# COURSE TITLE: Practices in Education

## Course Description:

Practices in Education is designed to equip students with the skills and strategies necessary for providing effective classroom instruction. This course explores the following key topics: community partners and resources, teaching standards, characteristics of professionalism, professional organizations, instructional strategies, and planning and delivery of instruction. The course content is intended to give students a deeper understanding of the practice of teaching and to provide skills they can apply across many fields.

## Potential Certifications/Credentials:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6 / Praxis II: Principles of Learning and Teaching: Grades 5-9 / Praxis II: Principles of Learning and Teaching: Grades 7-12

# Course Scope and Sequence

| Topic # | Topic Title | Estimated Hours |
|---|---|---|
| 1 | Foundational Standards | 15 |
| 2 | Professional Educator | 20 |
| 3 | Instructional Strategies | 45 |
| 4 | Planning and Delivering Instruction | 60 |

# Plans of Instruction

## Foundational Standards

**Supporting–will be taught throughout the course as needed for the unit.**

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

# Topic 2 Title: Professional Educator

## Content Standards

1. Identify community partners and resources that positively impact student learning on the local level.

2. Interpret teaching standards currently outlined by the State of Alabama for professional guidance.
   *Example: Use case studies or scenarios to illustrate Alabama Core Teaching Standards.*

3. Research professional organizations for educators and describe their benefits to teachers and students.
   *Examples: National Education Association, National Council of Teachers of Mathematics, Association for Career & Technical Education*

## Unpacked Learning Objectives

**Students know:**
- There are businesses in the community that could be willing to support the local schools financially or volunteer to help in the school.
- How partnerships can positively impact student learning on the local level.
- There are teaching standards outlined by the State of Alabama that identify the professional behavior of educators.
- There are professional organizations for educators.
- There are benefits to belonging to professional organizations.

**Students are able to:**
- Identify community partners who can provide financial and volunteer resources to positively impact local student learning.
- Interpret teaching standards outlined by the State of Alabama that identify the professional behavior of educators.
- Research professional organizations for educators.
- Describe the benefits of belonging to professional educators for teachers and students.

**Students understand:**
- There are businesses in the local community that provide resources to aid in student learning and make a positive impact on the local schools.
- There are teaching standards currently outlined by the State of Alabama for professional guidance.
- There are standards of professionalism for educators.
- Teachers can join professional organizations that offer benefits to both educators and students.

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| **Driving/Essential Question** | How do local community partners and resources positively impact student learning, what professional guidance does the State of Alabama provide for teaching standards, and how do professional organizations for educators benefit teachers and students? |
| **Exemplar High Quality Task** | Students will explore how local community partners and resources positively impact student learning, interpret professional guidance by the State of Alabama related to teaching standards, and discover the benefits of professional organizations for educators. Students will identify and research local community partners that support student learning and gather information on specific programs or resources they provide to students. They will investigate the state of Alabama's teaching standards and summarize the key guidelines and requirements. They will research professional organizations and their roles in supporting educators and explore the benefits of joining them. To conclude, they will analyze, interpret, and evaluate the information they researched. Finally, they will create a multimedia presentation that shares the information researched and reflects on what was learned through the project. |

# Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities<br><br>Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities | Equipment, Technology and Materials<br><br>Equipment List by CTE Cluster<br><br>Link to Helpful Tech Tools |
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| Explore how local community partners and resources positively impact student learning.<br><br>Explain how local community partners and resources positively impact student learning. | **Formative:**<br>Class Discussion<br><br>**Summative:**<br>Community Partners Chart<br>Thank You Letter | Invite a guest speaker who is a local community partner to speak to the class about their contribution to student learning.<br><br>Whole Group Activity:<br>● Students will research what community | **ELA:** After researching local community partners and resources, create a poster identifying community partners and resources that positively impact student learning on the local level. | Computer<br>Internet Access<br>Google Sheets<br>Rubric for Thank You Letter<br>Notepad<br>Writing Utensils |

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| | | partners and resources are available in their school system.<br>● Students will list the names, contact information, services/funding provided, and annual financial contributions of each community partner and resource on a Google Sheets chart.<br>● Students will discuss their findings through a class discussion.<br>● Divide the community partners and resources among the students in the class.<br>● Students will write formal thank you letters to their assigned community partners and resources referring to how they have positively impacted student learning. | **Social Studies:** Identify the economic impact of local community partners and resources on student learning.<br><br>**Math:** Create a graphical resource that documents financial contributions by community partners for student learning. | |
| Interpret teaching standards outlined by the State of Alabama that identify the professional behavior of educators. | **Formative:**<br>Class Discussion<br><br>**Summative:**<br>Written Reflection | Small Group Activity:<br>● Divide students into small groups.<br>● Provide a copy of current Alabama Quality Teaching Standards for each group. | **ELA:** Give students a lesson from a textbook and have them work collaboratively to identify the standards in the lesson by annotating the lesson with highlighting and notes to show where standards are being used. | Computer<br>Internet Access<br>Alabama Quality Teaching Standards Document (hard copy or digital)<br>Helpful link:<br>https://alabamagms.blob.core.windows.net/documentlibrary/116ACC67-F6DB-41 |

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| | | • Assign different scenarios that illustrate Alabama Core Teaching Standards to each group.<br>• Students will review the Alabama Quality Teaching Standards and compare their assigned scenario to the guidelines provided in the Alabama Quality Teaching Standards.<br>• Students will share their findings in a whole class discussion.<br>• Students will write a reflection of a personal experience they have had in the classroom and connect the experience with an Alabama Quality Teaching Standard. | **Social Studies:** Compare and contrast previous and current teaching standards to identify shifts in the identified professional behavior requirements for educators.<br><br>**Math:** Using a student assessment, create a plan to model the expected professional behavior of educators, including plans to interpret assessment data.<br><br>**Science:** Students will apply scientific methodology and explore social science concepts, such as sociology, which offer systematic, analytical approaches to interpret and understand the standards in their educational and social context. | AF-B527-D8FB4D220F46.pdf<br>Notepad<br>Writing Utensils<br>Rubric for Written Reflection |
| Research and describe how professional organizations for educators benefit teachers and students. | **Formative:**<br>Student Notes<br>Class Discussion<br><br>**Summative:**<br>Infographic<br>Teacher Interview | Introduce professional organizations for educators with a short video clip. (Example- NEA commercial)<br>• Students will research what professional organizations for educators exist. | **ELA:** Research professional organizations for educators and write a short summary for each one describing its benefits.<br><br>**Social Studies**: Research professional organizations to determine if they benefit teachers and students in | Computer<br>Internet Access<br>Canva or Google Docs<br>Shared document for List<br>Color Printer<br>Rubric for Infographic<br>Rubric for Teacher Interview<br>Notepad<br>Writing Utensils |

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| | | • Students will collaboratively contribute to a teacher-made and shared document projected on the board.<br>• Assign a different professional organization for educators to each student.<br>• Students will create an infographic to advertise the benefits of their professional organizations for educators.<br>• Students will print and post their infographics in the hallways.<br>• Provide an outline for teacher interviews.<br>• Students will interview an educator. (Interview will include what professional organizations for educators the teacher has joined and what aspects of that organization have personally benefited them and/or their students.) | Alabama in relation to how they serve other geographical areas.<br><br>**Math:** Choose two to three professional organizations, research membership dues, benefits to the classroom, and personal benefits to the teacher.<br><br>**Science:** Students may investigate the Alabama Science Teachers Association (ASTA), a professional organization that promotes excellence and innovation in science education. ASTA provides visionary leadership and professional development to support science educators in Alabama. | Professional Organization Video Clip<br>Outline for Teacher Interview |

## Key Vocabulary

partnerships, local business, community partners, code of ethics, professional guidance, ethical behavior, National Education Association, Alabama Education Association, National Council of Teachers of Mathematics, Association of American Educators, American Federation of Teachers, teaching standard, professional learning standards, annotating

## Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speaker

## CTSO Connection:

FCCLA Star Event: Instructional Video Design, Focus on Children, Professional Presentation, Lesson Plan Development and Modification

## Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6 / Praxis II: Principles of Learning and Teaching: Grades 5-9

# Topic 3 Title: Instructional Strategies

## Content Standards

4. Demonstrate techniques used to create a positive learning environment and classroom culture to enhance student learning.
   *Examples: alternative seating, acknowledging positive behavior, doorway greetings*

5. Select differentiated strategies to meet individual students' assessed needs.
   *Examples: guided practice, tiered instruction, intervention*

6. Describe major provisions of current state and federal education initiatives and explain how they affect classroom instruction.
   *Examples: Alabama Literacy Act, Alabama Numeracy Act, Every Student Succeeds Act, Workforce Innovation Opportunity Act, multi-tiered systems of support, AMSTI, character education*

7. Create learning activities to meet instructional goals with guidance from current educational initiatives.

8. Compare and contrast assessment methods used to evaluate student learning.
   *Examples: formative assessment, summative assessment, rubrics, portfolios, projects*

## Unpacked Learning Objectives

**Students know:**

- There are techniques that can be used to create a positive learning environment.
- There are techniques that can be used to create a positive classroom culture and enhance student learning.
- Teachers must select differentiated strategies for students based on assessments.
- There are current educational initiatives on the state and federal laws that affect classroom instruction.
- Learning activities can be planned and created to meet instructional goals.
- There are various methods to evaluate student learning.

**Students are able to:**

- Demonstrate techniques for creating a positive learning environment and classroom culture that enhance student learning.
- Select differentiated strategies to meet individual student's assessed needs.
- Describe major provisions of current state and federal education initiatives.
- Explain how these initiatives affect classroom instruction.
- Create learning activities to meet instructional goals with guidance from current educational initiatives.
- Compare and contrast assessment methods that can be used to evaluate student learning.

**Students understand:**

- There are techniques that can be used to create a positive learning environment and classroom culture to enhance student learning.
- These techniques may include positive relationships, arrangement of the classroom, and creating rules, routines, and expectations.
- There are strategies that must be selected and used when students do not master the standard after an assessment is given.
- There are provisions of current state and federal education initiatives.
- How provisions from current state and federal education initiatives affect classroom instruction.
- There are current educational initiatives.
- Learning activities should meet instructional goals with guidance from current educational initiatives.
- There are various methods used to evaluate student learning.
- Teachers must evaluate that students have learned the standard taught.
- There are traditional paper/pencil evaluations.
- There are alternatives to the traditional paper/pencil test.

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| **Driving/Essential Question** | How do educators create positive learning environments, differentiate to address individual student needs, use state and federal education initiatives to meet instructional goals through classroom instruction, and use assessment methods to evaluate student learning? |
| **Exemplar High Quality Task** | Students will explore how positive learning environments and classroom culture enhance student learning, differentiation addresses individual student needs, major provisions of current state and federal education initiatives that affect classroom instruction, and compare and contrast assessment methods that can be used to evaluate student learning. Students will research how positive learning environments and classroom culture influence student engagement and achievement, differentiation techniques and their effectiveness in meeting diverse student needs, current state and federal education initiatives and their major provisions and impact on classroom instruction, and compare and contrast various assessment methods and the pros and cons of each. Students will then analyze the collected data to understand the interconnectedness of all, and synthesize the information to create a cohesive understanding of how these elements impact student learning. Finally, they will write a comprehensive report with a reflection. |

# Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities<br><br>Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities | Equipment, Technology and Materials<br><br>Equipment List by CTE Cluster<br><br>Link to Helpful Tech Tools |
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| Demonstrate techniques that create a positive learning environment and classroom culture to enhance student learning. | **Formative:**<br>Guided Notes<br>Venn Diagram<br><br>**Summative:**<br>Classroom Environment Presentation | Before class begins, print out a list of positive affirmations and cut them into strips. Place in a jar. As students enter the room, have each student pull out a strip of paper as they take a seat.<br>● Use a simplistic way to gain class attention, such as turning on and off the classroom lights.<br>● Discuss how students might react to this action.<br>● Presentation (Include unique class call-outs and share ways in which teachers create a positive learning environment and classroom culture to enhance student | **ELA:** Write classroom expectations and routines. Present to peers why specific expectations and routines were chosen and how they will create a positive learning environment to enhance student learning.<br><br>**Social Studies:** Research classroom rules to determine which ones would best serve the classroom. Student groups will each create an equal number of rules that promote positive classroom culture and student learning, along with consequences for those who do not follow the rules. | Computer<br>Internet Access<br>Positive Affirmation List Presentation<br>Guided Notes<br>Venn Diagram<br>Rubric for Classroom Environment<br>Materials for Classroom Environment<br>Notepad<br>Writing Utensils<br>Helpful link: https://www.teachstarter.com/us/blog/call-and-response-classroom-ideas/ |

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| | | learning. Provide guided notes.)<br>● Students will share their positive affirmations with the class.<br>● Discuss different ways to encourage students.<br>● Discuss how positive interactions with students encourage student learning.<br>● Discuss how rules and routines establish security for students and enhance learning.<br>● Create a Venn diagram of ways teachers interact with students and how it can positively or negatively affect students.<br>● Students will create a model of a physical classroom (Include arrangement, seating, lighting, and decor.).<br>● Students will create rules and routines that set expectations for their classroom.<br>● Students will share their model and a brief explanation of how their classroom environment, rules and routines, and student interactions would create a positive | **Science:** Students will use evidence-based strategies, such as setting clear rules and expectations, which help create a stable and predictable environment. This approach can reduce anxiety and increase student engagement, as presented by Marzano (2003). | |

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| | | learning environment and classroom culture while enhancing student learning. | | |
| Evaluate and determine which differentiation strategies are effective for an individual student's needs. | **Formative:**<br>Student Notes<br>(Rotate among partner groups to ensure they are connecting the data to their research of differentiation)<br><br>**Summative:**<br>Differentiation Strategy Project | Introduce the concept of differentiation with a short video clip or scenario of a teacher modeling differentiation strategies.<br><br>Discuss the terms guided practice, tiered instruction, and intervention.<br><br>Partner Project:<br>● Divide class into pairs of students.<br>● Assign each student group a data sheet from standardized testing that lists skills an individual student needs improvement.<br>● Model how to interpret the data sheets.<br>● Student groups will research appropriate differentiation strategies for the age/grade level of the student on their assigned data sheet.<br>● Student groups will create a plan for classroom instruction and intervention for the assigned student. | **ELA:** For a writing unit, students will look at different strategies for differentiation and will evaluate the positive effects each has on different levels of learners. Then, students will choose a differentiation strategy to implement for each type of student writer (higher, lower, and on-target learners).<br><br>**Social Studies:** Research the evolution of differentiation strategies since 1990 to determine which would be most effective to meet students' current needs.<br><br>**Science:** While exploring differentiated instruction, students may use scientific inquiry to investigate the Zone of Proximal Development (ZPD). This includes scaffolding, where the teacher provides assistance and gradually removes it as the learner becomes more competent, | Computer<br>Internet Access<br>Data Sheets from Testing<br>Rubric for Differentiation Strategy Project<br>Notepad<br>Writing Utensils<br>Video Clip or Scenario of Teacher Modeling Differentiation Strategies<br><br>Helpful Links:<br>Differentiation Video: https://youtu.be/h7-D3gi2lL8 |

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| | | ● Each group will share their ideas with the class. | and collaborative learning, where peers support each other's development. The ZPD emphasizes personalized instruction, maximizing learning potential, and the importance of social interaction in learning.<br><br>**Math:** Use a variety of teaching methods (tactile, written, digital) in one learning session and allow students to demonstrate mastery using one of the presented methods. | |
| Interpret how major provisions of current state and federal education initiatives affect classroom instruction. | **Formative:**<br>Student Research Notes<br>Class Discussion<br><br>**Summative:**<br>Education Initiative Presentation | Small group activity:<br>● Divide students into small groups.<br>● Assign a different current education initiative to each group. (Initiatives-Alabama Literacy Act, Alabama Numeracy Act, Every Student Succeeds Act, Workforce Innovation Opportunity Act, multi-tiered systems of support, AMSTI, character education)<br>● Students will work in groups to research their education.<br>● Students will prepare a multimedia presentation | **ELA:** After researching a few state and federal education acts, create a poster or pamphlet summarizing how major state and federal education initiatives affect classroom instruction.<br><br>**Social Studies:** Research and create a graphic organizer with the title of the act, provisions, and impact on instruction headings for No Child Left Behind, Race to the Top, ESSA, and other education initiatives, identifying each section heading in regard to classroom instruction. | Computer<br>Internet Access<br>Rubric for Education Initiative Presentation<br>Guided Notes<br>Notepad<br>Writing Utensils |

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| | | to share with the class. (Include- history of initiative, description of initiative, provisions for students, and data on the effect of the initiative, if available.)<br>● Provide guided notes for the class to fill in while the students are giving their presentations.<br>● Students will present their projects to the class.<br>● Lead a class discussion comparing and contrasting the different education initiatives. | **Science:** Students may investigate several state provisions supporting STEM education. Key initiatives include the Alabama STEM Council, the Alabama Math, Science, and Technology Initiative (AMSTI), and the Computer Science for Alabama (CS4AL) program. These programs collectively aim to boost STEM proficiency among students and prepare them for future STEM careers. | |
| Create learning activities to meet instructional goals with guidance from current educational initiatives.<br>Create learning activities to meet instructional goals with guidance from current educational initiatives | **Formative:**<br>Student Notes<br><br>**Summative:**<br>Education Initiative Activities Project | Students will form the same groups as their education initiative presentation.<br>● Students will research activities related to their education initiative.<br>● Students will create individual activities related to their education initiative for three different grade levels.<br>● Students will present their activities to the class. | **ELA:** Choose one of the state or federal acts to research and use as a guide to create learning activities to meet instructional goals. Create a multimedia presentation to share with peers discussing the act and the activity created.<br><br>**Science:** An example of a STEM initiative focused on instructional goals is Alabama Math, Science, and Technology Initiative (AMSTI) training, where | Computer<br>Internet Access<br>Rubric for Education Initiative Activities Project<br>Notepad<br>Writing Utensils |

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| | | | teachers receive resources and support for implementation. AMSTI services are provided to both individuals and schools based on tiered models of support in mathematics, science, digital literacy, and computer science. | |
| Compare and contrast how assessment methods are used to evaluate student mastery of skills and standards. | **Formative:**<br>Student Notes<br>Class Discussion<br><br>**Summative:**<br>Assessment Chart | Presentation<br>(Include formative assessment, summative assessment, rubrics, portfolios, and projects. Provide guided notes.)<br><br>Students will create a chart of assessment comparisons given a specific grade level standard.<br>● Assign each student an Alabama Standard. (Use different core subjects and grade levels.)<br>● Students will research various ways to assess student mastery of their assigned standard.<br>● Students will make a chart of examples for each different type of assessment for their assigned standard (Column 1- type of | **ELA:** In small groups, create comparison charts for each type of assessment. As assessments are studied, note the positives and negatives of each one. Write the biggest strength for each type of assessment.<br><br>**Social Studies:** Use a graphic organizer to compare-contrast how assessment methods have changed over the last twenty years to determine student mastery of skills and standards.<br><br>**Science:** Students will recognize that revisions of curriculum and educational standards are essential to maintain alignment with current scientific advancements, ensuring | Computer<br>Internet Access<br>Presentation<br>Guided Notes<br>Alabama State Standards<br>Rubric for Assessment Chart<br>Notepad<br>Writing Utensils |

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| | | assessment, Column 2- specific example of assessment, Column 3- explanation of why that assessment would be effective in evaluating student mastery. Types of assessments must include an example of the following: formative assessment, summative assessment, rubrics, portfolios, and projects.)<br>• Students will share their examples for discussion with the class. | that students learn relevant and up-to-date scientific knowledge and skills. This adaptive approach also extends to assessments, ensuring fair evaluation while promoting comprehensive learning of skills and standards essential for scientific inquiry.<br><br>**Math:** For one standard, create a poster that shows multiple methods that could demonstrate mastery of standards. | |

## Key Vocabulary

high expectations, rules and routines, consequences, positive reinforcement, collaborations, learning environment, decor, differentiated strategies, data, assessment, educational initiatives, learning activities, instructional strategies, objectives, formative assessment, summative assessment, project-based learning, authentic assessments, essay tests, multiple-choice tests

## Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speaker, student observation

## CTSO Connection:

FCCLA Star Event:  Instructional Video Design, Focus on Children, Professional Presentation, Lesson Plan Development and Modification

## Certification/Credential Connection:

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# Topic 4 Title: Planning and Delivering Instruction

## Content Standards

9. Describe steps in instructional planning.
   *Examples: accessing content knowledge, setting learning targets, writing plans, presenting lessons, evaluating instruction, revising instructional plans, budgeting for specialized materials*

10. Develop lesson plans based on a provided unit plan.

11. Teach a lesson.

12. Reflect on post-instructional feedback gathered from teacher observation and evaluation tools currently established by the State of Alabama or the LEA.

13. Create instructional resources for a specific lesson.
   *Examples: graphic organizers, anchor charts, presentation slides, formative assessments*

14. Create assessments aligned to specific standards.
   *Example: Design a rubric to assess inclusion of introduction, facts, details, elaboration, conclusion, and sources in explanatory writing as described in Grade 3 Standard 34 in Alabama Course of Study: English Language Arts.*

15. Utilize assessment data to determine the next steps in student learning.
   *Examples: reteaching, remediation, enrichment*

## Unpacked Learning Objectives

**Students know:**

- There are steps that should be followed when planning instruction.
- Lesson plans must be developed based on Alabama's educational standards.
- Individual lesson plans make up a unit plan.
- How to model, explain, or teach information related to a standard.
- Teachers use instructional strategies to engage students during a lesson.
- Teachers use formative assessments to drive their instruction.
- How to reflect on feedback given to them after they teach a lesson.
- Teachers are evaluated using tools established by the State of Alabama or the LEA..
- How to create instructional resources that could be used in a specific lesson.

- Assessments are used to evaluate whether the student has learned the standard.
- Assessments are used to drive instruction.
- How to create assessments that are aligned with standards.
- Teachers utilize assessment data to guide their instruction.

**Students are able to:**

- Describe the steps teachers use when planning for instruction.
- Develop lesson plans when provided a unit plan and its standards.
- Teach a lesson based on a lesson plan and standards.
- Reflect on feedback given to them by their teacher.
- Create instructional resources for a specific lesson.
- Create formative and summative assessments that are aligned to specific standards and that measure whether the students have mastered the standard.
- Utilize assessment data to reflect on the next steps in student learning after teaching a lesson.

**Students understand:**

- Once they have decided on the assessment method, teachers plan how to prepare students to master the standard.
- That a unit plan is multiple days of lesson plans that are used to teach students the educational standards provided by the State of Alabama.
- How to develop lesson plans that build each day to support mastery of standards.
- That teachers must teach the standards that are aligned with the Alabama Course of Study.
- That there are instructional strategies that teachers use to engage the students in instruction.
- That teachers use formative assessments to drive instruction.
- The importance of reflection after a lesson is taught.
- How to use reflection to improve lessons taught in the future.
- How to create instructional resources for a specific lesson.
- How to create assessments that are aligned with the standards.
- That teachers utilize assessment data to guide their next steps in student learning.

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| **Driving/Essential Question** | How do educators plan lessons for classroom instruction using unit plans and standards, create instructional materials for lessons, create assessments for specific standards, teach a lesson plan, reflect on post-instructional feedback, and utilize data to determine the next steps of student learning? |
| **Exemplar High Quality Task** | Students will outline the steps for instructional planning, create instructional materials for lessons, create assessments for specific standards, teach a lesson plan, reflect on post-instructional feedback, and utilize data to determine the next steps of student learning. Students will research effective instructional planning strategies and outline the steps for instructional planning, including setting objectives, selecting materials, and designing assessments. Then, they will create instructional materials for a specific ELA lesson, such as handouts, worksheets, and multimedia resources, and ensure the materials are engaging and support the lesson objectives. They will develop formative and summative assessments to evaluate student |

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| | learning related to the lesson objectives. Then, they will teach the lesson to a group of peers or students using effective teaching strategies to engage students and facilitate learning. Next, they will collect feedback from peers or students on the effectiveness of the lesson and instructional materials and write a reflective essay analyzing the feedback and identifying areas for improvement. Finally, students will use assessment data and feedback to determine the next steps for student learning and develop a plan for re-teaching or extending the lesson based on data analysis. |

# Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities<br><br>Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities | Equipment, Technology and Materials<br><br>Equipment List by CTE Cluster<br><br>Link to Helpful Tech Tools |
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| Outline the steps for instructional planning.<br><br>Describe the steps for instructional planning. | **Formative:**<br>Student Notes<br><br>**Summative:**<br>Student Outline | Introduce instructional planning with a presentation. (Include- accessing content knowledge, setting learning targets, backward design, writing plans, presenting lessons, evaluating instruction, revising instructional plans, and budgeting for specialized materials. Provide guided notes. Students will create an outline for the steps of instructional planning. | **ELA:** Create an outline for writing an instructional plan. Each point of the outline should summarize the step and transition to the next step.<br><br>**Social Studies**: Research different forms of instructional planning over the last twenty years to determine which one is aligned to and can serve as an example as an outline for current instructional planning. | Computer<br>Internet Access<br>Presentation<br>Guided Notes<br>Notepad<br>Writing Utensils |

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| Develop lesson plans for a given unit plan. | **Formative:**<br>Check for accuracy and progress during student lesson planning.<br><br>**Summative:**<br>Lesson Plans for Unit | Students will be assigned a classroom for internship experiences. Ensure that the cooperating teacher will allow the student to teach a lesson and be willing to guide the student during planning.<br>● Students will begin the internship experience by observing their cooperating teacher facilitate an entire unit of instruction.<br>● Cooperating teacher will provide a unit plan for the student to plan lessons.<br>● Students will return to the regular classroom to create 3-5 lesson plans for the given unit plan using a lesson plan template. | **ELA:** Students will be provided a unit plan from a textbook that includes literature, writing, and grammar and will create lesson plans to effectively teach all the standards cohesively. | Computer<br>Internet Access<br>Lesson Plan Template<br>Rubric for Lesson Plan<br>Notepad<br>Writing Utensils |
| Teach a lesson in a classroom of students. | **Formative:**<br>Review Student Preparation for Lesson<br><br>**Summative:**<br>Lesson Plan Evaluation (use evaluation tools currently established by the State of Alabama or the LEA.) | Students return to their assigned classroom for internship experiences.<br>● Students will collaborate with their cooperating teacher and choose a lesson to teach in the internship classroom.<br>● Cooperating teachers will evaluate students using tools currently established by the | **ELA:** Students will teach a literature lesson with higher-level discussion questions to a class with a teacher's permission and guidance. | Computer<br>Internet Access<br>Rubric<br>Notepad<br>Writing Utensils |

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| | | State of Alabama or the LEA.<br>● Students will review their post-instructional evaluation.<br>● Cooperating teachers will meet with students to provide verbal feedback and recommend techniques and strategies for improvement of teaching lessons. | | |
| Reflect on post-instructional feedback gathered from teacher observation. | **Formative:**<br>Student Notes from Post-instructional Meeting with Cooperating Teacher<br><br>**Summative:**<br>Student Reflection | Students will review the post-instructional evaluation form and notes from the meeting with their cooperating teacher.<br><br>Students will write a narrative reflection on their internship experiences to identify strengths in lesson planning and facilitation and areas that need improvement. | **ELA:** Write a reflection on post-instructional feedback gathered from teacher observation explaining teaching strengths and weaknesses based on observation. | Computer<br>Internet Access<br>Rubric for Student Reflection<br>Notepad<br>Writing Utensils |
| Design and create instructional resources for a specific lesson. | **Formative:**<br>Check for Student Progress<br><br>**Summative:**<br>Instructional Resources | Students return to their assigned classroom for internship experiences.<br>● Students will collaborate with their cooperating teacher, who will assign a specific future lesson for the student to create instructional resources. | **ELA:** Using student's choice of online tools like Google Forms, Google Slides, or Canva create graphic organizers or slideshows for an expository essay.<br><br>**Social Studies**: Research instructional resources | Computer<br>Internet Access<br>Rubric for Instructional Resources<br>Notepad<br>Writing Utensils |

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| | | (Examples: graphic organizers, anchor charts, presentation slides, formative assessments.)<br>● Students will return to the regular classroom to create the instructional resources requested by the cooperating teacher.<br>● Students will deliver materials to the cooperating teacher during internship experiences. (Optional: Students may use the instructional resources to teach classroom students as requested by the cooperating teacher.) | from the past five to ten years that are based on lesson content needs to create a list of the best resources to employ.<br><br>**Science:** Students may create 'pixel art' using Google Spreadsheets as an activity, offering opportunities for differentiation and providing immediate feedback through color changes based on correct answers. It visually represents progress, encourages interactive learning, fosters problem-solving skills, and integrates technology into the educational process. | |
| Create assessments aligned to specific standards. | **Formative:**<br>Check for Student Progress<br><br>**Summative:**<br>Student Assessments | Internship experience:<br>● Students will collaborate with their cooperating teacher to create assessments for specific standards in their internship classroom. (Include; formative assessment, summative assessment, rubrics, portfolios, and projects.) | **ELA:** Using a student's choice of online tools like Google Forms, Google Slides, or Canva create a rubric aligned to standards for an argumentative essay.<br><br>**Science:** Students will be able to create assessments similar to ACAP testing in science by ensuring alignment with state standards, using multiple-choice and | Computer<br>Internet Access<br>Rubric for Student Assessments<br>Notepad<br>Writing Utensils |

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| | | | constructed response questions, incorporating performance tasks, including technical vocabulary, setting realistic time limits, reviewing past ACAP items for guidance, and aiming to assess comprehensive understanding and application of scientific principles. This approach prepares students for standardized testing while fostering a deep grasp of scientific concepts. | |
| Use assessment data to evaluate the steps needed to create a plan for student learning. | **Formative:**<br>Progress Chart<br>Class Discussion<br><br>**Summative:**<br>Student Learning Plan | Internship experience:<br>● Students will monitor and record the progress of one student over an extended period of time related to a specific learning task assigned by the cooperating teacher.<br>● Students will create a progress chart for the observed student.<br>● Students will collaborate with the cooperating teacher to determine a plan for reteaching, remediation, or enrichment.<br>● Students will return to the regular classroom | **ELA:** Suggestion (for clarity): Using an argumentative writing rubric, grade writing assessment, and group grades by below, meets, and above, create a plan using the data for students to work with peers to improve writing regardless of their grading category.<br>**Math:** Create a spreadsheet to perform statistical analysis on student data. From this spreadsheet, identify deficits, growth, and overall class performance.<br><br>**Science:** Students may use the scientific principle | Computer<br>Internet Access<br>Rubric for Student Learning Plan<br>Notepad<br>Writing Utensils |

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| | | to share their internship experiences with the class. | of setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) to establish clear learning objectives and milestones in both the stages of pre-assessment and post-assessment analysis. | |

## Key Vocabulary

backward design, instructional planning. lesson planning, lesson plan template, lesson plans, standards, formative assessments, summative assessments, unit plan, models of effective instruction, instructional strategies, feedback, reflection, observation, evaluation tools, materials, resources, engaging instruction, alignment to standards, assessment, next steps, rubric, argumentative, expository

## Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speaker, student observation, internship experiences

## CTSO Connection:

FCCLA Star Event: Instructional Video Design, Focus on Children, Professional Presentation, Lesson Plan Development and Modification

## Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6 / Praxis II: Principles of Learning and Teaching: Grades 5-9