

Hundley/Keyes

Lesson 1, Introduction to Practicum & Backwards Lesson Planning

Session 1, Thursday, August 25, 2011, 8:10-10:50

Instructional Context

What do I know about my students that will inform this lesson?

The students in ENED 2360/3360 are in their professional year in a rigorous teacher education program. The class is a mix of graduate and undergraduate students. The field component of the course places the students in the same two placements where they will be student teaching in the spring. Some of the students participated in Early Start and this will help with the first task.

How does this lesson connect with and build on the previous lesson(s)?

This lesson is the first in our ten-session sequence so it builds on experiences from other classes and field experiences. These students will have had general introductions to the content we will be working with in this course and this session will ask them to articulate their current understandings of planning, instruction, assessment, context, and academic language.

How do you expect to build on this lesson in subsequent lessons?

This session introduces the idea of the work of teaching; subsequent sessions will expand on this idea and break it into components for more in-depth practice. The following class will build by examining context as a critical factor in lesson planning, and next week students will be introduced to the concept of considering themselves as important participants in the context of a classroom. Additionally, students will begin to practice specific, identified tasks teachers do.

Standards Addressed

- TN Professional Education Standards: 7—Planning; 8—Assessment & Evaluation
- TN English Education Standards: T—Use a variety of formal and informal assessment techniques
- InTASC: Standards: 1-Learner development; 2-Learning Differences; 3-Learning Environments

Learning Objectives

- Teacher Candidates (TCs) will sort the tasks that teachers do (from homework) into categories in order to build their understanding of the complexity of the work of teaching.
- After a class discussion of the work of teaching, TCs will hypothesize the purpose of the activity in order to develop instructional awareness.
- TCs will identify the role(s) of the practicum class in their development as teachers.
- TCs will examine the practices they listed as part of the work of teaching and recognize the “unnaturalness” of teaching in schools and begin thinking in terms of “problems of teaching.”
- TCs will brainstorm important “features” of giving directions in order to create a checklist of expectations for their first Micro-teaching activity.

Academic Language Objectives

- TCs will define academic language for themselves and compare their definitions to the definitions from the readings.
- TCs will use sentence frames to demonstrate how they can talk about what they observe in their placement classrooms.
- TCs will create word/phrase lists & sentence frames for use in their observation forms.

Assessments

- o The assessments for this session are largely informal and formative.
 - o List (2)
 - o Combined & Sorted List (3)
 - o Graphic Organizer (6)
 - o Class Discussion (participation, oral evidence of readings & homework) (2, 3, 4, 5, 6, 7)

Instructional Strategies and Learning Tasks (Procedures & Timelines)

Time	Instructional Strategies/Learning Tasks	Purpose
20 minutes	<p>1. Introductions: Tell us one place you've lived and how living in that place influences you and/or your thinking about teaching at this point.</p> <p>Note what they say for patterns to be brought up. Connect this idea of "context" to the first goal of the practicum and the work of teaching. Make explicit connections between students and between issues situated in context. For example, I (Melanie) grew up in areas of rural south Georgia. My parents moved from Kite to Kathleen. This move changed my life because it changed my schooling—I was no longer in underserved, poor, k-12 schools.</p>	<p>Although the students mostly know each other, a personal introduction about their backgrounds and the connection to teaching should provide additional points of connection. Also, this allows us a framework for beginning the conversation about the intricacies of teaching—introduces the idea of context.</p>
30 minutes	<p>2. Overview: Teaching is complex, intricate, and unnatural work. The work that we ask teachers to do is much more complicated that the public is aware of because much of it is invisible. For most, the work of teaching includes what they do during the hour or so they are with students with a little grading thrown in. As teachers, we realize that there is much, much more to it. (highlighters on table) You were asked to list 100 Things that teachers do. What we would like for you to do three things in your group:</p> <ul style="list-style-type: none"> • Step 1: Share your list with your peers. Begin with one person reading his/her list. As you hear the tasks that person lists, highlight the ones that you have as well. Go around the table until all of the people have shared. • Step 2: As a small group, talk about what you noticed about the lists you shared, the troubles/struggles you had creating your list, and what you think the purpose of creating this list was. • Step 3: Combine your lists into one large list for you to work with—the list should be on computer so that you can work with the text in the next part of the activity. <p>As a whole class, we will discuss what we noticed about the work of teaching. We will create a list on the board. (markers).</p>	<p>The goal of this assignment is to tease apart the aspects of teaching, planning, assessment, administration, and management that teachers do as they work with students. They should recognize that the work of teaching can be divided into categories. The discussion asks them to articulate the challenges and speculate as to the instructional purpose of the task. We will talk about work & practice in order to help the students become fluent with their usage in relation to teaching and what they will engage in this semester.</p>
30 minutes	<p>3. For the second part of this task, we will look at the "big" lists you have created. Your group will sort the list into three sections:</p> <ul style="list-style-type: none"> • What do teachers do before working with students • What do teachers do while working with students 	<p>The ultimate goal here is for the TCs to develop a broader awareness of the complexity of the work they will be doing. While we are introducing the TPA,</p>

- What do teachers do **after** working with students

There should be tasks that are done in more than one area as well as tasks that clearly live in just one area.

After the groups have sorted the lists, talk about what can be practiced in a university environment, what must be practiced in a field setting, and what will come with experience. After the small group discussion, we will discuss what each group came up with to see the commonalities and the differences.

Teaching is a complex task with many layers of preparation and “training.” The public perceptions are skewed—lack of understanding, student/parent/business person lens when looking at classroom, by Hollywood movies, by other media incarnations of teaching. The struggle we have as teachers, as teacher educators is determining what must be taught, how it should be taught, how to assess appropriately, and how to use the data for continuing growth.

Looking at the complexity of what you have here for the work of teaching, how would you assess it?

We use the TPA—Teacher Performance Assessment—to provide us with a snapshot of the practice of teaching—the work that teachers do in the classroom with kids in order for those kids to learn. You will hear about the TPA over the course of the semester and because it is an assessment, you are likely to be worried. Don’t be or at least not unreasonably so. This is an assessment that looks at teaching and what good teachers should do. You will practice the components in parts in your methods courses and in your field placements this semester. Nothing will be new to you; we will work with the prompts, rubrics, and the language of the TPA.

Ask, what is it that you think a novice (beginning) teacher should be able to do in order to be safe to practice? To be ready to learn from students? from mentor teachers? From professors? From university mentors?

our hope is that by introducing it early with the language of how it an assessment that focuses on the work of teaching that the TCs will be less stressed by the idea of it, more focused on seeing the specific components we are working to develop, etc.

We want them to see this as part of a larger conversation about assessment as well. Next week, we’ll do an activity that helps them frame assessment as a key part of planning & how planning with the assessment in mind helps keep you focused. This should build to that.

10
minutes

4. Return to: Teaching as an unnatural act: One of the reasons we focus on planning and theory in such detail is that teaching IS unnatural in many ways—that’s why it requires you to be reflective, critical, and scrutinize your own practice

Show Ball slide comparison of “Life” and Teaching—students comment on the list, and generate additional differences
 Introduce concept of “Problems of Teaching”

Connect to “unnatural acts”. . .sometimes in life we embark on

Focusing on what we will practice & where should help alleviate some of the concerns. Attending to what the TCs feel they need is important because attention to their needs/concerns is important. We may not be able to add in the items but we can give

experiences without knowing how it's going to turn out or why we are doing what we are doing—that's fun and exciting. At times there's a place for that in schools and teaching, but most of the time, because what we do is so complex, we need a goal and a well-designed plan for how to achieve that goal. How will you purposefully move students from one state of (mis)understanding to another?

them resources or information about when/if they will get it in the program.

Returning to the idea that some of the work of teaching can be explicitly practiced, we will distribute a list of the "things" we will practice and in which class. We will ask the students if there is something missing from this list that they want to practice this semester. If there is, we will try to figure out a way to work it in.

20
minutes

5. Introduction of first Micro-Teaching Assignment. Distribute assignment sheet. Explain, teachers give instructions all day long. They repeat the instructions multiple times to multiple students in multiple ways. For the most part, giving instructions seems to be one of the easier parts of teaching. However, it is one of the places that teachers often stumble. To that end, we are going to practice giving instructions for a task. You will draw a slip of paper (containing a task specific to Language Arts classes) from this basket and write (script) the instructions that you would give to students.

Micro-teaching is one of our academic language terms—defining it in relation to a task should be useful to helping them develop a working definition of the term as well as the practice.

Ask, what are the characteristics of good instructions? What should we consider important when we are scripting instructions?

Think back on directions we have given today. What are some of the features (good and bad) of the instructions? What were we careful to be specific about?

TCs will identify and list "features" of sound direction giving
 Possible answers: Good directions are:

- clear, manageable chunks
- explicit,
- don't assume understanding or skills you haven't seen or assessed,
- time limit,
- objective of learners,
- procedures/steps to success, given in logical order
- behavioral expectations

Develop list of criteria from suggestions. TCs should use this as they script their lesson plans.

20
minutes

6. Readings: You were asked to read three articles on academic language. When I was teaching, academic language was called academic vocabulary and the focus was mostly on the vocabulary of the content area and of testing. We know that it is bigger and more complex than that.

Academic Language is a big part of the TPA but we want the focus to be on Academic Language as a tool to help students learn the content area. Making it

Write your definition of academic language. (Distribute handout)

How did Wilhelm define it? What was key about his ideas?
 How did Burke define it? What was key about his ideas?
 How do Gebhard & Willett define it? What is key about their ideas?

We will look at academic language as the **form** of the language, how it **functions**, and the tools we need to develop initial **fluency**.

less about the TPA and more about the pedagogical tool should help shift the focus—it also helps TCs think more expansively about what ELA is as a discipline—expands their student/expert view.

25 minutes

7. To build on the idea of academic language, we will define observation and how we will use it as a tool for developing a teacher lens.

Distribute Observation handout. Say, Take 5 minutes to skim the handout. Summarize, observation is a tool for teachers and it requires something different from you than just watching. We are asking you to use a specific protocol for your observation notes. (What, So What, Now What).

Distribute example (good) and example (judgmental). Discuss the examples. What is it that we want the TCs to learn from these examples? Why is it important to consider what the teacher is doing as an instructional choice? What else might we need to do? Look at the sentence stems—how can they be a useful tool for talking about teaching?

Create a sentence stem that could be useful for either the So What or Now What section. We'll discuss in class. Send to Melanie/Chris & we'll compile them for you as a tool for your work.

This allows us to put into practice an academic language tool—sentence frames. Using sentence frames to help them think about how to phrase their observation notes will help them focus their lens on what they are seeing rather than judging what they are seeing.

10 minutes

8. We will discuss the syllabus & the tasks for this course.

Previewing the assignments gives them a heads-up about what is coming up. It also allows them to see the arc of the class & how the tasks build.

5 minutes

9. We will take the last few minutes to answer questions.

Student Supports

- Organizational Supports
 - o Preparing for Class Email
 - o Agenda
- Note-taking Supports (Language Processing)
 - o All materials are posted to OAK

Materials and Resources

Organizational Tools for Students

- Preparing for Class Email (Send Friday, August 19)
- Agenda for Session (hardcopy & post to OAK) (Melanie)

Handouts & PowerPoints

- Syllabus (hardcopy & post to OAK (Melanie)
- Handout: Work of Teaching (send via email & post to OAK) (Melanie)
- Handout: Observation (Melanie)
- Handout: Observation Example using format (Melanie)
- Handout: Graphic Organizer for Readings(Chris)
- Handout: List of What We'll Practice & Where (Melanie)
- PPT: Work of Teaching Class work Directions, Overview of Class & Assignments, Intro to Academic Language (post to OAK) (Melanie)

Pedagogical Tools

- Lesson Plan (posted to OAK) (Melanie)
- Handout: Bloom's Taxonomy

Materials needed in class

- Highlighters
- Overheard Markers

Reflection

- What worked and for whom? Why?
- What didn't work and for whom? Why?
- What are your next steps based on the data from this plan?