ALP 2 Secondary Year One
Class Agenda
11/28/17
http://tinyurl.com/zxkn392

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.

Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.

Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.

Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

Objective: Teachers will expand their knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students by reading/watching teaching material and discussing the material with peers.

1. Do Now: Log your mentoring hours
2. Looking forward - 5:00
    a. Calendar - after tonight only 2 more classes this semester
        i. Dec 12 - last class fall semester
    b. Due

    i. Nov 29: Paper: Diversity in my Learning Community
    ii. Dec 6: Journal (7 entries), Mentor Log (50 hours minimum)
    iii. Dec 6: Last day to submit assignments
3. Where we have been: - 5:10
    a. Classroom management - who, where, how
    b. Instruction UbD - what, how
4. Where we are going:
    a. Understanding by Design - Curriculum Design Model - what, how
    b. Differentiated Instruction - Processes and procedures that ensure effective learning for varied individuals - who, where, how
5. Journal - 5:20
    a. My Thinking Logs: A Literacy Practice for Math
    b. What teaching strategies do you want to explore? In your journal, establish your learning goal for this evening.
6. Teaching Strategies - 5:30
    a. Articles & Videos: Physical Education - effective teaching strategies
    b. eBook: Teaching World Languages, a practical guide
    c. Article: Turning Teaching Upside Down - math
        i. The way I learned to teach mathematics was not that different from the way teachers learned to teach other subjects. But in the years since then, we've begun to realize that this one-way delivery of information may set students up for frustration and failure, especially when they're faced with challenging problems they haven't been taught how to solve.
    d. Article: Creating Problem Solvers in Science and Beyond
        i. One way I have helped students unleash their inner problem solver is by incorporating Claim-Evidence-Reasoning (CER) assessments into our science classes. CER helps students describe their scientific observations and experiences from an investigation or activity by structuring their responses into sections that answer three questions. (6th grade science)
    e. Article: Projects Without Borders: Divergent Problem Solving in PBL
        i. Divergent thinking in the classroom occurs when a teacher provides a prompt or challenge with guidelines and lets students determine the outcome.
    f. Article & video: Show & Tell: A Video Column / Apprenticing Students into a Way of Thinking
        i. Nancy engages a group of 10th grade students. From a choice of several books that explore the question of how our social and cultural community or context shape who we are, the students in this group have selected to read *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (Little, Brown and Company, 2007).
    g. Video: Teaching Channel Presents: High School English
        i. Strategies for student-centered discussion. As students are asked to go deeper into every text they read, we'll see them dissecting, discussing, and debating their way through complex lessons.
    h. Video: Teaching Channel Presents: Teaching Mathematics to the Core -
        i. 1:15, 6th grade, perimeter and surface area
        ii. 18:00, 5th grade, precision
        iii. 30:40, middle school, sorting and classifying equations
        iv. 49:40, 3rd grade, skip counting, 3rd grade
    i. Video: Teaching Channel Presents: Connecting the Arts to Academics -
        i. 1:55, elementary visual arts
        ii. 7:20, elementary dance, Math in Motion
        iii. 28:00, high school drama
        iv. 45:00, secondary music
    j. Video: Teaching Channel Presents: Arts Essentials

i. 16:50 elementary music - grades 1-3
ii. 24:00 elementary music - grades 4-6
iii. 32:30 dance

k. Video: Teaching Channel Presents: Technology and Science
   i. 1:50, 6th grade science
   ii. 6:49, High school, physics
   iii. 12:42, Middle school, science
   iv. 17:42, High school, engineering and design
   v. 23:00, Middle & High school, video production & game design
   vi. 40:45, Elementary school, math blended learning
   vii. 46:15, High school, math blended learning with Khan Academy
   viii. 51:38, High school, Enhancing chemistry basics with technology
l. Video: Teaching Channel Presents: Engish to the Core
   i. 1:45, 5th grade, ELA students brainstorming before writing
   ii. 20:00 Middle school, text talk time
   iii. High school, putting thoughts on paper
m. Video: Teaching Channel Presents: Inquiry-Based Teaching
   i. 00:00, High school, literature
   ii. 29:00 high school, history
n. Video: Students Cite Evidence from Informational and Literary Text
   i. Julia St. Martin's tenth-grade ELA class at the Springfield Renaissance School in Springfield, MA uses a fishbowl protocol to practice citing evidence from informational text to support their reasoning. Joining the informational and literary texts enhances understanding of the topic for students.

7. Autism: Guest speaker - 6:15
8. Summary - 7:15
   a. Write key learnings on poster with name and reference
   b. Silent gallery walk to review posters