**District/School Curriculum Analysis Assignment**

**District/School Curriculum Analysis Assignment Overview:**
The purpose of this assignment is to examine curricular programs in the classroom. Specifically, this assignment should help you understand curricula as organized structures that 1) identify goals for student learning, 2) describe what is to be taught in a classroom, 3) provide various means of assessment, and 4) explain how school, district or classroom curricula connect to the Common Core Curriculum. This assignment is a partial fulfillment of the University Writing Intensive (WI) for all undergraduate students.

**District/School Curriculum Analysis Directions:**
For this assignment you are to write a descriptive paper in which you analyze the classroom curriculum used by your cooperating teacher (what they use to develop lesson plans) and describe how it relates to the Common Core Curriculum. This assignment should be completed during pre-student teaching.

If you are teaching in a self-contained elementary classroom, or in a self-contained special education classroom, YOU ARE TO SELECT ONE OF THE CORE CONTENT AREAS TO ANALYZE. All other students should select the content area of your current pre-student teaching placement (e.g., English, social studies, physical education, art, music, etc.)

**Follow the steps below to complete your assignment:**
1. To begin, obtain a copy of the class curriculum from your cooperating teacher for pre-student teaching; if one is not available; please contact your WSU supervisor.
2. Next, review the curriculum in terms of its goals, content, and assessment. Then compare your findings with the corresponding state documents:
   - **Goals** – Michigan Curriculum Framework
   - **Content** – Grade Level Content Expectations (GLCEs) or High School Content Expectations (HSCEs)
   - **Assessment** – all applicable state educational assessment programs, e.g. Michigan Educational Assessment Program (MEAP), Michigan’s Alternative Assessment Programs (MEAP-Access and MI-Access), Michigan Merit Examination, and English Language Proficiency Assessment (ELPA)
3. Finally, write a summative paper describing how your class (or school/district) curriculum aligns with Common Core Curriculum. Use the following format and questions to develop your paper.

**Opening**
- Include the following: a brief description of your school/district including AYP (adequate yearly progress) status, and any other related information.
- Tell whether the curriculum you are analyzing is used at the district, school and/or classroom level.

**Goals**
- What appear to be the goals and objectives of your classroom curriculum?
- How are the curriculum’s goals and objectives similar to or different from the state standards?

**Content**
- What should students know or be able to do after successful completion of the class curriculum?
- How do the class outcomes compare to the state expectations?

**Assessment**
- How does the curriculum provide for a variety of assessment strategies?
- How does the teacher assess student learning in your classroom?
- How does the assessment of student learning in your classroom compare with the state assessments?

**Conclusion**
- Why do I need to know about this?
• What does this mean in terms of teacher accountability?
• How will this information help me as a teacher?

*Note: It is your responsibility to obtain a copy of the class curriculum from your cooperating teacher for pre-student teaching. If one is not available, please contact your WSU supervisor.*

**District/School Curriculum Analysis Competencies & Claims Addressed:**

<table>
<thead>
<tr>
<th>COE Competencies</th>
<th>COE Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>MI-WAYNE-COESTS.1</td>
<td>Meets Standards (4)</td>
</tr>
<tr>
<td>Knows the subject area content and best practices in those areas.</td>
<td></td>
</tr>
<tr>
<td>MI-WAYNE-COESTS.8</td>
<td>Reflective (1)</td>
</tr>
<tr>
<td>Selects appropriately from a variety of assessment strategies to evaluate student learning and uses this information to make informed curriculum decisions.</td>
<td>Innovative (2)</td>
</tr>
<tr>
<td>MI-WAYNE-COESTS.9</td>
<td>Committed to Diversity (3)</td>
</tr>
<tr>
<td>Utilizes school/district/community resources.</td>
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</table>

**District/School Curriculum Analysis Evaluation Procedures:**
The official Rubric will be used to assess assignment (See Rubric).
In order to pass this assignment the minimum total score must be at least 47. If you score a 1 or 2 on any of the line items, you will be required to resubmit that particular aspect of the assignment.

**District/School Curriculum Analysis Description of Scores:**

<table>
<thead>
<tr>
<th></th>
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- It is a rare candidate who scores at this level. The assignment contains all of the required elements and is of the highest quality.
- This is the level expected upon completion of student teaching. The assignment contains all of the elements in a final, well-developed paper.
- This is the level at which most pre-service teachers present. The basic elements of the assignment are there but the assignment needs development and depth.
- The assignment is developing but not yet at a level that could be considered basic.
- Multiple parts of the assignment are missing or incomplete.
Resume Assignment

Your Full Name

Education *(Start with your most recent schooling and work backwards)*
1998-2003 Wayne State University Detroit, MI
Bachelor of Arts/Science Elementary Education GPA *(if impressive 3.0 or better)*
Major: Math Minor: Science
1994-1998 Your High School or other University City, State
GPA:

Work Experience *(Start with your most recent job and work backwards)*
June 1999-Present
Buddies Computers Address City, State
Sales clerk
- Job responsibility
- Job responsibility
Activities
- Organized employees MD walk
- Volunteered at local school as part of Businesses Involved Org.

June 1990-June 1999
Football Coach for Lincoln Park School District

Professional Activities
Computer trainer for Dearborn Parent Group
Private tutoring to elementary students
Presenter at MACUL convention
Volunteer softball coach for Lincoln Park Recreation League

Professional Memberships
MACUL
Michigan Council of Computer Associates

List them *(Make sure your references are from those you will give you a favorable rating)*

Make sure you use a professional looking font, watch your spelling, grammar, and demonstrate good elements of writing. Avoid slang, vague expressions, and too lofty of a philosophy. Your resume should be presented on a good quality of paper that is a neutral color. Avoid graphics and pictures on your resume.
Learning with Communities Assignment

**Learning with Communities Assessment Overview:** The purpose of this assignment is to document and describe the community surrounding the school where you will be placed for your field experience. You will use a variety of observational research tools to help you better understand the value of considering the community as a strong factor that affects student learning, motivation and curriculum choices. This assignment will contribute to your own professional growth as you prepare to be a responsive teacher.

**Directions:** You or a small group of your classmates will explore the neighborhood where your field placement is located and observe the community. Locate the schools in the neighborhood. You will prepare a written report that will discuss your observations and reflect on your experiences.

**Requirements:**

1. **Exploration of the Community**

   You may begin your journey using electronic tools (Google Earth, Wikipedia, etc). The starting point for your analysis is to explore the ASSETS in the community and evaluate how these resources might impact your teaching. Begin by looking at the community website for demographic information. You will also need to consider the community challenges that might have an adverse effect on student learning. Consider the following:
   - Describe the people you see as you drive around.
   - Where do people live? (e.g., single residence, duplexes, apartment complexes, housing units)
   - Describe any support you notice for specific diverse populations. (e.g., curb cuts, museums that highlight a particular ethnic group)
   - Describe public or other institutions that you see. (e.g., churches, schools, libraries)
   - Are there health and social service agencies? (e.g., hospitals, doctors’ offices, clinics) What is the role of these resources in the community?
   - What commercial uses of land do you see? (e.g., restaurants, grocery stores, gas stations, convenience stores)
   - What transportation is available in the community? (e.g., busses, taxis)
   - What recreation is available? (e.g., parks, playgrounds)

<table>
<thead>
<tr>
<th><strong>Resume Rubric</strong></th>
<th><strong>Total Points</strong></th>
<th><strong>Your Score</strong></th>
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<tbody>
<tr>
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<td>Contact Information</td>
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**Resume Rubric**

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<th>Your Score</th>
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<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
• Describe any industry you may see. (e.g., manufacturing, other businesses)
• Describe protective services in the community? (e.g., police, fire)
• Describe billboards/signs that reflect the character of the community.
• Describe the environmental factors that you noticed that may impact learning at your school? (e.g., a library close to the school, new buildings, empty buildings, safety issues like traffic flow)

Using Artifacts and Documentary Evidence (Pictures, Sounds, Items) describe the community. You are not a tourist. Respect the privacy of those you see in the community.

2. Explore the history of this community(library, online sources, informants, etc) What sources did you use? What’s new in this community? What sources did you use to find out more? Explore changes over time in this community. What is its history/ What is its trajectory?
3. Reflect on what you have learned from this assignment. How might it inform your future work with children. Use examples from your group work with children and/or service learning experience. What assets have you discovered in this community? What do think are some of the issues that the school(s) in this community must address.

4. REFLECTION NARRATIVE:

Address 1, 2, and 3 above in your written reflection. Looking forward, this assignment will help you consider the following important questions. Address any of the questions below that may be interesting to reflect upon.

• What have you learned about the community that will impact your actions as a teacher?
• How can you use the assets of the community to plan curriculum and support your teaching?
• What could your role be as a teacher in this community?
• How will you get to know your students and their families?
• How will you use what you learned from your observations to build relationships with students and families?
• How might you get to know more about this community?

Community Observation Competencies & Claims Addressed:

<table>
<thead>
<tr>
<th>COE Competencies</th>
<th>COE Claims</th>
</tr>
</thead>
</table>
| MI-WAYNE-COE-STS. 6  
Exhibits Professional Dispositions: Behaves in an ethical, reflective and professional manner and is committed to all students and their learning. | Reflection  
Committed to Diversity |
| MI-WAYNE-COE-STS. 9  
Utilizes school/district/community resources. | Committed to Diversity |

Community Observation Evaluation Procedures:
The official Rubric will be used to assess assignment (See Rubric). In order to pass this assignment the minimum total score must be at least 36. If you score a 1 or 2 on any of the line items, you will be required to resubmit that particular aspect of the assignment.

Community Observation Description of Scores
### Exemplary, Proficient, Basic, Progressing, Underdeveloped

<table>
<thead>
<tr>
<th>Level</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Progressing</th>
<th>Underdeveloped</th>
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<td>33-51</td>
<td>17-32</td>
<td>0-16</td>
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</table>

It is a rare candidate who scores at this level. The assignment contains all of the required elements and is of the highest quality. This is the level expected upon completion of student teaching. The assignment contains all of the elements in a final, well-developed paper. This is the level at which most preservice teachers present. The basic elements of the assignment are there but the assignment needs development and depth. The assignment is developing but not yet at a level that could be considered basic. Multiple parts of the assignment are missing or incomplete.

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### OFFICIAL WSU LESSON PLAN FORMAT 2010

*This is a detailed explanation of what your lesson plan should include.*

#### The following 3 points need to be thought about before you create your lesson plan.

1. **Important Facts:** these are facts the teacher needs to know to teach the lesson.
2. **Key Concepts:** what "concepts" will be taught in this lesson? Some examples of concepts are freedom, citizenship, respect, independent, democracy, death, loss, etc.
3. **Skills students need for lesson and skills taught:** what skills do these students need to be able to demonstrate to do this lesson and what skills are you teaching in the lesson.

#### I. Demographic Information

The following should be given:

- Student Teacher’s Name:
- Grade Level:
- Topic:
- School:
- District:
- Lesson Plan Title:
- Duration: (estimate how long your lesson will take to teach)

#### II. Objectives

SWBAT listed and should demonstrate the following:

- Clearly stated
- Observable
- Measurable (very important)
- Specific to performance
- Aligned with Common Core Curriculum
- Grade/Age appropriate

#### III. Common Core Curriculum

The following should be explained:

- List the Common Core objectives used in the lesson
- Explain why you decided to teach this lesson and how it is theoretically sound.
- How is the content relevant to students?

#### IV. Learning Resources and Materials

The following should be explained:
a. List appropriate materials: list all items
b. List resources
c. List technology: this could include computers, televisions, tape recorders, calculators
d. Bibliography

V. Teacher Procedure/Lesson Development
   a. Introduction
      1. Anticipatory Set—how will you motivate your students, specify what you will do to get the students ready for the lesson, explain how you will focus the students’ attention
      2. How you will link the lesson to the students’ prior knowledge
   b. Methods/Procedures (Lesson Development)
      1. Essential Question: What is the Essential Question used to guide and focus the teaching and learning? It should match your objectives.
      2. Lesson Described in Detail Step-by-Step (This will be lengthy)
      3. Type(s) of Teaching Described
         a. Direct Teaching: this is where you would do all the teaching -- lecture style
         b. Inductive/Inquiry Teaching: this is where the students are given a question or statement that they will attempt to solve by themselves
         c. Cooperative Group Teaching: putting children in groups to work together. These groups should not be more than four or less than two. Be conscious of the children you are putting together, watch for learning abilities and social matching. In cooperative grouping, each child should be given a role during the group activity. This helps with student accountability.
      4. Strategy(ies) Listed and Explained (Best Practices)
   c. Method of Practice
      a. Guided Practice—describe ways for the students to practice while you monitor students’ progress and provide feedback
      b. Independent Practice—describe how students will independently use what has been taught -- this can be done in class or at home
   6. Your Role—Describe your role.
      a. Modeling: explain how you are going to model what you want the children to do in your lesson
      b. Facilitating: your role might be just to watch and give some assistance to the students.
   7. How Will You Implement Varying Perspectives?
   8. How Will You Integrate Across the Curriculum?
   9. Closure
      a. How you will help students summarize what they have learned
      b. How this leads into next lesson
   c. Accommodations/Adaptations
      1. How you differentiate instruction according to students’ needs?
      2. What will be done to ensure that all students learn?
   d. Outcomes
      1. Describe the criteria by which you can assess/evaluate student performance.
      2. How were the objectives/outcomes reflected in the students’ work?
      3. Did the criteria support the learning objectives?

VI. Methods of Assessment and Evaluation utilized, such as (these are suggestions):

- Questioning
- Conferencing
- Journal writing
- Drawing a model
- Technology
- Writing a poem or song
- Etc.

a. How will you monitor learning using some of the examples above?
b. What did the students learn? How do you know?
c. Did assessment and evaluation provide evidence of student learning (e.g., oral/written report, visual representations, or viewing a technology presentation)?
d. How you will give feedback—is it written, is it verbal?
e. How will you help students summarize what they have learned and prepare them for the next lesson?
f. Does your evaluation match your objectives?

VII. Teacher Reflection—done AFTER teaching the lesson to help you gain insight into your practice and help you make adjustments in your teaching.
This is completed after teaching the lesson and is meant to help you gain insight into your practice.
   a. Reread your objectives. Were your objectives supported by the outcomes you observed?
   b. What do you think worked? Why?
   c. What did not work? Why?
   d. What could you do differently to make the lesson more successful?
   e. Which student teacher standard/standards did you demonstrate during the lesson?
   f. Did some things happen for which you were not prepared? How did you react?
   g. Identify three things you think went well with the lesson and why.
REFLECTIVE JOURNAL GUIDELINES
Final Assessment in Student Teaching

Assignment Overview:
The purpose of this assignment is to demonstrate your ability to analyze and interpret classroom events in relation to what you have learned about the nature of teaching and learning. To illustrate your growth over time you will record your observations and analyses in a reflective journal over two semesters of your field experiences. There are two parts to this assignment.

Requirements: This requirement will be done in two parts, in pre-student and student teaching. You will be expected to submit a minimum of 10 entries total for this journal.

Part I: At least 6 entries should be completed in pre-student teaching. Use the following framework to guide your reflections:

1. **Description:** consider writing about events that were very successful, unexpected, raised concerns, especially thought provoking or that confirmed previous theoretical knowledge (i.e. a specific learning theory).
2. **Interpretation:** explicitly connect your thinking to prior knowledge, giving examples or citing theories when appropriate (e.g. relate to personal experiences, classroom discussions/coursework, professional readings, and/or standards).
3. **Application:** tell how you might use what you learned to become a better teacher. Consider the following questions:
   a. What does this event mean to you?
   b. How is this event significant?
   c. What did you learn from this event,
   d. If this event required mediation, how was it handled?
   e. How might things be done differently the next time?
   f. What conclusions did you reach?
   g. How did this event change or confirm your knowledge or beliefs about teaching. If this event sparked additional questions what are they and what action will you take to address them?

Part II: At least 4 entries in student teaching, for a total of at least 10 entries. At the discretion of your Community of Learners Leader, additional entries may be required. You will bring a journal reflection to your Community of Learners Leaders meetings that will focus on specific topics. Look over the guidelines and your completed assignments that were fulfilled in your pre-student teaching courses for the 1) **Community Observation**, 2) **Curriculum Analysis**, and 3) **Classroom Organization and Management Plan**. Conduct an abbreviated version of these assignments from pre-student teaching for your first three journal entries. Your last journal entry will consist of a final summary.

1. **Observation of the Community (Windshield survey)** of the area where you are student teaching. What are you learning about this community (review the guidelines for this assignment). What are you learning about this community that helps you be an effective teacher?
2. **Curriculum Analysis** of the district you are working in. Review the guidelines from this previous assignment. How can you build off of your previous work for this particular placement to be an effective teacher?
3. **Classroom Organization and Management Plan** of the classroom you are working in. Now that you have more involvement, what are you changing or modifying for this particular placement to be an effective teacher?

4. **The Final Summary:** Submit a final journal summary at the end of student teaching that explains how your reflective journal has prepared you to meet the College expectations of becoming a reflective and innovative urban educator committed to diversity. Review all journal entries over the two-semester time period then write a reflective summary that explains what you learned from the journaling process and how the experience has led to your growth as an effective educator. Specifically, address how has this experience helped you develop your ability to think reflectively about teaching and learning, use traditional and innovative strategies to solve classroom problems, and nurture awareness and understanding of diversity to foster student success.

**Competencies & Claims addressed:**

<table>
<thead>
<tr>
<th>COE Competencies</th>
<th>COE Claims</th>
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</table>
| MI-WAYNE-COE-STS.6  
Exhibits Professional Dispositions: Behaves in an ethical, reflective and professional manner participates regularly in College of Education sponsored learning communities and is committed to all students and their learning. | Reflective (1) |
| MI-WAYNE-COE-STS.10  
Communicates and interacts with parents/guardians/families to enhance student success | Committed to Diversity (3) |

**Evaluation Procedures:**

The official Rubric will be used to assess assignment **AFTER FINAL SUMMARY IS COMPLETED** (See Rubric).

In order to pass this assignment the minimum total score must be at least 50. If you score a 1 or 2 on any of the line items, you will be required to resubmit that particular aspect of the assignment.

**Description of Scores**

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<tbody>
<tr>
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<td>50-67</td>
<td>32-49</td>
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- It is a rare candidate who scores at this level. The assignment contains all of the required elements and is of the highest quality.
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- This is the level at which most preservice teachers present. The basic elements of the assignment are there but the assignment needs development and depth.
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