

TEACHING and LEARNING in the KNOWLEDGE AGE



MODULE

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Outline

Feedback

Mentor Notes

Overview:

The job market in which today's students will spend the majority of their lives will differ significantly from that which was experienced by the current generation. Not only must teacher preparation change, but significant curriculum changes are also necessary to ensure America's economic viability and success in the next generation.

"A simple question to ask is, 'How has the world of a child changed in the last 150 years?' And the answer is, 'It's hard to imagine any way in which it hasn't changed.' Children know more about what's going on in the world today than their teachers, often because of the media environment they grow up in. They're immersed in a media environment of all kinds of stuff that was unheard of 150 years ago, and yet if you look at school today versus 100 years ago, they are more similar than dissimilar."
~ Peter Senge



Solution Description



This 24 hour professional development solution uses a blended approach of professional learning. Although all content is available online, multiple modules have been designed to be conducted in a scheduled local school district setting. This allows participants to share their work and discuss major concepts together as a cohort. The Outline identifies which modules can be completed independently and which ones should be conducted "live" with face-to-face interaction. The live modules are to be conducted by a local district teacher or administrator that is referred to throughout the modules as the Onsite Mentor. Some groups may provide their own leadership. In this scenario, all cohort members would meet for Module 1 and individuals would sign up to serve as Peer

Mentors facilitating one or more of the remaining live face-to-face modules. Mentor notes are available for each live session and cohort members choosing to serve as a Peer Mentor should familiarize themselves with the Mentor notes before the scheduled session. All modules have been designed to help educators develop the insights, knowledge, and skills they need to become effective classroom and school leaders, thus better able to increase student learning.

The overarching goal of this solution is to chart a path that will equip and prepare educators to align current curriculum and assessment with future job requirements, **transitioning learning...**

FROM: an Industrial Age model of teaching and learning
TO: a Knowledge Age model of lifelong learning.



Enduring Understanding

The degree of quality in the instruction delivered to our diverse student population will directly impact both, America's future as a world leader in the Knowledge Age, and individual students' ability to create successful and fulfilling lives.

Essential Questions

To better serve their diverse student groups, today's classroom teachers need an understanding of the process of teaching and learning in the Knowledge Age. In this solution learners will experience four distinct

characteristics of Knowledge Age teachers. In each stage, teachers will encounter learning events that equip them to formulate answers to the following essential questions:

1. Teacher as a Learning Guide

- What is Curriculum Mapping, and how does it improve teacher planning?
- How does the Backward Design Process improve teaching and learning?
- How can educators guide students to both know and to truly understand?

2. Teacher as an Assessor and Evaluator

- What insights can be gained by viewing assessments from the learner's perspective?
- What are the most effective ways to measure students' understanding?
- What is involved in developing a high-quality, comprehensive assessment plan?

3. Teacher as a Counselor and Diagnostician

- How can educators effectively differentiate instruction for students based on their ability, temperament, interests, learning styles, and ways of thinking?

4. Teacher as a Learning Environmentalist

- What role does technology play in Knowledge Age teaching and learning?
- How is the definition of what it means to "know something" changing, and what do those changes imply for educators?

Standards


Projects and activities in each module are aligned with the National Staff Development Council (NSDC) Standards for Staff Development. Staff development that improves the learning of all students:











I. Learning Communities	Organizes adults into learning communities whose goals are aligned with those of the school and district.
II. Leadership	Requires skillful school and district leaders who guide continuous instructional improvement.
III. Resources	Requires resources to support adult learning and collaboration.
IV. Data-Driven	Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
V. Evaluation	Uses multiple sources of information to guide improvement and demonstrate its impact.
VI. Research-Based	Prepares educators to apply research to decision making.
VII. Design	Uses learning strategies appropriate to the intended goal.
VIII. Learning	Applies knowledge about human learning and change.
IX. Collaboration	Provides educators with the knowledge and skills to collaborate.
X. Equity	Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

XI. Quality Teaching	Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
XII. Family Involvement	Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

[Click here](#) to view the standards in more detail.

Learner Performance by Cumulative Assessment

 Participants will produce relevant products that can be used in their classroom, at their campus, or in their district. The product and performance tasks will be scored using either rubrics or checklists. Whenever you see the performance check icon to your left, this means that the activity or assignment is a scored event and part of your project. You will work on a part of your project in each of your modules. The Learning Events in this solution will develop knowledge and skills that contribute to the development of your products and project.

	Performance Task (Standard)	Assigned	Due	Evaluation	Points
	Curriculum Map for an Instructional Unit	Module 1	Module 3	<u>Holistic Rubric</u>	5
	Instructional Unit including Enduring Understanding, Essential Questions, Six Facets of Understanding, Standards, and Motivational Introduction	Module 1	Module 8	<u>Checklist</u>	15
	Users of Data	Module 2	Module 2	<u>Checklist</u>	5
	Needs Analysis for an Instructional Unit	Module 3	Module 4	<u>Analytic Rubric</u>	15
	Grading Rubrics	Module 3	Module 6	<u>Checklist</u>	10
	Grade Book Analysis for an Instructional Unit	Module 3	Module 4	<u>Checklist</u>	5
	Plan for Student Portfolios	Module 3	Module 4	<u>Holistic Rubric</u>	5
	Plan for Differentiating Instruction by Levels	Module 5	Module 6	<u>Analytic Rubric</u>	15
	Multiple Intelligences Entry Points for Learners	Module 7	Module 7	<u>Checklist</u>	5
	Group Member Presentations	Module 8	Module 8	<u>Analytic Rubric</u>	20
Total					100

Learning Path Designers



"One of the greatest challenges facing educators today is the need to customize instruction to meet the individual needs of each student. It is an undertaking that requires new knowledge and teaching skills. The content in this learning path has been designed to equip and prepare educators to meet the needs of learners in the Knowledge Age. Our country holds a place of world leadership because of the emphasis we have placed as a nation on education. The future demands that we concentrate our efforts on providing the highest quality of education for every child. In that regard, we hope you find this professional development experience both challenging and rewarding."

~ Dr. Chip Pike

Evaluation and Feedback

Participant feedback is critical to the continuous improvement of Quality Learning solutions. Learners are given an opportunity to provide feedback to briefly rate the usefulness of each Learning Event in each module. The feedback learners provide enables the curriculum designers to revise and refine the content in an effort to achieve the highest quality learning resource.

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