| **Weekly Lesson Plans** | | | | | | | |
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| **Subject: \_Examining The Teaching Profession\_\_** | | | **Week of: \_10/20-10/24\_** | | | **Teacher: \_Ms. Adkins\_\_\_** | |
| **Lesson Element** | **Monday 10/20** | **Tuesday 10/21** | | **Wednesday 10/22** | **Thursday 10/23** | | **Friday 10/24** |
| **Standard:** | ET-ETP-5: Summarize the professional practices and standards related to working in the field of education.  5.1 Determine knowledge, skills and dispositions needed by teaching professionals.  5.2 Examine personal characteristics needed  to work in the teaching profession. | ET-ETP-5: Summarize the professional practices and standards related to working in the field of education.  5.1 Determine knowledge, skills and dispositions needed by teaching professionals.  5.2 Examine personal characteristics needed  to work in the teaching profession. | | ET-ETP-5: Summarize the professional practices and standards related to working in the field of education.  5.1 Determine knowledge, skills and dispositions needed by teaching professionals.  5.2 Examine personal characteristics needed  to work in the teaching profession. | ET-ETP-5: Summarize the professional practices and standards related to working in the field of education.  5.1 Determine knowledge, skills and dispositions needed by teaching professionals.  5.2 Examine personal characteristics needed  to work in the teaching profession. | | ET-ETP-5: Summarize the professional practices and standards related to working in the field of education.  5.1 Determine knowledge, skills and dispositions needed by teaching professionals.  5.2 Examine personal characteristics needed  to work in the teaching profession. |
| **Learning Target:** | Understand the key professional standards in education.  Identify the role of standards in guiding teaching practices. | Understand the key professional standards in education.  Identify the role of standards in guiding teaching practices. | | Understand the key professional standards in education.  Identify the role of standards in guiding teaching practices. | Understand the key professional standards in education.  Identify the role of standards in guiding teaching practices. | | Understand the key professional standards in education.  Identify the role of standards in guiding teaching practices. |
| **Success Criteria:** | Students can summarize at least three key professional standards in education.  Students can explain the importance of these standards.  Students can deliver a concise presentation summarizing their learning about professional practices in education. | Students can summarize at least three key professional standards in education.  Students can explain the importance of these standards.  Students can deliver a concise presentation summarizing their learning about professional practices in education. | | Students can summarize at least three key professional standards in education.  Students can explain the importance of these standards.  Students can deliver a concise presentation summarizing their learning about professional practices in education. | Students can summarize at least three key professional standards in education.  Students can explain the importance of these standards.  Students can deliver a concise presentation summarizing their learning about professional practices in education. | | Students can summarize at least three key professional standards in education.  Students can explain the importance of these standards.  Students can deliver a concise presentation summarizing their learning about professional practices in education. |
| **Activation of Learning:** | Make a list of 5 rules you think all teachers should follow. | Turn & Talk: Share with your neighbor what you have learned so far about the code of ethics.  Share the most interesting thing you have learned so far. | | What could happen if teachers do not follow the code of ethics? What type of consequence system do you think is in place? | List as many codes of ethics as you can. Now cross out the ones that you have listed but you do not know. Circle the ones you are very knowledgeable about. | | Get with your groups and practice your skit. |
| **Focus**  **Instruction:** | ***I Do It:***  Introduction- Infographic Teachers rule book- Code of ethic[GA Educator Code of Ethics Presentation](https://docs.google.com/presentation/d/1FDasvOuf392pVDInQgdyFZZhXIIQLuYvjUQfGrpwRb0/edit?usp=sharing) | ***I Do It:***  Personal connection excerpt  -What I think of the code of ethics  -how i apply the code everyday at work | | ***I Do It:***  PPT- Code of ethics  [Copy of GAPSC 22-23 COE PowerPoint\_Avoiding Missteps](https://docs.google.com/presentation/d/1jS7t1KURhWCxV1nlWBpQF4RSP344ych9/edit?usp=sharing&ouid=115501426687339686476&rtpof=true&sd=true) | ***I Do It:***  Review: Code of ethics #1-5 | | ***I Do It:***  Quick Excerpt: Expectations for your skit |
| **Guided**  **Instruction:** | ***We Do It:***  Code of ethic term- guided notes  [Code of Ethics Terms and Standards](https://docs.google.com/document/d/10KDDMfD_Fdgmnkbhz_Bwo2Vu_xQkcMkUGdyr8-iipmk/edit?usp=sharing) | ***We Do It:***  Finish student presentations. | | ***We Do It:***  Guided notes  [Guided Notes for GAPCS 22-23 COE PowerPoint Avoiding Missteps PPT.docx](https://docs.google.com/document/d/1mVLzMKvc_5dBSLU-PBbHf-yQRyUCrZVp/edit?usp=sharing&ouid=115501426687339686476&rtpof=true&sd=true) | ***We Do It:***  Summarize rules 1-5 in 2-3 words. | | ***We Do It:***  Practice skits with your group. |
| **Collaborative Learning:** | ***You Do It Together:***  Choose a number out of the box. Find your partner with the same number. Begin working on part 2 together. | ***You Do It Together:*** | | ***You Do It Together:***  With your neighbor. Discuss the consequence system that teachers have. | ***You Do It Together:***  Code of Ethics Skit Assignment [Copy of Code of Ethics Skit Group Project.xlsx](https://docs.google.com/spreadsheets/d/1vn2d-jRSZuK-kr4kJwLAzZwmCq_7FCp7/edit?usp=sharing&ouid=115501426687339686476&rtpof=true&sd=true) | | ***You Do It Together:***  Present your skits to the class |
| **Independent Learning:** | ***You Do It Alone:***  On your index card, summarize your rule in 1 simple sentence. | ***You Do It Alone:***  Code of Ethics Pretest  [Pretest](https://www.gapsc.com/Ethics/EthicsQuestionaire/frmEthicsQuestionaire.aspx) | | ***You Do It Alone:***  Take your notes. | ***You Do It Alone:***  Review your code of ethics | | ***You Do It Alone:***  Review each skit & take notes properly. |
| **Closure:** | Student presentations. | Review Pretest answers | | Compare & contrast: student consequences vs teacher consequences | What are some ways you are teaching your code of ethics to the class to help them remember it? | | Review each code of ethics. |
| **Homework/**  **Support** |  |  | |  | Practice for your skit. | |  |
| **Interventions/**  **Enrichments** | -visual aids  -strategic pairs  -guided notes | -peer aid  -visual aids  -real world connections  -extended time | | -visuals  -guided notes  -repetition  -real world connections  -peer aid | -visuals  -guided notes  -repetition  -real world connections  -peer aid  -class game | | -visuals  -guided notes  -repetition  -real world connections  -peer aid  -class game |

Grades: Code of ethics presentation, Code of ethics skit participation

| **Weekly Lesson Plans** | | | | | | | |
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| **Subject: \_Contemporary Issues In Education\_\_** | | | **Week of: \_10/28-11/01** | | | **Teacher: \_Ms. Adkins\_\_\_** | |
| **Lesson Element** | **Monday 10/28** | **Tuesday 10/29** | | **Wednesday 10/30** | **Thursday 10/31** | | **Friday 11/01** |
| **Standard:** | 9.2 Examine the impact of teacher organizations on teacher salary, working conditions, and teacher recruitment and retention.  9.4 Analyze the causes/effects of teacher unions and teacher strikes across the country and the influence on educational practice. | 9.2 Examine the impact of teacher organizations on teacher salary, working conditions, and teacher recruitment and retention.  9.4 Analyze the causes/effects of teacher unions and teacher strikes across the country and the influence on educational practice. | | 9.2 Examine the impact of teacher organizations on teacher salary, working conditions, and teacher recruitment and retention.  9.4 Analyze the causes/effects of teacher unions and teacher strikes across the country and the influence on educational practice. | 9.2 Examine the impact of teacher organizations on teacher salary, working conditions, and teacher recruitment and retention.  9.4 Analyze the causes/effects of teacher unions and teacher strikes across the country and the influence on educational practice. | | 9.2 Examine the impact of teacher organizations on teacher salary, working conditions, and teacher recruitment and retention.  9.4 Analyze the causes/effects of teacher unions and teacher strikes across the country and the influence on educational practice. |
| **Learning Target:** | Students will understand the role of teacher organizations in the education system.  Students will analyze the role of teacher unions in advocating for educators.  Students will examine the causes and effects of teacher strikes across the country. | Students will understand the role of teacher organizations in the education system.  Students will analyze the role of teacher unions in advocating for educators.  Students will examine the causes and effects of teacher strikes across the country. | | Students will understand the role of teacher organizations in the education system.  Students will analyze the role of teacher unions in advocating for educators.  Students will examine the causes and effects of teacher strikes across the country. | Students will understand the role of teacher organizations in the education system.  Students will analyze the role of teacher unions in advocating for educators.  Students will examine the causes and effects of teacher strikes across the country. | | Students will understand the role of teacher organizations in the education system.  Students will analyze the role of teacher unions in advocating for educators.  Students will examine the causes and effects of teacher strikes across the country. |
| **Success Criteria:** | Compare salaries and working conditions in unionized vs. non-unionized environments.  Identify key historical strikes and their outcomes.  Analyze the short- and long-term effects of these strikes on education. | Compare salaries and working conditions in unionized vs. non-unionized environments.  Identify key historical strikes and their outcomes.  Analyze the short- and long-term effects of these strikes on education. | | Compare salaries and working conditions in unionized vs. non-unionized environments.  Identify key historical strikes and their outcomes.  Analyze the short- and long-term effects of these strikes on education. | Compare salaries and working conditions in unionized vs. non-unionized environments.  Identify key historical strikes and their outcomes.  Analyze the short- and long-term effects of these strikes on education. | | Compare salaries and working conditions in unionized vs. non-unionized environments.  Identify key historical strikes and their outcomes.  Analyze the short- and long-term effects of these strikes on education. |
| **Activation of Learning:** | Summarize: Describe the relationship between teacher salaries and working conditions. Write at least 3 sentences. | What did you learn about strikes yesterday? Write at least one complete sentence. | | Describe the teachers' pay of Colorado and Arizona in 3 words. | Prepare for your presentations. Think about: How will I present my research? | | Sticky note: Create a list of reasons you believe a teacher in RCSD will have to go on strike. |
| **Focus**  **Instruction:** | ***I Do It:***  Mini lesson: What is a strike? What does it mean? What happens during? Is it legal?[How Teacher Strikes Are Changing - Education Week.pdf](https://drive.google.com/file/d/1Uy5g_VN6_pqA8vxXzr6zHNvXkgBu9lrC/view?usp=sharing) | ***I Do It:***  Read the 1st paragraph of the article.  [Teacher Walk Out article.pdf](https://drive.google.com/file/d/19fB-xWOcGcUR-ywXVHeCbpaubWtPnI99/view?usp=sharing) | | ***I Do It:***  Math calculation: The salary rundown of Arizona teachers | ***I Do It:*** | | ***I Do It:***  Venn diagram: Circle one: why other states went on strike. circle 2: why would ms. A go on strike? middle: how are they the same |
| **Guided**  **Instruction:** | ***We Do It:***  List Activity: Why might teachers go on strike? List as many reasons in your group that you can think of. | ***We Do It:***  Review article answers in discussion.  [Teachers Walk Out article handout.pdf](https://drive.google.com/file/d/1WcRu7ICujy4JBseWrZMLcvu7PwmPZK2s/view?usp=sharing) | | ***We Do It:*** | ***We Do It:***  Student Presentations | | ***We Do It:*** |
| **Collaborative Learning:** | ***You Do It Together:***  Watch Strike Videos | ***You Do It Together:*** | | ***You Do It Together:*** | ***You Do It Together:*** | | ***You Do It Together:***  Strikeout: In your groups, create an event for a teacher strike in RC. |
| **Independent Learning:** | ***You Do It Alone:***  Fill out an information note sheet.  [Copy of Teacher Strikes WS.docx](https://docs.google.com/document/d/1EXc96EfW6yflo8-s7pC8ivW0UcqYvLCi/edit?usp=sharing&ouid=115501426687339686476&rtpof=true&sd=true) | ***You Do It Alone:*** | | ***You Do It Alone:***  Research Project  [Teachers Walk Out article handout.pdf](https://drive.google.com/file/d/1WcRu7ICujy4JBseWrZMLcvu7PwmPZK2s/view?usp=sharing) Part 2 | ***You Do It Alone:*** | | ***You Do It Alone:*** |
| **Closure:** | Why are strikes necessary? | Would you have participated in the strike? Why or why not? | | Are teachers in Colorado justified for their strikes based on their salary and the cost of living? Explain. | Finish presentations. | | Which professional organizations support a strike for teachers? |
| **Homework/**  **Support** |  |  | |  |  | |  |
| **Interventions/**  **Enrichments** | -repetition  -peer aid  -visuals  -video  -real world connection | -repetition  -read aloud  -individual work  -guided help | | -examples  -repetition  -real world connections  -visuals  -extended time | -real world connections  -peer aid  -student presentations  -visuals  -extended time | | -class game  -real world connections  -extended time  -peer aid  -group work |

Grades: Strike Discussion Participation, Presentations

| **Weekly Lesson Plans** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject: \_ Teaching As A Profession Practicum\_\_** | | | **Week of: \_10/28-11/01\_** | | | **Teacher: \_Ms. Adkins\_\_\_** | |
| **Lesson Element** | **Monday 10/28** | **Tuesday 10/29** | | **Wednesday 10/30** | **Thursday 10/31** | | **Friday 11/01** |
| **Standard:** | 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  2.1 Research and evaluate four different classroom guidance (management) techniques that are present in classrooms for children/adolescents. | 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  2.1 Research and evaluate four different classroom guidance (management) techniques that are present in classrooms for children/adolescents. | | 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  2.1 Research and evaluate four different classroom guidance (management) techniques that are present in classrooms for children/adolescents. | 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  2.1 Research and evaluate four different classroom guidance (management) techniques that are present in classrooms for children/adolescents. | | 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  2.1 Research and evaluate four different classroom guidance (management) techniques that are present in classrooms for children/adolescents. |
| **Learning Target:** | Students will understand what classroom guidance techniques are and why they are essential.  Students will analyze the effectiveness of restorative practices in managing classroom behavior. | Students will understand what classroom guidance techniques are and why they are essential.  Students will analyze the effectiveness of restorative practices in managing classroom behavior. | | Students will understand what classroom guidance techniques are and why they are essential.  Students will analyze the effectiveness of restorative practices in managing classroom behavior. | Students will understand what classroom guidance techniques are and why they are essential.  Students will analyze the effectiveness of restorative practices in managing classroom behavior. | | Students will understand what classroom guidance techniques are and why they are essential.  Students will analyze the effectiveness of restorative practices in managing classroom behavior. |
| **Success Criteria:** | Define classroom guidance techniques.  Identify the purpose of effective classroom management.  Compare and contrast the four techniques discussed. | Define classroom guidance techniques.  Identify the purpose of effective classroom management.  Compare and contrast the four techniques discussed. | | Define classroom guidance techniques.  Identify the purpose of effective classroom management.  Compare and contrast the four techniques discussed. | Define classroom guidance techniques.  Identify the purpose of effective classroom management.  Compare and contrast the four techniques discussed. | | Define classroom guidance techniques.  Identify the purpose of effective classroom management.  Compare and contrast the four techniques discussed. |
| **Activation of Learning:** | KWL Chart. Managing a classroom  Share your K & W | Question: How do I determine an effective classroom management system that supports my teaching style? | | Video: students will watch a video of a teacher using positive reinforcement & identify the techniques used. | Grab a sheet of white paper. Today you will draw one of the graphic organizers that you see. | | List it: What are the responsibilities of a teacher? |
| **Focus**  **Instruction:** | ***I Do It:*** | ***I Do It:***  PPT- Classroom Management | | ***I Do It:***  PPT- Class Management Continued | ***I Do It:***  Review- Class management techniques  Directions: Class management plan | | ***I Do It:***  PPT- Professional Expectations while student teaching |
| **Guided**  **Instruction:** | ***We Do It:***  Observations: brief videos showcasing various classroom environments. Students will note their observations about the management techniques they see.  #1- [Top 10 CLASSROOM MANAGEMENT Tips in 10 Minutes](https://youtu.be/u8kUwpO3ucw?si=3LOEWnYw1rQ_dLSg)  #2- [Behavior Management | How to Handle Disruptive Behaviors in Your Classroom](https://youtu.be/A_rxSztXm0g?si=0emf8I3TBK1iuKC8)  #3- [Effective Classroom Management](https://youtu.be/wnmBj6p5NnA?si=rBXnECkXgMTgN4Nf)  #4- [Classroom Management Strategies for Elementary That are Simple and Effective](https://youtu.be/K5Cf0PADs-A?si=V_oBTXKePJWOfIMh) | ***We Do It:***  Review the guided notes | | ***We Do It:*** | ***We Do It:*** | | ***We Do It:***  Discussion:   * Determine appropriate techniques when managing student’s behavior, including those with special needs. * Describe appropriate teacher reaction when dealing with difficult behavioral situations. |
| **Collaborative Learning:** | ***You Do It Together:*** | ***You Do It Together:*** | | ***You Do It Together:***  Map Activity: Research positive reinforcement. Work in pairs to create a mind map of its benefits and potential drawbacks. | ***You Do It Together:*** | | ***You Do It Together:*** |
| **Independent Learning:** | ***You Do It Alone:*** | ***You Do It Alone:***  Put a dot next to the classroom management techniques you will use. Explain why. | | ***You Do It Alone:*** | ***You Do It Alone:***  Complete Assignment  [2.3 Classroom Management](https://docs.google.com/document/d/1D-eTfvyW6zn4ixbt7nNokmxwN5nDuUHZEqP46M7Cibw/edit?usp=drive_link) | | ***You Do It Alone:***  Create a list of everything you must do to be ready for student teaching. |
| **Closure:** | Share observations with the group. | Question: How do you plan to implement classroom management techniques that align with your teaching philosophy? | | Share your map with the class. | Turn in your graphic organizer | | Read the list aloud to class. |
| **Homework/**  **Support** |  |  | |  |  | |  |
| **Interventions/**  **Enrichments** | -read aloud  -graphic organizer  -demonstration  -visual aids  -real world application | -read aloud  -graphic organizer  -guided notes  -visual aids  -real world application | | -read aloud  -graphic organizer  -peer aid  -visual aids  -strategic pairs  -real world application | -read aloud  -graphic organizer  -guided notes  -visual aids  -real world connection | | -read aloud  -visual aids  -demonstration  -real world connections  -discussion |

Grades: Class management plan, class discussion participation