

UNIT PLAN

ACCEPTABLE

**Feinstein School of Education and Human Development
Teacher Candidate Work Sample
Rubric Scores**

Candidate: _____ EMPID: _____ 345648 _____

Program: _____ Technology Education _____ Semester: _____ Spring 2010 _____

College Supervisor: _____ Dr. Frank Farinella _____ Date: _____ MAY 5, 2010 _____

Cooperating Teacher: _____ Mr. Kenneth Bowling _____ School/District: _____ Cranston, RI _____

Provide the candidate's scores on each rubric dimension for each TCWS process. Then, provide the average and total the rubric scores for each TCWS process.

Rubric Scores for TCWS Processes:

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
I. Contextual Factors	Knowledge of District, Community, School and Classroom Factors (RIPTS 1) ____6____	Knowledge of Characteristics of Class Members (RIPTS 4) ____5____	Knowledge of Students' Skills And Prior Learning (RIPTS 3) ____5____	Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4) ____5____	Implications for Instructional Planning and Assessment (RIPTS 4) ____5____	Organization, readability, spelling, and grammar (RIPTS 8) ____5____			5.1/6	31/36
II. Learning Goals and Unit Objectives	Learning Goals (RIPTS 2) ____5____	Alignment with National, State or Local Standards (RIPTS 2) ____5____	Classification of Unit Objectives (RIPTS 5) ____5____	Clarity (RIPTS 8) ____5____	Appropriateness For Students (RIPTS 3) ____5____	Rationale / Purpose (RIPTS 4) ____5____	Organization, readability, spelling, and grammar (RIPTS 8) ____5____		5/6	35/42
III. Assessment Plan	Visual Organizer Format (RIPTS 9) ____5____	Multiple Forms of Assessment (RIPTS 9) ____5____	Alignment of Unit Objectives and Assessments. (RIPTS 9) ____5____	Justification for Assessment Methods (RIPTS 9) ____5____	Adaptations Based on the Individual Needs of Students (RIPTS 4) ____5____	Rationale (RIPTS 9) ____5____	Scoring Procedures (RIPTS 9) ____5____	Organization, readability, spelling, and grammar (RIPTS 8) ____5____	5/6	40/48

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
IV. Design for Instruction	Use of Pre-Assessment Data (RIPTS 8) ___4___	Unit Visual Organizer (RIPTS 2) ___5___	Lesson Plans (RIPTS 2) ___5___	Alignment with Learning Goals and Unit Objectives (RIPTS 2) ___5___	Classroom Climate (RIPTS 6) ___5___	Use of Technology (RIPTS 2) ___5___	Organization, readability, spelling, and grammar (RIPTS 8) ___5___		4.9/6	34/42
V. Instructional Decision-Making	Rethinking Your Plans for a Group of Students (RIPTS 3) ___5___	Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4) ___5___	Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4) ___5___	Rethinking Your Plans for an Individual Student (RIPTS 3) ___5___	Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4) ___5___	Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4) ___5___	Organization, readability, spelling, and grammar (RIPTS 8) ___5___		5/6	35/42
VI. Analysis of Student Learning	Alignment with Selected Unit Objectives (RIPTS 9) ___5___	Clarity and Accuracy of Presentation of Graphs (RIPTS 9) ___5___	Interpretation of Data (RIPTS 9) ___5___	Evidence of Impact on Student Learning (RIPTS 9) ___5___	Insights on Effective Instruction and Assessment (RIPTS 10) ___5___	Self Evaluation and Implications for Future Teaching (RIPTS 10) ___5___	Organization, readability, spelling, and grammar (RIPTS 8) ___5___		5/6	35/42
VII. Candidate Reflection on Student Teaching Experience	Description of Incidents (RIPTS 10) ___5___	Description of Effect on Student Teaching Experience (RIPTS 10) ___5___	Description of Self Learning (RIPTS 10) ___5___	Plans for Professional Development (RIPTS 10) ___5___	Organization, readability, spelling, and grammar (RIPTS 8) ___5___				5/6	25/30

Requirements for “passing” the TCWS: a) Candidate’s average score for each process must be equal or greater to 3 out of 6; b) Candidate does not receive any scores of “1” on any rubric dimension; c) Candidate is allowed no more than one revision for each process.

235/ 282

Indicate your final evaluation for the candidate’s TCWS:

Fail

Pass: Acceptable

XX Pass: Target

(Total score of 0-140 points or the candidate received a score of “1” on at least one rubric dimension or more than one revision of a TCWS process)

(Total score of 141-234 points; no scores of “1” on any rubric dimensions; no more than one revision per process)

(Total score of 235-282 points; no scores of “1” on any rubric dimensions; no more than one revision per process)

Unit Plan

ACCEPTABLE

Process 2: Learning Goals and Unit Objectives

Part I: Learning Goals		
Learning Goals: <ul style="list-style-type: none">• Students will be able to create an informative PowerPoint presentation on a selected topic. (I)• Students will be able to present their information in a clear and well organized manner to an audience of peers. (II)		
Part II: Unit Objectives		
	Related Content Standards (State and/or SPA)	Domain/Level/Classification/Other
Objective 1: 7 th grade students will be able to describe the different uses of PowerPoint in today's society.	Standard 1 – Students will develop an understanding of the characteristics and scope of technology. F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology.	Cognitive Domain; Level – Knowledge
Objective 2: 7 th grade students will be able to properly use internet search engines to research factual information and to compare and contrast multiple sites to prove validity of sources.		Cognitive Domain; Level - Comprehension
Objective 3: 7 th grade students will be able to save files properly to the correct drive(s).		Cognitive Domain; Level – Knowledge
Objective 4: 7 th grade students will be able to start a new PowerPoint presentation from scratch and edit individual slide formats and layouts.		Cognitive Domain; Level – Knowledge

<p>Objective 5: 7th grade students will be able to add/edit/organize information on a slide using text boxes, bulleted points, and font editing tools (size, style, color).</p>	<p>ET2 – Effective design through engineering and technology is the outcome of a problem solving process involving the application of content knowledge, acquired skills, and creativity. (ITEA STL 8-13) ET2.1 (5-8) Utilize the attributes of the design process to solve a real world problem. ET2.1 (7-8) Students demonstrate an understanding of the attributes of the design process by: 1b Selecting and justifying an appropriate design solution for a given scenario or task. *</p>	<p>Cognitive Domain; Level - Comprehension</p>
<p>Objective 6: 7th grade students will be able to insert many types of animations into their PowerPoint presentations including word art, clip art, external images from the internet, and 3d text animations from Xara 3d5.</p>	<p>Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies. K. The use of symbols, measurements, and drawings promote clear communication by providing common language to express ideas.</p>	<p>Cognitive Domain; Level – Knowledge</p>
<p>Objective 7: 7th grade students will be able to edit slide transitions and themes in their presentations to create a smooth, interesting, and organized final product.</p>	<p>ET2 – Effective design through engineering and technology is the outcome of a problem solving process involving the application of content knowledge, acquired skills, and creativity. (ITEA STL 8-13) ET2.1 (5-8) Utilize the attributes of the design process to solve a real</p>	<p>Cognitive Domain; Level – Comprehension</p>

	world problem. ET2.1 (7-8) Students demonstrate an understanding of the attributes of the design process by: 1b Selecting and justifying an appropriate design solution for a given scenario or task.*	
Objective 8: 7 th grade students will be able to present information reflected in their PowerPoint presentations to their peers following the presentation rubric provided to them.		Cognitive Domain; Level – Application
Part III: Rationale / Purpose		
<p>Computer technology is one of the fastest growing, most important technologies in the world today. Computers have been integrated into every aspect of our lives; from our phones, laptops, and cars, to televisions, GPS's and music. Anything that we rely on to make our lives easier has been made possible by the up rise of computers. Besides for personal use, computers are used to run businesses and corporations worldwide around the clock. Many of these businesses use software found in ©Microsoft Office to maintain an optimal and consistent modus operandi.</p> <p>One of the most popular and widely used programs is Microsoft PowerPoint. This software has many uses, depending on the needs of the consumer. For example: PowerPoint is an essential ingredient of many corporate training sessions. It provides interactive and more effective training usually generating more results. PowerPoint also makes it easier for people in marketing, advertising, and sales to make presentations to motivate coworkers and future investors. The inclusion of charts, images, clip-art, and other graphics make the presentations inviting to the eye. Animations and sound effects can also be added making them seem more interactive. Last but not least, PowerPoint presentations can be used in education at any grade level. PowerPoint combines audio and visual aspects, making it appeal to a wider, more diverse group of learners.</p> <p>In conclusion, the uses for Microsoft PowerPoint are growing at an exponential rate. The earlier children learn to use this software, the more of an advantage they will have at the next level. These students will have to give presentations in High School, College, and for some, the remainder of their professional careers. This unit is not only aimed to give students a head start on their next 4-8 years of education, but also to give them a clear vision of what is going to be expected of them at a professional level once they reach and become part of the working force.</p>		

Process 3: Assessment Plan

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>1. 7th grade students will be able to describe the different uses of PowerPoint in today's society.</p>	<ul style="list-style-type: none"> ♣ <u>Pre-Assessment</u> Questions asked to gain a better understanding of students' prior knowledge. ♣ <u>Formative Assessment</u> Personal Communication ↳ Class Discussion ♣ <u>Post-Assessment</u> Personal Communication ↳ Class Discussion 	<ul style="list-style-type: none"> ♣ This method is used to gain information about students' prior knowledge on the topic area. This method of questioning will help steer the class discussion in the direction needed. ♣ <i>Class discussion</i> allows the teacher to provide new information to the students as well as receive feedback from students to see what information needs to be repeated or explained in a different manner. ♣ <i>Class discussion</i> will close out the class to make sure that students understand the uses of PowerPoint in society. No written or graded assessment necessary for today's class. 	<p>Preferred seating for a couple of students with behavioral problems. No documented issues, just trouble sitting still during a discussion for extended periods of time.</p>
<p>2. 7th grade students will be able to properly use internet search engines to research factual information and to compare and contrast multiple sites to prove validity of sources.</p>	<ul style="list-style-type: none"> ♣ <u>Pre-Assessment</u> Questions asked to gain a better understanding of students' prior knowledge. ♣ <u>Formative Assessment</u> Internet research problem set. Informal questioning 	<ul style="list-style-type: none"> ♣ This method is used to gain information about students' prior knowledge on the topic area. Questions will be followed by the I do, We do, You do approach to student learning. ♣ The internet research problem set will provide the students 	<p>A modified, more detailed set of instructions should be provided to Peter Z. at the beginning of the assignment.</p> <p>Extended time can be provided if Peter S., and Peter Z. are</p>

	<p>will be present throughout the lesson.</p> <p>♣ <u>Post Assessment</u> Completion of internet research set.</p>	<p>with questions that will help them practice proper internet searching techniques; also students will be comparing and contrasting information found on multiple websites to detect conflicting data to check validity of sources.</p> <p>♣ The completion of the internet research problem set will provide the students with independent practice which will then be graded as a formal assessment.</p>	<p>struggling to complete assignment and/or assessments in the time allowed.</p>
<p>3. 7th grade students will be able to save files properly to the correct drive(s).</p>	<p>♣ <u>Pre-Assessment</u> Questions asked to gain a better understanding of students prior knowledge</p> <p>♣ <u>Formative Assessment</u> Personal communication <ul style="list-style-type: none"> ▫ Class Discussion ▫ Informal questioning </p> <p>♣ <u>Post Assessment</u> Ongoing file management assessment</p>	<p>♣ This method is used to gain information about students' prior knowledge on the topic area. Questions will be followed by the I do, We do, You do approach to student learning.</p> <p>♣ <i>Class discussion</i> allows the teacher to clarify and provide new information to students.</p> <p>♣ <i>Informal questioning</i> allows for understanding and clarity.</p> <p>♣ Students will be saving files multiple times per class every time that we meet. This will be an ongoing assessment throughout the semester because it is made clear early that file management is the students' responsibility. Poor file management will result in a poor</p>	<p>A modified, more detailed list providing step by step set of instructions should be provided to Peter Z. at the beginning of the assignment.</p>

		grades.	
<p>4. 7th grade students will be able to start a new PowerPoint presentation from scratch and edit individual slide formats and layouts.</p>	<ul style="list-style-type: none"> ♣ <u>Pre-Assessment</u> Questions asked to gain a better understanding of students prior knowledge ♣ <u>Formative Assessment</u> Personal Communication <ul style="list-style-type: none"> ▫ Class discussion ▫ Informal questioning ▫ Guided practice ♣ <u>Post Assessment</u> Ongoing slide organization and design assessment 	<ul style="list-style-type: none"> ♣ This method is used to gain information about students' prior knowledge on the topic area. Questions will be followed by the I do, We do, You do approach to student learning. ♣ <i>Class discussion</i> allows the teacher to clarify and provide new information to students. ♣ <i>Informal questioning</i> allows for understanding and clarity. ♣ <i>Guided practice</i> allows the teacher to use the I do, We do, You do approach to student learning. Students watch how a process is done, students then follow along as the process is being done, then students are able to complete the process independently. ♣ In the slide show rubric, one of the main sections that the students will be graded on upon the completion of the assignment is slide show creativity 	<p>Preferred seating for a couple of students with behavioral problems. No documented issues, just trouble sitting still during a discussion for extended periods of time.</p> <p>Students will be provided with numerous options to demonstrate competence: talking, drawing, writing, checklist, role play.</p> <p>A modified, more detailed list providing step by step set of instructions should be provided to Peter Z. at the beginning of the assignment.</p>
<p>5. 7th grade students will be able to add/edit/organize information on a slide using text boxes, bulleted points, and font editing tools (size, style, color).</p>	<ul style="list-style-type: none"> ♣ <u>Pre-Assessment</u> Questions asked to gain a better understanding of students prior knowledge 	<ul style="list-style-type: none"> ♣ This method is used to gain information about students' prior knowledge on the topic area. Questions will be followed by the I do, We do, You do approach to student learning. 	<p>A modified step by step set of instructions should be provided to Peter Z. at the beginning of the assignment.</p> <p>Preferred seating for a couple of students with</p>

	<ul style="list-style-type: none"> ♣ <u>Formative Assessment</u> Personal Communication <ul style="list-style-type: none"> ↪ Class discussion ↪ Informal questioning ↪ Guided practice ♣ <u>Post Assessment</u> Ongoing slide organization and design assessment 	<ul style="list-style-type: none"> ♣ <i>Class discussion</i> allows the teacher to clarify and provide new information to students. ♣ <i>Informal questioning</i> allows for understanding and clarity. ♣ <i>Guided practice</i> allows the teacher to use the I do, We do, You do approach to student learning ♣ In the slide show rubric, one of the main sections that the students will be graded on upon the completion of the assignment is slide show creativity 	<p>behavioral problems. No documented issues, just trouble sitting still during a discussion for extended periods of time.</p>
<p>6. 7th grade students will be able to insert many types of animations into their PowerPoint presentations including word art, clip art, external images from the internet, and 3d text animations from Xara 3d5.</p>	<ul style="list-style-type: none"> ♣ <u>Pre-Assessment</u> Questions asked to gain a better understanding of students prior knowledge ♣ <u>Formative Assessment</u> Personal Communication <ul style="list-style-type: none"> ↪ Class discussion ↪ Informal questioning ↪ Guided practice ♣ <u>Post Assessment</u> Ongoing slide organization and design assessment 	<ul style="list-style-type: none"> ♣ This method is used to gain information about students' prior knowledge on the topic area. This method of questioning will help steer the class discussion in the direction needed. ♣ <i>Class discussion</i> allows the teacher to clarify and provide new information to students. ♣ <i>Informal questioning</i> allows for understanding and clarity. ♣ <i>Guided practice</i> allows the teacher to use the I do, We do, You do approach to student learning ♣ In the slide show rubric, one of the main sections that the students will be graded on upon the completion of the assignment is slide show creativity 	<p>Students will be provided with numerous options to demonstrate competence: talking, drawing, writing, checklist, role play.</p> <p>A modified step by step set of instructions should be provided to Peter Z. at the beginning of the assignment.</p>

<p>7. 7th grade students will be able to edit slide transitions and themes in their presentations to create a smooth, interesting, and organized final product.</p>	<ul style="list-style-type: none"> ♣ <u>Pre-Assessment</u> Questions asked to gain a better understanding of students prior knowledge ♣ <u>Formative Assessment</u> Personal Communication <ul style="list-style-type: none"> ↪ Class discussion ↪ Informal questioning ↪ Guided practice ♣ <u>Post Assessment</u> Ongoing slide organization and design assessment 	<ul style="list-style-type: none"> ♣ This method is used to gain information about students' prior knowledge on the topic area. Questions will be followed by the I do, We do, You do approach to student learning. ♣ <i>Class discussion</i> allows the teacher to clarify and provide new information to students. ♣ <i>Informal questioning</i> allows for understanding and clarity. ♣ <i>Guided practice</i> allows the teacher to use the I do, We do, You do approach to student learning ♣ In the slide show rubric, one of the main sections that the students will be graded on upon the completion of the assignment is slide show creativity 	<p>A modified step by step set of instructions should be provided to Peter Z. at the beginning of the assignment.</p> <p>Students will be provided with numerous options to demonstrate competence: talking, drawing, writing, checklist, role play.</p>
<p>8. 7th grade students will be able to present information reflected in their PowerPoint presentations to their peers following the presentation rubric provided to them.</p>	<ul style="list-style-type: none"> ♣ <u>Pre-Assessment</u> Personal Communication <ul style="list-style-type: none"> ♣ Class Discussion ♣ <u>Formative Assessment</u> None 	<ul style="list-style-type: none"> ♣ This class discussion time will be used to explain in detail the slide show presentation rubric so that all students know exactly what is expected of them during their presentations. ♣ No formative assessment is needed during today's class because I will not be stopping students during the middle of their presentations. Questions and comments from peers will be allowed after each presentation has 	<p>Preferred seating for a couple of students with behavioral problems. No documented issues, just trouble sitting still during a discussion for extended periods of time.</p> <p>Students will be provided with numerous options to demonstrate competence: talking, drawing, writing, checklist, role play.</p>

	<ul style="list-style-type: none"> ♣ <u>Post Assessment</u> Presentation rubric 	<p>been completed to provide instant feedback.</p> <ul style="list-style-type: none"> ♣ A presentation rubric is covered and provided to the class so that students know exactly how their presentations are going to be graded. 	
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In Technology Education, most teachers follow a common process for guiding their lessons. If you notice above, all of my pre-assessment plans consist of asking questions to gain background information on students' prior knowledge. This method allows me to steer the class in the direction needed for each class individually. As far as student personnel, the IQ's range from the top of the class, to very bottom, and the rest fall somewhere in between. Unlike many other courses, I cannot predict who will perform up to standard in my classes, because many of the lower performing students in the school usually excel in our courses. By placing precedents about certain students aside, and starting off classes by asking guided questions, I can easily find the starting point that will reach the highest percentage of students in the most efficient manner possible. This leads to increased content comprehension and decreased behavioral issues usually caused by boredom or inattentiveness due to lack of interest.

As post assessments are concerned, there are only three formal graded post assessments, which are as follows: the internet research project, PowerPoint slide show, and the PowerPoint presentation. These grades are based upon a 100-point scoring rubric that will be covered before the projects are started to inform the students what is expected out of them for the assignment. These rubrics are provided in the appendix. The rest of the post assessments are informal using the students daily log books as guidance. As I stated earlier, students are to keep track of their daily progress by writing reflections in their log books. These reflections are for students to inform me which content areas they

are having success, or failure, so that future lessons can be guided more appropriately towards their specific needs. If the daily log books are being done correctly, it is a great tool for me to use to find out exactly where a previous lesson went wrong, where modifications need to be made, or what material needs to be reviewed before advancing. If students are not doing their log books correctly, it is easy to pick up on because everything we do in class builds off of foundations laid in previous classes. This process of teaching, also known as scaffolding, is a great approach to take; especially when trying to teach students how to use a new program like PowerPoint.

Process 4: Design for Instruction

Block Plan for Unit				
Lesson	Timeframe	Topic	Key Concepts	Objective
1	1 day	PowerPoint	<ul style="list-style-type: none"> • Importance of PowerPoint across a broad spectrum of careers 	7 th grade students will be able to describe the different uses of PowerPoint in today's society.
2	2 days	PowerPoint	<ul style="list-style-type: none"> • Properly citing sources using MLA Citation • Basic "Boolean" search terms such as AND or OR • Keyword searches 	7 th grade students will be able to properly use internet search engines to research factual information and to compare and contrast multiple sites to prove validity of sources.
3	1 day	PowerPoint	<ul style="list-style-type: none"> • Saving files to the D: and Y: drives respectively • The difference between the hard drive and the backup drive 	7 th grade students will be able to save files properly to the correct drive(s).

4	2 days	PowerPoint	<ul style="list-style-type: none"> • Creating a new presentation • Title slides, content slides, comparison slides, blank slides • Using existing background formats vs. creating your own personalized background format 	7 th grade students will be able to start a new PowerPoint presentation from scratch and edit individual slide formats and layouts.
5	2 days	PowerPoint	<ul style="list-style-type: none"> • Text boxes • Bulleted points • Font editing (size, style, color) 	7 th grade students will be able to add/edit/organize information on a slide using text boxes, bulleted points, and font editing tools (size, style, color).
6	2 days	PowerPoint	<ul style="list-style-type: none"> • Where to save files from the internet so that they can be inserted using the insert picture from file command. • Cropping/Resizing animations • Searching and inserting clip art • Exporting 3d images from Xara 3d5 into PowerPoint properly 	7 th grade students will be able to insert many types of animations into their PowerPoint presentations including word art, clip art, external images from the internet, and 3d text animations from Xara 3d5.
7	1 day	PowerPoint	<ul style="list-style-type: none"> • selecting appropriate slide transitions from the animations tab 	7 th grade students will be able to edit slide transitions and themes in their presentations to create a smooth, interesting, and organized final product.
8	2-3 days	PowerPoint	<ul style="list-style-type: none"> • Final grading will take place. Two separate rubrics as 	7 th grade students will be able to present information

			mentioned before, one for the slideshow itself and one for the presentation.	reflected in their PowerPoint presentations to their peers following the presentation rubric provided to them.
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Introduction to Technology Education

Grade Level: 7th Grade

Subject: Tech. Ed

Prepared By: Lesson Number: 1

Date: 1-25-10

Instructional Materials and Resources	<ol style="list-style-type: none"> 1. Overhead Projector 2. Computer (Teacher) 3. PowerPoint 4. Middle School Technology Curriculum Sample Sheet 5. 17 Computers (Students)
Age/Ability of students	- Students range mostly from 11 to 12 years old. It is a 7 th grade class of mixed abilities.
Individual Needs and Accommodations	- There are no individual needs or accommodations listed for the class. A couple of students have slight behavioral issues, but are easily brought back on track with the use of cues.
Learning Objectives	- By the completion of this lesson, students should be able to: <ol style="list-style-type: none"> 1. Log into, and start lessons independently in the Mavis Beacon Typing Tutor program. 2. Open and set up Daily Log Books independently in PowerPoint. 3. Save work files properly to the correct drives. (D:\ and Y:\)
Content and/or Performance Standards	<p>RIBTS:</p> <p>Standard 8.1 – use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning.</p> <p>Standard 9.2 – Use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self assessments) that are aligned with instructional content and methodology.</p>

Assessment Activities	Students will not be having a formal assessment for the first day of class. They will be learning to save files properly today, which will be an ongoing procedure for the remaining of the semester.
Length of Class Time	50 minutes
Lesson Plan	<ol style="list-style-type: none"> 1. Students will arrive to class and sit around the center table. 2. The first thing I will do is introduce myself, have students introduce themselves to the class, and take attendance considering that this is the first day that we are meeting. 3. Next, I will cover the 7th Grade Technology Curriculum that is in the works this year. This will spur discussion about what we are going to accomplish this semester. 4. Once the discussion is complete, students will then have a computer assigned to them. 5. We will then open Mavis Beacon and cover how to access the lessons that students will be working on every class we meet. 6. Next, we will cover the PowerPoint Log Book procedure that will be completed daily by the students at the end of each period. 7. Once the students' first reflection is complete, we will cover how to save their files to the safe (D) drive and the backups (Y) drive. 8. If time is allotted, I will then introduce the first assignment that will be given this semester, if not it will be covered after Mavis is complete next class.
Extended Practice	None

Introduction to Endangered Species Project

Grade Level: 7th Grade

Subject: Tech. Ed

Prepared By:

Lesson Number: 3

Date: 2-1-10

Instructional Materials and Resources	<ol style="list-style-type: none"> 1. Overhead Projector 2. Computer (Teacher) 3. PowerPoint 4. Endangered Species Project Rubric 5. Class Participation Rubric 6. 17 Computers (Students)
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Age/Ability of students	<ul style="list-style-type: none"> - Students range mostly from 11 to 12 years old. It is a 7th grade class of mixed abilities.
Individual Needs and Accommodations	<ul style="list-style-type: none"> - There are no individual needs or accommodations listed for the class. A couple of students have slight behavioral issues, but are easily brought back on track with the use of cues.
Learning Objectives	<ul style="list-style-type: none"> - By the completion of this lesson, students should be able to: <ol style="list-style-type: none"> 1. Understand the Endangered Species Rubric and what is expected of them for the ongoing assignment. 2. Properly use an internet search engine, such as Google, to search for an endangered species that they would like to research. 3. Use the Print Screen command on the keyboard to insert artifacts into their Daily Log Books to track student progression.
Content and/or Performance Standards	<p>RIBTS:</p> <p>Standard 2.4 – incorporate appropriate technological resources to support student exploration of the disciplines.</p> <p>Standard 9.2 – Use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self assessments) that are aligned with instructional content and methodology.</p>
Assessment Activities	<p>Students will not be having a formal assessment for today’s class. The rubric for the PowerPoint presentation will be covered today as well as the Class Participation rubric so students understand what is expected of them.</p>
Length of Class Time	<p>50 minutes</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Students will arrive to class, sit at their computers, set up their log books for the day, and do the daily Mavis Beacon assignment. Students will then have to Print Screen Mavis Beacon and insert the artifact into their Daily Log Books. 2. Right after the Mavis Beacon assignment is complete; I will hand out the Class Participation Rubric to the class and explain to them that they will be grading themselves on their behavior midway through the quarter. 3. Once the Class Participation Rubric has been covered, I will have the students open the PowerPoint Presentation Rubric from their computers. 4. Next, I will cover the PowerPoint Presentation Rubric to make sure that the class as a whole understands the content that needs to be

	<p>included within their presentations.</p> <ol style="list-style-type: none"> 5. Next, students may continue looking for an endangered species if they haven't yet found one. Today is the last day to find an animal to research. 6. If students have already found an animal, they are allowed to begin researching their species for factual information off of valid sources from the internet. Proper internet use has already been covered, but will be touched on as needed. 7. During the last five minutes of class, students are to enter their reflections into their Daily Log Books. The Print Screen command must be used to insert any artifacts, including the last site they were on before they were told to begin their reflections.
Extended Practice	None

Endangered Species Project Continued

Grade Level: 7th Grade

Subject: Tech. Ed

Prepared By: Dave Boyajian

Lesson Number: 7

Date: 2-22-10

Instructional Materials and Resources	<ol style="list-style-type: none"> 1. Overhead Projector 2. Computer (Teacher) 3. PowerPoint 4. Endangered Species Project Rubric 5. Class Participation Rubric 6. 17 Computers (Students)
Age/Ability of students	- Students range mostly from 11 to 12 years old. It is a 7 th grade class of mixed abilities.
Individual Needs and Accommodations	- There are no individual needs or accommodations listed for the class. A couple of students have slight behavioral issues, but are easily brought back on track with the use of cues.
Learning Objectives	<ul style="list-style-type: none"> - By the completion of this lesson, students should be able to: <ol style="list-style-type: none"> 1. Insert animations such as clip art and image files from the internet into their Endangered Species Presentations. 2. Insert 3d word art from the program Xara 3d5 into their Endangered Species Presentations.
Content and/or Performance Standards	<p>RIBTS:</p> <p>Standard 4.2 – use their understanding of students (e.g., individual interests,</p>

	<p>prior learning, cultural experiences) to create connections between the subject matter and student experiences</p> <p>Standard 9.2 – Use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self assessments) that are aligned with instructional content and methodology.</p>
Assessment Activities	Students will be filling out the Class Participation Rubric that was introduced to them at the beginning of the semester. Should take around 10-15 minutes to complete.
Length of Class Time	50 minutes
Lesson Plan	<ol style="list-style-type: none"> 1. Students will arrive to class, sit at their computers, set up their log books for the day, and do the daily Mavis Beacon assignment. Students will then have to Print Screen Mavis Beacon and insert the artifact into their Daily Log Books. 2. Right after the Mavis Beacon assignment is complete; I will hand out the Class Participation Rubric to the class with a blank piece of paper so that the rubric can be completed and handed in for grading. 3. Once the Class Participation Rubric has been completed, I will have the students open their PowerPoint Projects that they have been working on. 4. Next, I will cover how to insert clip art. Within covering this, I will also go over resizing and cropping images as it will apply to any future animations. 5. I will then show the class how to save files from the internet and insert them into their presentations. 6. Lastly, I will show the class how to open the program Xara 3d5 and its basic functions. Today I will walk them through the program, guiding them as they go. If time is allotted at the end, I will then show the class how to export the 3d animations into their presentations. Next class the students will be able to explore more freely the capabilities of the program. 7. During the last five minutes of class, students are to enter their reflections into their Daily Log Books. The Print Screen command must be used to insert any artifacts, including the last site they were on, as well as the 3d animations we did as in class as a group.
Extended Practice	None

This unit helped students to meet the learning goals because everything in this unit was directly correlated to the expected outcome. The first goal: Students will be able to create an informative

PowerPoint presentation on a selected topic, is reached using a method of teaching known as scaffolding. Everything that was taught throughout the unit, except for the very first day obviously, was built off of the previous day's lesson. By the end of the eight week unit, students, whether they knew it or not, learned in great detail a very important program that will give them an edge over many students of the same age.

By presenting the project to their peers, this gives them some real life experience standing up in front of an audience and relaying important information. From personal experience, this is something that has become diminished over the years since email and texting have become the youth's preferred method of communication. They need to develop some type of social skills that involve clear speaking and the use of eye contact, which are extremely important if they are to be successful in the "real world." After all, my goal as a teacher is to get the students ready for the world outside these sheltered walls, and the only way to do that is to have them step outside their comfort zones and start getting used to speaking in front of people face to face.

As a Tech. Ed teacher, I use technology constantly throughout the course of the semester. The project is done on the computers using Microsoft PowerPoint. Research is done using the internet to find multiple sources to check validity, as well as to find animations outside of clipart. External animations are done using a computer program called Xara 3d5 and then imported into PowerPoint. The Mavis Beacon program is a computer based typing tutor to promote proficiency in keyboarding. The daily log book entries are done in PowerPoint as well. Everything done in this class uses some form of technology. We have an outstanding technology lab here at Midtown, it would be obscure not to take advantage of it.

Process 5: Instructional Decision Making

Throughout the semester, I have not had to change or modify my original design for instruction due to poor student learning, motivation, or engagement. Most students that perform poorly in other

classes, like I stated earlier, typically tend to do real well in our classes. Every lesson that I taught this semester used the I do, We do, You do method of instruction. This method touches on every type of learner including visual, auditory, and hands on. Using this approach, any problems that began to occur were taken care of before any major issues arose that would have caused me to rethink my methodology.

Classroom management also played a large role in the success of the lessons. Within these classes, all students understand that they live as a team and they die as a team. If one person gets lost or acts up, the whole class knows that they will be held up or punished because of it. The peer pressure alone is usually enough to keep all students on task and on track for the full 50 minute periods. Also, classes are run very systematically. Students know that when they arrive, they have certain tasks that need to be achieved before anything else is to be done. These tasks are as follows: arrive to class and open your log books, set up your slide for today's reflection, open Mavis Beacon Typing Tutor, Print Screen Mavis Beacon when prompted by the teacher to do so, and lastly, write a reflection on Mavis within your Log Books. All of this is done within the first 10 minutes of the period, and then the lesson will begin. The point that I am trying to get across is that, for the most part, there is no dead time where students have the chance to act up. They are actively engaged from the moment they walk in, until the last couple of minutes when they are writing reflections before departing.

With that being said, the only issues that did occur which hindered student learning were behavioral issues. In a couple of instances throughout the course of the semester, I did have to move student's seats due to poor conduct. These issues were not serious enough to where I had to modify entire lessons, but did cause me to have to stop and lecture to the class what was going to happen if it were to occur again.