The following TPEs are assessed in this assignment:

TPE 1.1 Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

TPE 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning

TPE 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

TPE 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

TPE 3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

TPE 3.3: Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject- Specific Pedagogical Skills in Section 2 for reference*

TPE 3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security.

TPE 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards

TPE 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students

TPE 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:• appropriate use of instructional technology, including assistive technology; (a)• applying principles of UDL and MTSS; (b)• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; ©; appropriate modifications for students with disabilities in the general education classroom (d)opportunities for students to support each other in learning; and (e) use of community resources and services as applicable

TPE 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning

TPE 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

5 POINTS

Goal

All components of the unit must be present in the final unit submitted.

Topical Understanding

"What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understanding?" *Understanding by Design* by Grant Wiggins and Jay McTighe. **Think:** As the designer, what do I want this unit to accomplish, but more importantly, "think about who the learners-the end users-of your design-are and what *they* will need, individually and collectively, to achieve the desired results of Stage 1 and to perform well at the tasks proposed in Stage 2." *Understanding by Design* by Grant Wiggins and Jay McTighe.

Topical Questions (Taken from Chapter 9 of *Understanding by Design*)

What does a learning plan for understanding look like?
How do we make it more *likely* that everyone (including English Learners and Students with special needs) might achieve understanding?

Task

Remember, you have already completed several differentiated lessons that will be used as part of your final unit design. Those lessons are: history/social lesson plan, art lesson plan, museum, or cultural center learning experience, and your performance assessment (PT) and rubric.

Now, to complete the unit, you need to think of learning experiences that will occur between these larger lessons. Your task is to write each of these learning experiences out on an instructional matrix.

STEP ONE

Consider the questions listed above. Decide when and for how long history/social science will be taught in your class. Will it happen daily for 30-40 minutes? Will it happen 3 times a week for an hour? Once you have decided when and for how long, then you will create an instructional matrix showing the days that you will teach and exactly what will be taught each day for the entire 4-6 week unit of study.

STEP TWO

Create a table that will serve as your instructional matrix. See examples provided in chapters 9 & 11 of *Understanding by Design*. Think: Calendar. Your table should include days of the weeks and time indicating the duration of each lesson. Fill in each day with a learning experience. Be sure to include in the calendar all of the assessment activities you have planned to implement (in your Assessment matrix) (including opportunities for students to self-assess and revise their work) Remember, all learning experiences lead to unit's enduring understanding which is assessed in your performance task.

STEP THREE
Think of any essential questions from your final unit that you can use to help guide the students' thinking through your chosen text. Also, think: are you going to teach the ELA standard that you have chosen, or will you simply point it out as a quick reteach before, or after your students read the text?

STEP FOUR
Prepare and deliver a completed instructional matrix which contains ALL of the learning experiences that you plan on doing with your students during the unit. Be sure to include descriptions of the integration of technology/digital tools, ELA and the Arts throughout the learning experiences.

STEP FIVE
1. **Paper Submission:** Submit all written document as a single Word file via the Canvas Drop Box on or before date due. (Scan and merge documents as needed.)

   (Caution: Eliminate student names on work samples included on posters. Please remember NOT to use photos of students unless you receive written permission from parents).

EDU 155/255 OT2: Component 4 Learning Experiences. RUBRIC

TPEs Addressed	Criteria	Exemplary	Standards Met Proficient	Partially Proficient	Developing	Inadequate
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	Map out learning experiences and instruction sequentially to maximize engagement and effectiveness Provide opportunities for students to explore/experience big ideas/EUs and gain knowledge and skills from Desired Results	Appropriate learning experiences and instruction planned for purposeful sequential use throughout the unit Includes relevant activities with clear progress toward summative achievement of Desired Results	Appropriate learning experiences are planned for sequential use throughout the unit and include relevant activities with progress toward summative achievement of Desired Results	Most learning experiences are planned in a sequential way throughout the unit and includes some relevant activities that progress toward summative achievement of Desired Results	Some learning experiences are planned in a sequential way throughout the unit and include some evidence of activities that progress toward summative achievement of Desired Results	Learning activities limited and non-sequential includes with little to no activities that progress toward summative achievement of Desired Results
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	Include variety of flexible learning experiences with multiple modalities addressed, including the arts Learning experiences and instruction are designed for student engagement	Includes a variety of flexible learning experiences that draw on students' needs and address multiple modalities- including the arts Learning experiences and instruction is purposeful, student-centered, and designed for maximum engagement	Includes flexible learning experiences that draw on students' needs and address multiple modalities- including the arts when appropriate Learning experiences and instruction is purposeful, student-centered, and	Mostly includes learning experiences that draw on students' needs and address multiple modalities- including the arts when appropriate Most learning experiences and instruction are student-centered with some engaging activities.	Includes some learning experiences that draw on students' needs and address multiple modalities - including the arts when appropriate Some learning experiences and instruction are student-centered with some engaging activities. Many learning	Includes few or no learning experiences that draw on students' needs and address multiple modalities- including the arts when appropriate Few to no learning experiences and instruction are

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	Learning experiences include purposeful inclusion and blending of technology and digital learning opportunities	Candidate has created learning experiences with new content, incorporating the use of digital tools designed to enrich the lesson by engaging students more deeply in the learning process	designed for engagement Candidate has created learning experiences with new content, incorporating the use of digital tools designed to enrich the lesson by engaging students more deeply in the learning process	Some learning experiences and instruction require adjustment. Candidate has created learning experiences with mostly new content. The use of digital tools somewhat enriches the lesson by not fully engaging students more deeply in the learning process	experiences and instruction require adjustment. Candidate has created learning experiences with somewhat new content. The use of digital tools may not enrich the lesson and does not fully engaging students more deeply in the learning process	student-centered. Most learning experiences and instruction require adjustment. Candidate has not created learning experiences with new content. Digital tools are not used to enrich the lesson and students will not be deeply engaged in the learning process
1.1 Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend	Create instruction and learning experiences that are developmentally appropriate for grade level Select or adapt relevant and appropriate instructional strategies, grouping strategies, and instructional	Instruction and learning experiences clearly developmentally appropriate for the grade level. Learning experiences and instruction are clearly flexible and utilize appropriate instructional strategies, materials, and grouping to meet the needs of all learners including	Instruction and learning experiences are developmentally appropriate for the grade level. Learning experiences and instruction are flexible and utilize appropriate instructional strategies, materials, and grouping to meet the needs of all learners including	Instruction and learning experiences are mostly developmentally appropriate for the grade level. Learning experiences and instruction are mostly flexible and utilize instructional strategies, materials, and grouping to meet the needs of most	Instruction and learning experiences are somewhat developmentally appropriate for the grade level. Learning experiences and instruction are somewhat flexible and utilize some instructional strategies, materials, and grouping to meet the needs of learners including ELL and special needs students	Instruction and learning experiences are not developmentally appropriate for the grade level. Learning experiences and instruction are not flexible and utilize little to no instructional strategies, materials, and

their learning. 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. **TPE 3.2** Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. <mark>**TPE 3.3:** Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as</mark>	materials to assist students to achieve learning goals and meet all students' needs including ELL & SN Make content and pedagogical strategies engaging, relevant and culturally responsive Uses knowledge of student developmental levels and proficiencies to facilitate student understanding of subject matter <mark>Knowledge of subject-specific pedagogy</mark>	ELL and special needs students Content and pedagogical strategies are engaging. relevant and culturally responsive Learning experiences use scaffolding to support learning goals and student needs (accommodations and/or modifications are consistently made where necessary) <mark>Candidate's plan includes a wide range of effective research-based pedagogical approaches</mark>	ELL and special needs students Content and pedagogical strategies are mostly engaging and relevant Learning experiences use scaffolding to support learning goals and student needs (accommodations and/or modifications are made where necessary) Candidate's plan reflects a moderated range of effective research-based pedagogical approaches	learners including ELL and special needs students Content and pedagogical strategies are somewhat engaging and relevant Learning experiences are mostly some scaffolded to support both the learning goals and student needs (accommodations and/or modifications are mostly made where necessary) Candidate's plan reflects some range of pedagogical approaches or includes some approaches that are not suitable to student learning of content	Content and pedagogical strategies need work to be engaging and relevant Learning experiences use some scaffolding to support both the learning goals and student needs (some accommodations and/or modifications are made where necessary) Candidate's plan reflects a limited range of pedagogical approaches or includes approaches that are not suitable to student learning of content	grouping to meet the needs of learners including ELL and special needs students Content and strategies are not engaging and relevant Learning experiences do not model scaffolding to support either the learning goals or student needs (accommodations and/or modifications are not made where necessary) Candidate displays little or no understanding of the range of pedagogical approaches suitable to

  TPE 3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security. *4.4* Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology• applying principles of UDL and MTSS; appropriate modifications for students with disabilities in the general education classroom opportunities for students to support each other in learning; and	Model how to use digital tools to learn and promote digital citizenship while assuring equal access for all to digital platforms and internet safety Logically designed lesson	Instruction and digital tools provided are clearly developmentally appropriate for the grade level and are effective in engaging all learning while practicing internet safety protocols The lesson structure is clear and logical, allowing for different pathways according to diverse student needs, and anticipating misconceptions. The progression of activities is highly coherent with appropriate time allocations	Instruction and digital tools provided are developmentally appropriate for the grade level and are effective in engaging all learning while practicing internet safety protocols The lesson has a clearly defined, logical structure around which activities are organized and which anticipates student difficulties or confusion. Progression of activities is even, with reasonable time allocations	Instruction and digital tools provided are mostly developmentally appropriate for the grade level and are mostly effective in engaging all learning while practicing internet safety protocols The lesson has recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable.	Instruction and digital tools provided are somewhat developmentally appropriate for the grade level and are somewhat effective in engaging all learning while practicing internet safety protocols The lesson has a partially recognizable structure, the structure is uneven. Progression of activities is uneven; sometime allocations are reasonable.	students learning of content Instruction and digital tools provided are not developmentally appropriate for the grade level and are not effective in engaging all learning while practicing internet safety protocols The lesson has no clearly defined structure, or is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic

use of community resources and services as applicable.						
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	Provide opportunities for students to self-evaluate their work and reflect on their learning and goals Includes relevant assessments from Parts 2/3	Learning plan allows for students to purposefully self-evaluate their work and reflect on their learning and goals throughout the unit Includes relevant assessments from parts 2/3 in a clearly understandable sequence	Learning plan allows for students to self-evaluate their work and reflect on their learning and goals throughout the unit Includes relevant assessments from parts 2/3 in an understandable sequence	Learning plan mostly allows for students to self-evaluate their work and reflect on their learning and goals throughout the unit Includes relevant assessments from parts 2/3 in a mostly understandable sequence	Learning plan somewhat allows for students to self-evaluate their work and reflect on their learning and goals throughout the unit Includes most relevant assessments from parts 2/3 in a somewhat understandable sequence; requires adjustment.	Learning plan allows for little to no opportunities for students to self-evaluate their work and reflect on their learning and goals throughout the unit Does not include assessments from parts 2/3 or are placed throughout the plan in an illogical way