**AGENDA for Wednesday ONLINE Section 19264**

**Week 1   January 28 - - Online Synchronous with *Moodle* and *Collaborate* 4:30pm -6:30 pm**

 ***Warm Up:*** *People Search (a team activity that establishes a collegial learning environment****)***
[Welcome to the Course](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CLessondesigncourse%5CWelcome%20to%20Week%201.ppt)

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

**I. Why Induction and Support**

 A. History of Professional Development and Assessment of Teachers

 B. Showing Evidence

 C. CSTPs

 D. Formative Assessment of California Teachers

**II. Reflective Practice and Effective Teaching**

A. Autobiographical Inquiry—*Your Teacher Story*

 B. Self-Assessment and Goal Setting

 C. Induction Plans aligned with Standards

 D. Classroom profiles and instructional environment reflections that lead to understanding of your
 Teaching Context

**III. Formative Assessment in Curriculum and Instruction**

A. Showing Evidence of instructional outcomes on student learning and achievement

 B. Providing feedback for student learning based on observation and data collection

 C. Acquiring tools for authentically assessing and documenting student progress in knowledge, skills
 and dispositions.

**IV. Lesson Study Design and Collaboration**

 **A. History, Goals and Processes**

 **B. Lesson Study and PCK**

 **C. Curriculum Design, collaboration, goal setting and student assessment**

**A. *Why Induction and Support***

**Objective: #3. Learn through engagement about the formative assessment process with the course instructor and your support provider.**

**B*. Reflective Practice and Effective Teaching***

**Objective** **#1**: **Through Autobiographical Inquiry—Your Teacher Story: Self-Assessment and Goal Setting on CSTPs teachers will identify individual professional needs through reflection and self-evaluation.**

 **Objective** **#2: Induction Plans aligned with Standards: Teachers will develop an Individual Induction Plan, in conjunction with their employer, mentor and the university that is designed to enhance their teaching abilities and reflect inquiry-based methodology and reflective practice.**

 **C. *Formative Assessment of California* Teachers – FACT-- Instructor Presentation and small group activity Showing Evidence**

**Time will be spent discussing the upcoming reading and key assignment: Draft Individual Induction Plan (IIP) DUE February 4**

**Assignments for February 4 Groups in Online Asynchronous and Synchronous Sessions**

***1.Forum*:**

**Review and then Post your reflections on the** [**Showing Evidence**](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDropbox%5CShowingEvidence%20PPTs%5CDay%20One%20Danielson%20Preview.ppt) **presentation in the Forum**

 **Choose** from [CSTP Domains A-E](http://www.csun.edu/education/eed/forms/program%20forms/Induction%20goals%20revised.doc) to reflect on goals that you want to increase professional efficacy.

**Read:** [**Louise Gomez article:**](https://www.csun.edu/~sb4310/Gomezarticle.doc) ***Telling our teacher stories* --Randomly-assigned partners will conduct online interviews on** *Your Vision of the Teacher You Have Set out to Become.*

**In the assigned Chat-room, Interview your partner using the questions from the** [**Telling Stories PPT**](https://www.csun.edu/~sb4310/SEMINARII_files/TELLING%20STORIES%20OF%20OUR%20TEACHING.htm)**.**

**Use** the[**Discussion**](https://www.csun.edu/~sb4310/SEMINARII_files/TELLING%20STORIES%20OF%20OUR%20TEACHING.htm) **link to introduce your partner to the class.**

**Complete**: **Draft** **Individual Induction Plan (IIP)** DUE February 4

**Week 2     February 4 – Asynchronous Online Discussions and Assignment Posting**

**Objective** **#2: Induction Plans aligned with Standards: Teachers will develop an Individual Induction Plan, in conjunction with their employer, mentor and the university that is designed to enhance their teaching abilities and reflect inquiry-based methodology and reflective practice.**

 **Objective #5: Demonstrate skills and knowledge that are aligned with the California Standards for the Teaching Profession and contained in the Commission on Teacher Credentialing Single and Multiple Subject Credential Standards.**

In the online discussions you will articulate your vision of becoming a successful professional educator through a deeper understanding of CA professional learning goals, roles and responsibilities. As interviewers you are invited to inquire **into** the perceived supports and constraints to your partner’s development as an effective teacher You will be led to consider why an effective and collegial teaching mentor or coach plays a significant part of your future success as a teaching professional. This will provide opportunity to describe the goals you are considering in your draft IIP.

Connect with your assigned partners to engage in teacher-story interviews on*Your Vision of the Teacher You Have Set out to Become.*  Introduce your partner’s key strengths, goals, (agreed upon) in Moodle Forum.

**Use** the **Chat room link to respond to key points during the (online) Session 2**

**Review the Instructor Presentation I Showing Evidence PPT**

**Assignment Due** **February 11**

**Review Draft Individual Induction Plan (IIP)**

**Be prepared to share the Domain Goals** that you identified and why

**Read:** the article on  **[“Autobiographical Inquiry](https://www.csun.edu/~sb4310/Lessondesigncourse/Autobiographical%20Inquiry.htm)*[”](https://www.csun.edu/~sb4310/Lessondesigncourse/Autobiographical%20Inquiry.htm)***

**Week 3 - February 11 No Meeting – Place Draft IIP in Moodle Drop Box by 7:00 P.M.**

 **Objective** **#2: Induction Plans aligned with Standards: Teachers will develop an Individual Induction Plan, in conjunction with their employer, mentor and the university that is designed to enhance their teaching abilities and reflect inquiry-based methodology and reflective practice.**

 **Objective #5: Demonstrate skills and knowledge that are aligned with the California Standards for the Teaching Profession and contained in the Commission on Teacher Credentialing Single and Multiple Subject Credential Standards.**

**Assignments for February 18**

**Review and complete responses** to the two Planning Forms: The Classroom Profile and The Instructional Environment. Prepare questions you may have about creating an optimal environment that engages diverse students.

**Post Your reflections in Forum:** *Why does using these tools lead to better understanding of your Teaching Context****? Due February 18***

**Week 4  - February 18- Online Asynchronous Discussions and Assignment Posting**

 **Draft Planning Forms are Due at 7PM**

**Objective # 6. Describe the educational needs of your students and identify professional resources for needed information.**

**Objective # 7. Engage in learning processes that enable you to describe and demonstrate your classroom practice, while documenting progress towards meeting the performance goals specified in the Induction Plan.**

**This session is designed to help you acquire skill and perspective  in planning instruction and designing learning experiences that reflect, draw on and value  students’ backgrounds, interests life experiences, prior knowledge, and developmental learning needs.**

Review the two Planning Forms: The Classroom Profile and The Instructional Environment

Your reflections using these tools lead to better understanding of your *Teaching Context*

**Assignments for February25**

**Planning Forms are Due at 7PM**

**Select and prepare to present an "artifact"** that represents your cultural/family history to learn about ). **Important--Don't forget!**!

**Read**: [***Funds of Knowledge***](http://www.sonoma.edu/users/f/filp/ed415/moll.pdf) (Moll, Amanti, Neff. and Gonzalez)

 **Week 5 - February 25  - Online Synchronous with *Moodle* and *Collaborate* 4:30pm -6:30 pm**

***Warm Up****:* *Culture Circle*(an activity that promotes the understanding of culture/family background through sharing significant artifacts)

**Objective #5:** **Demonstrate skills and knowledge that are aligned with the California Standards for the Teaching Profession and contained in the Commission on Teacher Credentialing Single and Multiple Subject Credential Standards.**

**Objective #6: Describe the educational needs of their students and identify professional resources for needed information.**

**Objective #7: Engage in learning processes that enable candidates to describe and demonstrate their classroom practice, while documenting their progress towards meeting the performance goals specified in the induction plan.**

In this session you will gain skill in transferring and implementing knowledge of students’ backgrounds, interests, life experiences and prior knowledge into effective instructional design and assessment of learning experiences for all students

**Instructor Presentation 2 on Lesson Design Study**  [**Powerpoint Presentation**](https://www.csun.edu/~sb4310/Lessondesigncourse/Session4.htm) and the [**LDS PLANNING TEMPLATE**](http://www.csun.edu/~sb4310/Lessondesigncourse/LDSPlantemplate.doc)

**Instructor Presentation 3 on Lesson Design Study** [**Powerpoint Presentation**](http://www.csun.edu/~sb4310/Lessondesigncourse/week5.htm)

**Assignments for March 4**

 **Review the: LESSON STUDY VIDEO LINK**

[**http://www.misd.net/lessonstudy/videos.htm**](http://www.misd.net/lessonstudy/videos.htm)

**Meet with your LDS Team** to plan lesson using the [**LDS PLANNING TEMPLATE**](http://www.csun.edu/~sb4310/Lessondesigncourse/LDSPlantemplate.doc)

**Read:**  [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:* Analyzing the knowledge base of the effective teacher:  - Pedagogical knowledge;   Pedagogical *content* knowledge;   Pedagogical *context* knowledge

**Post** your reaction to the readings and class activities on the **Forum.**

**Post your Lesson Study Form 4.2 by March 11@7:00 P.M.**

**Week 6    March 4 Online Asynchronous Discussions and Assignment Posting**

**Objective:  Develop instructional activities and materials to make subject matter accessible to all students.**

**Meet** with your LDS Research Team to discuss ideas gleaned from the reading in Leading Lesson Study and continue to refine your lesson
**Review** the Instructor[**Powerpoint Presentation**](http://www.csun.edu/~sb4310/Lessondesigncourse/Week6.htm)

**Assignments for March 18**

**Lesson Study Form 4.2**

 **Work with Team to Complete Lesson Study Planning Sheets** relevant for your goals.
 **Plan to consult** through Team Discussion Board with Dr. Belgrad using these forms.

 **Look ahead in your curriculum** to select the unit and possible lesson that will meet the identified
 goals of your lesson research study.

 **Post:** Reflect on the levels of performance that you have identified and how you plan to improve your
 self-efficacy.

**Share** your reflection on your levels of performance and self efficacy goals—How does self assessment promote inquiry into practice and performance?

**Forum:**Reflect on and post what you are learning about the collaborative process embedded
 in lesson study.

**Post** your reaction to the reading on the **Discussion Board.**

**Week 7 March 9  No Meeting  - Complete Lesson Design Study Plans and Post in Assignments by 7:00 P.M.
Lesson Study Form 4.2**

**See Instructor PPT on Formative Assessment Tools that support authentic student learning.**

**Week 8 March 18 Online Asynchronous Meeting**

**Individual and Team Members** respond to Instructor Comments on LDS Plan and Resubmit for final review before leading/video-taping lessons with students.

**Preparations to Teach** Individual Lesson with Study Group Observing (or Videotape and Distribute to Team for review)  Designate at least two times to meet your team face-to-face or online synchronously or asynchronously,

Lesson Study teams share their lesson themes and research questions with class.

**Assignments for April 1**

**Lead and Videotape your class LDS**

**Review your LDS Team Member’s Videos**

**Forum: Post** your reaction to the reading on the **Team Group Board.**

**Week 9   March 25 - Online Asynchronous Discussions -LDS Video of Class-Led Lesson**

**Assignments for March 30**

**Lead and Videotape your class LDS**

**Review your LDS Team Member’s Videos**

**Post** your reaction to the reading on the **Team Group Chat.**

**Week 10    April 1 – Online Synchronous with *Moodle* and *Collaborate* 4:30pm -6:30 pm**

***Warm Up****:* [*Multicultural Bingo*](https://www.csun.edu/~sb4310/Clsrmangment/multiculturalbingo.doc) (an activity that encourages exploration of shared and diverse cultural aspects)

***Mini-lesson*** *on torn circles activity*

**Objective 1:  Improve professional practice by working with colleagues to analyze and modify instructional plans and teaching in order to enhance student understanding of subject matter.**

**Objective 2: Seek ideas and recommendations from the class; feedback with ideas/adaptations based on  PCK.**

Instructor Presentation: **Engaged Learning**

Share and Discuss - what are the characteristics of your classroom context?

Activity and Discussion:

How can lesson study promote inquiry, self study and collaborative practice in your school?

[**http://www.misd.net/lessonstudy/videos.htm**](http://www.misd.net/lessonstudy/videos.htm)

**Assignments for April 15**

**Post two thoughtful** reflections on how you are building upon your Pedagogical Content Knowledge within your classroom learning environment through professional collaboration.

2. Reflect on how the lesson design process is contributing to the growth of your Pedagogical Content Knowledge associated with teaching the discipline in general and specifically with this lesson.

**Week 11  April 8  NO CLASS    UNIVERSITY SPRING BREAK**

**Week 12 April   15 Online Asynchronous Discussions and Assignment Posting**

Lesson Study Written Summary Is Due

**Objective:  Design coherent instruction and learning activities that are highly relevant to students and pedagogical content and context goals.**

Report-out on Team Lesson Revisions—simulating the teaching event with peers.

Teams give feedback for lesson development to promote student achievement.

Group activity to analyze responses to reading.
Sharing of the progress report based on perspectives, assumptions strategies and tools you are planning to incorporate in order to promote student learning

End-of-class debriefing on team progress on-lessons using feedback following presentations.

**Assignments for April 22:** Further Analyzing Instructional Assumptions about Learning

Lesson Design Final Summary and Reflection Due: April 22

 Assess the quality of your experience in working with your lesson design team.

**Post in Forum:**
1. Following your self and group assessment of the Lesson Design Study, reflect on your professional growth during the process.  Also note if there are goal areas that you continue to see as important to address.

2. After hearing about the progress of other lesson design teams, what more can you do to incorporate lesson study in your school setting? Has the experience of videotape review/observation by lesson study team colleagues helped you to include critical and multicultural inquiry into your teaching?

**Week 13     April 22 Online Synchronous with *Moodle* and *Collaborate* 4:30pm -6:30 pm**

**Lesson Design Final Summary and Reflection Due**

**Objective 1:  Work with colleagues to design coherent instruction and learning activities that are highly relevant to students and pedagogical content and context goals.**

**Objective 2: Further analyze instructional plans and incorporate relevant modifications, assessment and evaluation strategies.**

**Objective 3:  Design coherent instruction and learning activities that are highly relevant to students and pedagogical content and context goals.**

LDS Teams present the outcomes of their lesson study and review of team videos.

Instructor-Led Presentation on Instructions for Portfolio Showcase.

**Week 14 April   29 Online Synchronous with *Moodle* and *Collaborate* 4:30pm -6:30 pm**

**All Assignments Must be Submitted by 7:00 p.m.**

 1. Understand the need for Induction and identify individual professional needs through reflection and self-evaluation.

2. Develop an Individual Induction Plan, in conjunction with their employer and the university that is designed to enhance the candidate’s teaching abilities and reflect inquiry-based methodology and reflective practice.

3. Learn through engagement about the professional formative assessment process with the course instructor and their support provider.

4. Develop an understanding of their context for teaching, including school, district and community expectations and resources.

5. Demonstrate skills and knowledge that are aligned with the California Standards for the Teaching Profession and contained in the Commission on Teacher Credentialing Single and Multiple Subject Credential Standards.

6. Describe the social, emotional, cognitive and educational needs of their students and identify professional resources for needed information.

7. Engage in professional learning processes that enable candidates to describe and demonstrate their classroom practice, while documenting their progress towards meeting the performance goals specified in the induction plan.

8. Demonstrate ability to locate and incorporate knowledge of current issues and trends, professional evidence-based research in the field, current issues and advanced level data driven instruction.

**PEER PORTFOLIO CONFERENCE -**SHOWCASING the self assessments and goals of your continuing Induction  Plan (IIP).

 -Reviewing individual portfolios and sharing artifacts from the entire course;

**COURSE EVALUATION**