

# Instructional Design Online Learning Implementation Outline

**Subject:** New Teacher Academy

**Level of Instruction:** Professional Development geared towards teachers with 1-3 years of experience.

**Intended Audience:** Year 1-3 teachers

**Instructional Format:** Blended Learning

**Key Documents:** Syllabus, Course Outline, Cohort Objectives

## **Design Approach:**

This course will adopt a student-centered approach. By using this method, it will emphasize collaboration and creativity among the new teachers, empowering them to take ownership of their learning.

## **Control of Learning:**

The teaching and learning team, along with myself, will demonstrate the tools, resources, and instructional methods that the new teacher can adapt for their own classroom. By recording and reflecting on their use of these methods, they will be able to provide feedback and collaborate with others. Additionally, they can seek guidance from a mentor or coach to help ensure their success with students.

## **Competency-Based Education (CBE) or Outcome-Based Education (OBE):**

I am utilizing a combination of competency-based education and outcome-based education in our blended learning course. This approach ensures that new teachers achieve specific learning goals to meet the needs of their students while also mastering skills that will help them better support their students' needs.

## **Balancing Assessment:**

Assessment in this course will be measured through artifacts. These artifacts are designed to provide feedback for new teachers and to help them grow by measuring and celebrating their success in the classroom. One of the most valuable tools we will use is recording lessons, which will allow teachers to receive guidance on their growth and instructional practices.

## **Deeper Thinking:**

My design will guide educators to deepen their learning by fostering critical reflection, collaborative problem-solving, and the creation of learning strategies with direct classroom application and guidance.

**Big Hairy Audacious Goal:**

Our ambitious goal for the new teacher academy is to complete a year of professional learning incorporating the five key principles of effective professional development. Additionally, we aim to create a supportive environment for new teachers through our innovative blended learning model, encouraging them to explore and implement new ideas.

**Fink's Three Column Table:**

Learning Outcome	Learning Activities	Assessment
<p><b>Foundational Knowledge:</b> Learners will investigate and dive into the essential principles of effective blended learning.</p>	<p>Learn new teaching strategies and tools flexibly so you can lead your classroom.</p>	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Tool integration</li> </ul>
<p><b>Application:</b> Learners will be able to analyze and share new learning strategies and tools through the blended learning model while also understanding how choice plays a role in reflective practice.</p>	<p>Use the course materials and research to improve your teaching through flexible learning. Keep a record of your teaching to reflect on using the resources provided.</p>	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Strategy integration</li> </ul>

<p><b>Integration:</b></p> <p>New teachers will learn to articulate and justify their ownership of the blended learning strategies and their own learning and how this ownership contributes to effective teaching.</p>	<p>Review the live sessions and online course materials and adapt them for your classroom. Try at least one of the activities, and ask a mentor or coach for help if needed.</p>	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Strategy integration</li> </ul>
<p><b>Human Dimension:</b></p> <p>Learners will collaborate and engage in discussions about the strategies that aided their learning journey.</p>	<p>Coaches, mentors, and peers can all provide insights and observe the growth you've achieved.</p>	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Video reflection</li> </ul>
<p><b>Caring:</b></p> <p>They will reflect on their experiences and provide feedback on what proved effective.</p>	<p>Evaluate your progress through reflection and feedback.</p> <p>Record a video of yourself showcasing the material you've learned at the start of the session and again at the end of the year.</p>	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Video reflection</li> </ul>
<p><b>Learning How to Learn:</b></p> <p>Learners engage with and integrate the social and collaborative aspects of learning within their own community.</p>	<p>Discuss how collaboration within our new teacher cohorts has facilitated mutual learning and contributed to your growth as an educator.</p>	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Cohort Collaboration</li> </ul>

## Implementation Outline:

### Session 1:

- **Objective:** new teacher mentees will be able to plan for effective teaching and a positive classroom environment.
- **Resources:** Lead4ward Mentor/Mentee book
- **Activities:**
  - Chapter 1: Being an effective teacher
    - Team Building: Continuous Round Robin
    - 1. Continuous-Keep going.
    - 2. Round-Go in a circle.
    - 3. Robin-Talk.
  
    - First round:
    - 1. Pose question
    - 2. Give THINK time (have students write a list of their ideas). *We tend to forget all of our ideas when the pressure to share is on. This is a way for students to refer to their ideas made during brainstorming.*
    - 3. Start with the person closest to the ceiling.
      - a. Question 1 - Name songs that are about teachers or schools.
  
    - Second round:
    - 1. Pose question
    - 2. Give THINK time
    - 3. Start with the same person.
      - a. Question 2 - What must be in place for a good first day of school?
  - Chapter 9: Being a professional
    - Teach like a champion videos
    - Mix pair share on strategies that were shown and how to implement
  - First Day plans and expectations
    - Getting Ready: Room setup for success
    - Question: *On an index card, brainstorm a list of what you think you need to have ready for the 1st day of school.*
    - Think and throw
    - Tour of Knowledge: 7 things students need to know on the first day of school.
- **Artifact/Assignment:**
  - Video first-day procedures or act out how you implement the procedures with your mentor or instruction coach.

### Session 2:

- **Objective:** new teacher mentees will be able to effectively manage classrooms, promote positive behavior, introduce lessons, and align instruction with curriculum standards
- **Resources:** FYT Lead4ward Book BEST Academy Resource Drive, The First Days of School Wong Chapter 10 & 15
- **Activities:**
  - Chapter 3: Classroom Management
  - Modeling discussions and feedback topics:
    - Classrooms routines
    - Rules/procedures
    - Classroom Setup
    - Morning playlist
    - Conversation chips
    - Were you absent/finished early/extra copy tubs or folders - Missing assignments - Sub binder/folder
    - Fist to Five
    - Pick a stick
  - Positive behavior management
  - Introducing a lesson
    - Team Building: Continuous Round Robin
    - Question 1 - What is a snack that you cannot resist?
    - Question 2 - What is crucial or needed to create a strong lesson?
    - Group together with mentor or coach and
  - TEKS and Curriculum
    - Dissect and break down TEKS and plan
- **Artifact/Assignment:**
  - Video for feedback on a lesson or strategy that we discussed in the session.

### Session 3:

- **Objective:** new teacher mentees will be able to plan for effective teaching and a positive classroom environment.
- **Resources:** Lead4ward Mentor/Mentee book
- **Activities:**
  - Student engagement
    - Kagan Structures
      - Classbuilding
      - Team building
  - Data Collection
    - Brain dump: what are ways that we can collect data from our students to see growth?
    - What are other ways to look at data other than putting all eggs in one basket with a screener?

- Assessment Types
  - Formative/Summative
  - Tools for assessment: Tech tools, quick checks, collaboration
- **Artifact/Assignment:**
  - Bring a video or a type of assessment that was successful, a student engagement strategy that worked, or a type of data collection that you would like feedback on.

#### Session 4:

- **Objective:** new teacher mentees will be able to effectively work with parents, implement accommodations, and understand special education basics.
- **Resources:** Lead4ward Mentor/Mentee book
- **Activities:**
  - Working with parents
    - Kagan Structures
      - Mix pair share
      - Parent conference templates
  - Modifications and Accommodations and Sped Overview topics
    - Common SPED Acronyms,
    - IDEA Fact Sheet,
    - 504 Fact Sheet,
    - Accommodations, Modifications and Supplemental Aids,
    - Common Risk Factors Associated w/ Dyslexia
- **Artifact/Assignment:**
  - Work with a coach or mentor with your first parent conference and provide reflection and feedback.

#### Session 5:

- **Objective:** new teacher mentees will be able to use knowledge of learning and the brain to improve their teaching.
- **Resources:** Lead4ward Mentor/Mentee book
- **Activities:**
  - Vocabulary and Visuals
    - Vocabulary Routine
      - Stop Plop and Roll vocabulary game
  - The Brain and Processing time
    - Girls vs Boys processing time
    - Breaking down your lesson
    - 12 square (brainstorm 12 factors that influence the brain in the classroom (Example: rest, sleep, nutrition))
  - Learning and the Learner

- Jigsaw chapter 7 in the lead4ward mentor book
- Brain friendly classroom
  - Positive Emotional Environment
  - Enriched physical environment
  - Mentally Engaging environment
  
- **Artifact/Assignment:**
  - Create a lesson plan using a vocabulary strategy we discussed in the session