

Models of Teaching Assignment Menu - Desserts

In this personalized learning module, you will enjoy a three-course meal on models of teaching, including appetizers, a main course with a side dish and protein, and a dessert. All courses have at least one required activity and one choice activity. The **Models of Teaching Databases** are found in Titanium under Module 2. All digital options may be completed with free versions of recommended applications. Use of parenthesis (Digital) or (Partner) indicates additional options within an activity. Products are assessed according to the criteria provided in the directions and identified requirements.

Dessert Course (Level 4 – Extend and Innovate) – 50 points for Activity

Complete 4.0 Introduction and one additional one activity. Activities are designed to extend your knowledge of models of teaching.

4.1 ONE LESSON IMPLEMENTATION

4.2 COMPARE/CONTRAST
IMPLEMENTATION

4.3 PARTNER COMPARE/CONTRAST
IMPLEMENTATION

4.4 INTERDISCIPLINARY UNIT
IMPLEMENTATION

4.5 ARGUMENT/REVIEW OF THE
LITERATURE

4.6 SURVEY RESEARCH

Dessert Discussion Forums:

- Discussion 3: Dessert Ingredients
- Discussion 6b: Peer Critique Dessert

- **INTRODUCTION:** Complete the following activities.
- View the **PRESENTATION: What is Teacher Inquiry?** (approximately 12 minutes).
- Brainstorm **IDEAS** for your teaching inquiry topic at [Teach21.us](https://teach21.us) under Content (Currency, Visual Representations, Interdisciplinary Curriculum Design, and Planning for Instruction), Learning (All Subtopics), Assessment (All Subtopics), and Milieu (Using Digital Tools).
- Review the [SCORING GUIDE FOR DESSERT COURSE - TEACHER INQUIRY](#).
- Create a list of ingredients for your dessert for use in Discussion 3. For more information, see Module 3, Discussion 3.
 - Lesson Implementation Options: Inquiry focus, inquiry question, pre and post assessment, lesson topic and activities
 - Argument/Review of the Literature: Inquiry focus, inquiry question, argument claim, description of what evidence you expect to use
 - Survey Research: Inquiry focus, inquiry question, description of setting and student population, sample survey questions
- **OPTIONAL:** Consider whether might relate your teacher inquiry choice to EDSC 535 course assignments and/or apply your teacher inquiry to your graduate program culminating experience.

Teacher Inquiry Report Common Requirements:

- **Directions:** Follow directions under each inquiry choice.
- **Requirements:** See the Scoring Guide for specific requirements.
- **Submission:** Report should be submitted in Word® or PDF through the assignment portal.
- **Partner Identification:** Names of partners should be identified in the comments section in the assignment portal and also on the front page of the report.

Teacher Inquiry Video Presentation Common Requirements:

- **Directions:** Use [Screencastomatic](#)® or an alternate screen casting application, to record a presentation of your unit. You may utilize an alternate screen casting application. You may choose to organize report content in presentation slides or just adjust the font size of sections of your Word® or PDF document for easy viewing.
- **Requirements:** Video Presentation should address all required elements of the Teacher Inquiry Report.
- **Submission:** Submit video with report through assignment portal. Post the title, authors, 30-word summary of your Teacher Inquiry project, and link to your video recording in Discussion 6b: Peer Critique Dessert.
- **Partner Identification in Submission:** One partner should post all required items in the discussion forum. The other partner should then reply to the post, identify him/herself as the additional contributor, and pose 1-2 questions that help viewers prepare for or reflect on the viewing.

4.1 TEACHER INQUIRY – ONE LESSON IMPLEMENTATION: This choice is a standard teacher inquiry of classroom practice. Teacher inquiry is a reiterative process of improving teacher practice through identifying a concern, investigating a classroom practice through research and experimentation, analyzing outcomes, and reflecting on revising practice to improve student learning.

- This choice requires you to design one lesson or activity aligned with one or more families/models of teaching, identify/create pre- and/or just post-assessments for analysis, implement the lesson/activity and assessments, analyze the data, reflect on implementation, and evaluate results. You may wish to identify focus students.
- Review the [SCORING GUIDE FOR DESSERT COURSE - TEACHER INQUIRY](#).

4.2 TEACHER INQUIRY – COMPARE/CONTRAST IMPLEMENTATION OF LESSONS: This choice is a teacher inquiry (see definition under 4.1) with a twist.

- This choice requires you isolate one instructional variable and control all others as much as possible (i.e., lesson topic is the same but the model utilized is different, or both lesson topic and model utilized are the same but students or student groupings are different). You may wish to identify focus students.
- This choice requires you to design two lessons aligned with one or more families/models of teaching, identify/create pre- and/or just post-assessments for analysis, implement the two lessons, analyze the data, reflect on implementation, and evaluate results.
- Review the [SCORING GUIDE FOR DESSERT COURSE - TEACHER INQUIRY](#).

4.3 TEACHER INQUIRY – COMPARE/CONTRAST IMPLEMENTATION BY TWO TEACHERS (PARTNER REQUIRED): This choice is a teacher inquiry (see definition under 4.1) with a twist.

- The Comparison/Contrast choice requires you isolate one instructional variable and control all others as much as possible (i.e., teachers are different but lesson topic and model utilized is the same). You may wish to identify focus students.
- This choice requires you and a partner to design two lessons with common elements (or even the same lesson) aligned with one or more families/models of teaching, identify/create pre- and/or just post-assessments for analysis, implement the lessons and assessments, analyze the data, reflect on implementation, and evaluate results.
- No more than one partner is allowed. You will complete one common final report and video presentation.
- Review the [SCORING GUIDE FOR DESSERT COURSE - TEACHER INQUIRY](#).

4.4 TEACHER INQUIRY – INTERDISCIPLINARY UNIT IMPLEMENTATION (PARTNER REQUIRED): This choice is a teacher inquiry (see definition under 4.1) with a twist.

- The Interdisciplinary Unit Implementation choice requires you to work with a partner to design, implement, and evaluate an interdisciplinary unit. See resources at [Interdisciplinary Design](#) (Teach21.us). You may wish to identify focus students.
- It requires you and a partner to design an interdisciplinary lesson series aligned with one or more families/models of teaching, identify/create pre- and/or just post-assessments for analysis, implement the lesson series and assessments, analyze the data, reflect on implementation, and evaluate results.
- No more than one partner is allowed. Your will complete one common final report and video presentation.
- Review the [SCORING GUIDE FOR DESSERT COURSE - TEACHER INQUIRY](#).

4.5 TEACHER INQUIRY – ARGUMENT/REVIEW OF THE LITERATURE: This choice is not a standard teacher inquiry of classroom practice.

- The Argument/Review of the Literature choice requires you to identify a teacher inquiry question that could be best answered by reviewing the literature and constructing an argument.
- This choice requires you to compose and defend a claim related to one or more families/models of teaching. See resources at [Teaching Argumentation](#) (Teach21.us), [ARGUMENT 5-CLAIMS AND ESSAY](#), and [Chapter 4: Review of the Literature](#).
- You will construct an argument that includes a claim, explanation of the claim category and goal, cite supports from the literature, include your reasoning, and identify warrants (and backing for warrants as needed), address counter arguments, summarize your position, and identify implications for policy, practice, and/or further research.
- Review the [SCORING GUIDE FOR DESSERT COURSE - TEACHER INQUIRY](#).

4.6 TEACHER INQUIRY – SURVEY RESEARCH: This choice is not a standard teacher inquiry of classroom practice.

- The Survey Research choice requires you to identify a teacher inquiry question that could be best answered by surveying teachers, students, or another population. See resources at [Survey Tips](#) (21stCenturyProfessor.com).
- This choice requires you to pose a research question related to one or more families/models of teaching, identify a sample population, compose survey questions (may be digital or print; should include objective and open-ended questions), conduct the survey, analyze the data, evaluate results, summarize findings, and identify implications for policy, practice, and/or further research.
- Review the [SCORING GUIDE FOR DESSERT COURSE - TEACHER INQUIRY](#).