**WEEK BY WEEK EED 502 AGENDA**

**(Subject to Modification)**

**Monday 4:00 – 6:45 Juniper 1107**

**Wednesday 7:00 – 9:45 ED 1130**

**WEEK ONE:  ON CAMPUS August 28 & 30 Introduction**

[**Welcome to the Course**](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CLessondesigncourse%5CWelcome%20to%20Week%201.ppt)

***Warm Up:*** *People Search (a team activity that establishes a collaborative learning environment****)***

***Course Plan/Overview*: Goals, objectives and expected course outcomes**

**I. Why Induction and Support**

 A. History of Professional Development and Assessment of Teachers

 B. California Standards for the Teaching Profession or LAUSD Framework for Teaching

 C. Formative Assessments based on the previous California Teachers’ Assessment

 D. Showing Evidence - our teaching profession

**II. Reflective Practice and Effective Teaching--**Autobiographical Inquiry—Your Teacher Story

**III. Assessment of Teaching and Learning – The A-Series Documents:** Context for Teaching and Learning –(profile and instructional environment reflections that lead to understanding of the teaching context).

**IV. Mentoring and Collaboration with Your Support Provider: Inquiry into Teaching and Learning**

A. Essential components for instruction

 B. Assessment/reflection: Self-Assessment and Goal Setting

 C. Classroom Observations by Support Provider (SP)

 D. Induction Plans aligned with Standards

 E. Lesson study with SP and colleagues,

1. Focus student selection

2. Inquiry observation record

3. Analysis of selected student work

4. SP and Peer feedback to create summative assessment of teaching

**IV. Summary of Teaching and Learning**

A. Culminating Questions and Reflection Guide

 B. Continuum of Teaching Practice

 C. Portfolio of Significant Achievement in Induction (*Showing Evidence* of instructional outcomes on
 your learning and achievement; and acquiring tools for authentically assessing, offering formative
 feedback, and documenting student progress in knowledge, skills and dispositions,

**WEEK TWO ASYNCHRONOUS** (**ONLINE) September 3-10**

**Participation and Assignments:**

**1. Reading One: *Either*** [**Louise Gomez article:**](https://www.csun.edu/~sb4310/Gomezarticle.doc) ***Telling our teacher stories* –** ***OR*** [**James**](http://www.csun.edu/~sb4310/Lessondesigncourse/James2007AutobiographicalInquiryCurrere.pdf) **article, Autobiographical Inquiry, Teacher Education, and (the Possibility of) Social Justice.**

**2. Complete the Context for Teaching and Learning (Documents A-1 and A-2) in collaboration with your SP.
 Submit A-1-2 in the Moodle Dropbox by Sep. 18
 (Do NOT post confidential student information).
 These forms will be checked for submission; but will receive no comment from instructor).**

**3. Post reflections on Reading in the Moodle Forum 1: Teacher Story**

 **WEEK THREE**: **ON CAMPUS September 11, 13**

**Participation and Assignments:**

1. **Review of course documents including submitted Induction Forms: A-1 and A-2**
2. **Randomly-assigned partners will conduct interviews on** *Your Vision of the Teacher You Have Set out to become*  **Telling Stories PPT.**
3. **Whole group activity introducing partner who was interviewed**
4. **Discussion and example of how to prepare a Draft Individual Induction Plan (ILP)**
5. **Reading Two**: [***Funds of Knowledge***](http://www.sonoma.edu/users/f/filp/ed415/moll.pdf) (Moll, Amanti, Neff. and Gonzalez)
6. **Submit Draft Individual Induction Plan (ILP) by September 25**
7. **Post reflection on Reading in the Moodle Forum 2: Funds of Knowledge**

**WEEK FOUR: ASYNCHRONOUS** **September 17-24**

**Participation and Assignments:**

1. **Complete online poll to schedule half-hour teleconference this week for you and your SP to conference with Dr. Belgrad**
2. **Reading Three:** T[wenty-first Century Skills in STEM](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)
3. **Reading Four: Funds of Knowledge**
4. **Review the A-3 and A-4 forms and Instructor Presentation I-- Showing Evidence PPT**
5. **Select and prepare to bring to next class a visual or an "artifact" that represents your cultural/family history to help your colleagues learn more about you). Important--Don't forget!!**
6. **Post reflections on Reading in the Moodle Forum 3: 21st century skills**

**WEEK FIVE: ON CAMPUS September 25, 27**

**Participation and Assignments:**

1. **Warm Up: Culture Circle Activity: Remember to bring your Artifact!**
2. **Discussion of Funds of Knowledge reading**
3. **Preview** **Lesson Study Video and Instructor Presentation on LDS.**
4. **Meet with peers to discuss upcoming Lesson Study-- a collaborative lesson plan in which you study how to best reach and teach target students (who struggle with learning in a specific content area).**
5. **Small group activity: Discuss questions you may have about creating an optimal environment that engages diverse students**
6. **Submit the A-3 and A-4 forms in the Moodle Dropbox by Oct. 8 (Do NOT post confidential student information. These forms will be checked for submission; but will receive no comment from instructor).**
7. **Post reflections on Reading in the Moodle Forum 4: Process Monitoring: *Why using these tools leads to better understanding of your Teaching Context.***

**WEEK SIX: ASYNCHRONOUS** **October 1 - 8**

**Participation and Assignments:**

1. **Plan how to work together with peers (online or in person) for your Lesson Design Study *LDS (Action Research) Team of two or more teachers* Lesson Study Template.**
2. **Review of B-series Forms: Mentoring and Collaboration with Your Support Provider: Inquiry into Teaching and Learning in preparation for your first observation with SP.**
3. **Support provider helps you to complete B documents for submission**
4. **Reading Four:**[**Culturally Responsive Pedagogy**](http://www.uwec.edu/COEHS/upload/Pattee-Article.pdf)
5. **Post on Reading in the Moodle Forum 5: Showing Evidence**

 **WEEK SEVEN: ON CAMPUS October 9, 11**

**Participation and Assignments:**

1. **Cooperative Learning Tools for the Engaged Learning Classroom**
2. **Discussion of Culturally Responsive Pedagogy**
3. **Instructor PPT on Formative Assessment Tools that support authentic student learning.**
4. **Lesson Study Groups meet to continue planning. Schedule and conduct your first informal observation with SP with focus on how to apply 21st century skills.**
5. **Work with SP to look ahead in your curriculum to select the possible 21st century learning unit that will be appropriate your identified goals in lesson design study.**
6. **Submit your B-2 Form in the Moodle Dropbox by October 15.**
7. **Submit draft Lesson Study Plan using the LAUSD template by Oct 22.**
8. **Post on Reading in the Moodle Forum Forum 6: Culturally Relevant Pedagogy**

**Your Design Lesson will need to include at least two authentic assessments that enable you to offer your students formative feedback.  You will also need to include a summative evaluation that measures the content area knowledge, skills and dispositions acquired by students. To support you in this area, view the Instructor PPT on Portfolio Assessment Tools that support authentic student learning.**

**WEEK EIGHT ASYNCHRONOUS October 15 -22**

**Participation and Assignments:**

1. **Lesson Study Groups meet to continue planning.**
2. **Appointment times for students and/or SPs to meet/teleconference with Dr. Belgrad on using these forms.**
3. **Submit Forms B2, B-3 and B-4 by Oct 22.**
4. **Submit draft of group LDS Plan for Instructor Comments on (you will later resubmit it for final review of your individual lesson before leading/video-taping lessons with students).**
5. **Review the Assignment/Assessment Checklist to be sure you have submitted required assignments to date.**
6. **Reading Five:** [**PCK and Science Education.**](http://www.csun.edu/science/ref/pedagogy/pck/) **or** [**PCK-Shulman**](https://www.narst.org/publications/research/pck.cfm) **or select from the PCK** [**Bibliography**](http://www.project2061.org/publications/bsl/online/index.php?txtRef=http%3A%2F%2Fwww%2Ecsun%2Eedu%2Fscience%2Fref%2Fpedagogy%2Fpck%2Fpck_bibliography%2Ehtml&txtURIOld=%2Ftools%2Fbenchol%2Fbolintro%2Ehtm)**:
 *Pedagogical Content Knowledge:***

**WEEK NINE ON CAMPUS October 23, 25**

**Participation and Assignments:**

1. **Discussion on the PCK reading and STEM Integration to meet NGSS.**
2. **Peers review and respond to the comments made by SPs and Instructor on draft LDS Plan**
3. **Instructor Presentation on Portfolio of Significant Achievement in the course.**
4. **Schedule time to meet with SP and Team about your planned Lesson Study and begin lesson study teaching.**
5. **Submit Forms C-2 through C-6 or LAUSD Lesson Template if needed, for final review before leading
 and or video-taping lessons with students by Oct 29 until Nov. 9.**
6. **Post on Reading in the Moodle Forum: PCK and Science Education**

**WEEK TEN ASYNCHRONOUS October 29 - November 5**

**Participation and Assignments:**

 **1. LDS teams lead lessons and complete forms on progress in LDS.**

**2. Participate in or Review Videos of your LDS Team Member Lessons.**

**3. Prepare three artifacts that show evidence of your significant achievement in Induction.**

**4. Submit Forms C-7 and C-8 by Nov 12.**

**5. Appointment times for students and/or SPs to meet/teleconference with Dr. Belgrad on using these forms.**

**4. If needed, make appointment to meet with Instructor about Portfolio Artifact selection.**

**WEEK ELEVEN ASYNCHRONOUS** **November 5 - 12**

**Participation and Assignments:**

**1. LDS teams lead lessons, conclude LDS process by completing conferences on all team’s observations or videotaped reviews.**

**2. Participate in or Review Videos of your LDS Team Member Lessons.**

**3. Submit Final ILP Form by Nov 19.**

**4. Prepare three artifacts that show evidence of your significant achievement in Induction.**

**5. Appointment times for students and/or SPs to meet/teleconference with Dr. Belgrad on using these forms.**

**6. If needed, make appointment to meet with Instructor about assignments or Portfolio Artifact selection.**

**7. If needed, make appointment to meet with Instructor about Portfolio Artifact selection.**

**WEEK TWELVE ASYNCHRONOUS** **November 13 - 19**

**Participation and Assignments:**

**1. Resubmit ILP FORM if instructor or SP has offered important edits.**

**2. Submit Form D-1 when LDS is completed or by Nov 20.**

**3. If needed, make appointment to meet with Instructor about assignments or Portfolio Artifact selection.**

**WEEK THIRTEEN: NO CLASS HOLIDAY WEEK NOV. 19-26**

**Use this week to complete any outstanding assignments or meet with Dr. Belgrad on Monday or Tuesday to discuss course performance.**

**WEEKS FOURTEEN ON CAMPUS November 27, 29**

**Participation and Assignments:**

1. **Portfolio of Significant Achievement Peer Portfolio Showcase (including Lesson Study Summary (Form D).**
2. **Resubmit FACT Form C-1 if instructor or SP has offered important edits during the process.  Also note if there are goal areas that you continue to see as important to address.**
3. **Submit Self Assessment Form to determine final grade in this course.**
4. **If needed, make appointment to meet with Instructor about assignments.**

**FIFTEEN ASYNCHRONOUS December 3 - 10**

**Participation and Assignments:**

**1. Any/All Resubmitted** Forms are Due!

**2. Submit** Self Assessment Form to determine final grade in this course.

**If needed, make appointment to meet with Instructor about assignments.**