ● I can observe and record evidence of curriculum components being used in my fieldwork classroom. 	<ul style="list-style-type: none"> ● I can conduct myself in a professional manner during fieldwork opportunities. ● I can observe instruction. ● I can identify the connections between instruction and the curriculum document. ● I can explain the relationship between expected student outcomes from the curriculum and the observed instruction. 	<p>☰ 5 domains of teacher...</p>

5	<ul style="list-style-type: none"> • I can use evidence to assess my progress towards my fieldwork based SMART goal and revise if necessary. 	<ul style="list-style-type: none"> • I can review my SMART goal. • I can use experiences from fieldwork as evidence of the 5 domains of teaching. • I can productively contribute to a discussion regarding evidence of the 5 domains of teaching I have observed. 	Checklist/Evidence collection by peer partner of fishbowl contributions.
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Unit Title:	
Application of Learning	
Relevant Standards: Bold indicates priority	
<u>National Education Association Standards:</u> <ul style="list-style-type: none"> ● STANDARD V: Implementing Instruction <u>Common Core Standards:</u> <ul style="list-style-type: none"> ● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.1a 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. ● 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. ● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	
Essential Question(s):	Enduring Understanding(s):
How do educators create and deliver well thought out lessons or learning activities?	Thoughtful and purposeful planning, using effective engagement and instruction strategies ,lead to meaningful learning experiences for students.
Demonstration of Learning:	Pacing for Unit
Final Fieldwork Reflection 5 Domains of Effective Teaching Analysis Welcome Back Packet Final Project	3-4 weeks (10 block class periods)
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will be able to connect to various disciplines as they create lesson plans and learning activities in a variety of subject areas.	Timing of learning activities, how many components must be thought out in order to have an effective lesson.
Connections to Prior Units:	Connections to Future Units:

<p>This unit allows students to apply and utilize their learning through their fieldwork experience and class activities.</p> <p>This unit also allows students to demonstrate their cumulative learning from Rising Educators 1 and 2.</p>	<p>This will be the end of the course.</p>		
<p>Differentiation through <i>Universal Design for Learning</i></p>			
<p>UDL Indicator</p>	<p>Teacher Actions:</p>		
<p>Comprehension: Highlight patterns, critical features, big ideas, and relationships</p>	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features ● Highlight previously learned skills that can be used to solve unfamiliar problems 		
<p>Supporting Multilingual/English Learners</p>			
<p>Related <i>CELP standards:</i></p>		<p>Learning Targets:</p>	
<p>An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>		<ul style="list-style-type: none"> ● I can identify how specific strategies support curricular implementation and record the connections in my journal. ● I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains. ● I can reflect on my contribution to the classroom community during the fieldwork experience. ● I can create a welcome packet to showcase how the 5 domains of teaching transfer to the student perspective of school. 	
<p>Lesson Sequence</p>	<p>Learning Target</p>	<p>Success Criteria/ Assessment</p>	<p>Resources</p>
<p>1</p>	<ul style="list-style-type: none"> ● I can maintain a field work journal that shows evidence of curriculum components being used in my fieldwork classroom. ● I can utilize the strategies and practices used in class during my fieldwork experience when directly working with students. 	<ul style="list-style-type: none"> ● I can organize a field work journal to collect evidence of curriculum implementation during observations. ● I can record curricular observations in my fieldwork journal regularly. ● I can identify how specific strategies support curricular implementation and 	<p>Fieldwork Journal Entry 5 domains of teacher practice</p>

		<p>record the connections in my journal.</p> <ul style="list-style-type: none"> ● I can select and use strategies observed with students during my fieldwork experience. 	
2	<ul style="list-style-type: none"> ● I can design and implement an effective learning activity using the engagement, management, and curriculum strategies I have learned with students in my fieldwork experience. 	<ul style="list-style-type: none"> ● I can design a learning activity that meets the curricular criteria. ● I can implement a learning activity to ensure student engagement through the use of targeted strategies. ● I can reflect on the implementation of the learning activity, so I can improve my future practice. 	Host Teacher Rubric
3	<ul style="list-style-type: none"> ● I can organize observations from my field work into the 5 domains of teaching. ● I can assess my contributions to the fieldwork classroom community and articulate how this experience will impact my future work. 	<ul style="list-style-type: none"> ● I can code my fieldwork journal for evidence of the 5 domains of learning. ● I can organize the observations into the 5 domains. ● I can use observational evidence to construct a reflection paper on the ways in which teachers plan for and support the 5 domains. ● I can reflect on my contribution to the classroom community during the fieldwork experience. 	Fieldwork/ End of Course Reflection
4 (Optional)	<p><i>Optional:</i></p> <ul style="list-style-type: none"> ● I can design a <i>Welcome Back</i> packet that synthesizes my learning throughout the scope of the course. 	<ul style="list-style-type: none"> ● I can define the importance of the 5 domains of teaching. ● I can share how the 5 domains of teaching show up in the classroom. ● I can help students understand the strategic moves teachers make to support the 5 domains of teaching. ● I can create a welcome packet to showcase 	Rising Educators II Final Exam Project

		how the 5 domains of teaching transfer to the student perspective of school.	
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