

Models of Teaching Assignment Menu – Protein Dishes

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. 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.

Main Course - Protein (Level 3 – Analyze and Apply) – 30 points for Activity

Compete 3.0 Introduction and one additional activity. Activities are designed to allow you to analyze and apply knowledge.

3.1 LESSON PLAN

3.2 DIGITAL ACTIVITY

3.3 4Cs ACTIVITY

3.4 ASSESSMENT TOOL/STRATEGY

3.5 VISUAL REPRESENTATION ACTIVITY

3.6 (PARTNER) FICTIONAL NARRATIVE

Main Course – Protein Discussion Forum:

- Discussion 4: Peer Critique Main Course - Protein

3.0 **INTRODUCTION:** Choose a new family for your second focus and complete the following activities.

- Read the section **INTRODUCTION** (approximately 1 page) and at least two **CHAPTERS** (approximately 40 pages) on a model of teaching within second family focus.
- View at least one of the **VIDEOS** on the models of teaching for this family (approximately 10 minutes).
- Brainstorm **IDEAS** for using the models of teaching to promote collaboration, communication, critical thinking, and creativity by skimming resources at Teach21.us under Content (Currency, Visual Representations, and Planning for Instruction), Learning (all), Assessment (all), and Milieu (Using Digital Tools and Resources).

3.1 **LESSON PLAN:** Design a LESSON PLAN in which you will utilize one of the models from either of your two families of focus. Lesson Plan should include, but is not limited to the following: (1) standards and learning objectives, (2) anticipatory set (engagement and linkage to prior knowledge), (3) introduction of new information, (4) active learning activities, and (5) closure (summary, reflection, and assessment). You are not required to implement the lesson.

- **Requirements:** Lesson Plan documents and resources should be complete, neat, and content/student appropriate. Any lesson plan template may be used as long as all requirements are met. Critical instructional resources should be included.
- **Supplemental Requirement:** Compose a one-paragraph explanation of (1) how lesson is aligned with one of the families/models of teaching, (2) lesson setting/context, and (3) how lesson will be implemented.
- **Submission:** Submit explanation and lesson plan documents and resources through assignment portal and post in Discussion 4: Peer Critique Main Course – Protein.

3.2 **DIGITAL ACTIVITY:** Design a DIGITAL ACTIVITY in which your students utilize a digital tool or application. See resources at Digital Tools (Teach21.us). Create activity directions, scoring guide, and sample. NOTE: You are NOT creating a lesson plan, but instead are creating resources to scaffold student learning.

- **Requirements:** Digital Activity should be complete, engaging, and content/student appropriate.
- **Supplemental Requirement:** Compose a one-paragraph explanation of (1) how digital activity is aligned with one of the families/models of teaching, (2) setting/context for activity, and (3) how digital activity will be implemented.
- **Submission:** Make sample public; submit explanation, links, and activity document(s) through assignment portal and post in Discussion 4: Peer Critique Main Course – Protein.

3.3 **4Cs ACTIVITY:** Design a 4Cs ACTIVITY that engages students in communication, collaboration, creativity, and/or critical thinking. Create activity directions, scoring guide, and sample product. NOTE: You are NOT creating a lesson plan, but instead are creating resources to scaffold student learning. For example, you may design an activity in which students simulate roles, compare/contrast, construct an argument, analyze a case study, create and implement an action plan, design a product, or engage in PBL. See resources at Teach21.us.

- **Requirements:** 4Cs Activity should be complete, engaging, and content/student appropriate.
- **Supplemental Requirement:** Compose a one-paragraph explanation of (1) how activity is aligned with one of the families/models of teaching, (2) setting/context for activity, and (3) how activity will be implemented.
- **Submission:** Submit explanation, activity document(s), and links (if applicable) through assignment portal and post in Discussion 4: Peer Critique Main Course – Protein.

3.4 **ASSESSMENT TOOL/STRATEGY:** Design an ASSESSMENT TOOL OR STRATEGY that will support student learning within the context of one of the models of teaching. For example, you may want to design directions for peer critique, plan for promoting student

reflection, or create a rubric or scoring guide. See [Peer Critiques](#), [Student Reflection](#), and [Formative and Summative Assessments](#) (all at Teach21.us).

- **Requirements:** Assessment tool/strategy should be complete, support student learning, and be content/student appropriate.
- **Supplemental Requirement:** Compose a one-paragraph explanation of (1) how assessment is aligned with one of the families/models of teaching, (2) setting/context for assessment, and (3) how assessment will be implemented.
- **Submission:** Submit explanation, activity document(s), and links (if applicable) through assignment portal and post in Discussion 4: Peer Critique Main Course – Protein.

3.5 **VISUAL REPRESENTATION ACTIITY:** Create a CRITICAL THINKING VISUAL REPRESENTATION ACTIVITY which updates the currency and relevance of a topic in your subject area and in which students make use of a digital visual representation to go into, through, or beyond a lesson. See resources at [Content Currency](#) (Teach21.us) and [Visual Representations](#) (Teach21.us). Create activity directions and provide visual representation. NOTE: You are NOT creating a lesson plan, but instead are creating resources to scaffold student learning. The focus is on creating the student activity; you may find or create a visual representation.

- **Requirements:** The Critical Thinking Visual Representation Activity should be should be complete, engaging, and content/student appropriate.
- **Supplemental Requirement:** Compose a one-paragraph explanation of (1) how activity is aligned with one of the families/models of teaching, (2) setting/context for activity, and (3) how activity will be implemented.
- **Submission:** Submit explanation, activity document(s), and links (if applicable) through assignment portal and post in Discussion 4: Peer Critique Main Course – Protein.

3.6 **FICTIONAL NARRATIVE (PARTNER OPTION):** Compose a FICTIONAL NARRATIVE on one or more families of teaching and selected models. At least two families and at least six models (at least one per family) with illustrations and age appropriate language. Book must include a story line (i.e., how Mr. Teacher considered teaching the same topic in different ways, how Ms. Teacher planned instruction for the week. This choice may be completed individually or with a partner.

- **Requirements:** The Fictional Narrative should be should be complete, neat, visually appealing, and accurate.
- **Partner Option Requirements:** An acknowledgement page in the book should identify work completed by each partner.
- **Supplemental Requirement:** Compose a one-paragraph explanation of how completing this activity advanced your ability to apply what you've learned to your teaching practice.
- **Submission:** Submit explanation and copy of book or link to digital book through assignment portal and post in Discussion 4: Peer Critique Main Course – Protein.
- **Partner Identification in Submission:** One partner should identify the other contributor when submitting through assignment portal and post all required items in the discussion forum. The other contributor should then reply to the post, identify him/herself as the partner, and pose 1-2 questions that help viewers prepare for and/or reflect on reading the book and accompanying explanation.