

Instructional Technology Work Sample

Unit Title: The Catechist: Intro to Ministry

Submitted by Andrea Slaven
College of St. Rose
Fall, 2013

Table of Contents

Evaluation of Unit by Supervisor	3
Unit Lesson Syllabus	5
Unit Objectives and Standard Alignment	12
Pre-Test Assessment Analysis	13
Analysis of Class: Evidence of Learning	16
Formative Instruction Analysis: Two Students	21
Session 1	22
Session 2	27
Session 3	30
Session 4	37
Summative Assessment of Final Project	43
Final Reflection	49

Unit Implementation Evaluation

Instructor: Andrea Slaven

Title of Unit: The Catechist - Intro to Ministry

ELEMENT	LEVEL OF QUALITY			
	Commendable	Satisfactory	Needs Improvement	Unsatisfactory
Instructional Planning				
Unit Objectives: > clearly written > realistically achievable > related to activities and assessments	Unit objectives met most or all of the element requirements.	½ - ¼ meet element requirements	Objectives were provided, however ½ or more do not meet element requirements	No objectives provided
Delivery of Instruction				
Instruction provided > appropriate Learning Objects and activities > lesson was organized in an appropriate method (scaffolding, etc) > authentic/meaningful activities related to the objectives > Included a variety of media experiences > developed critical thinking skills	Unit instruction met all or most of the element requirements.	½ to ¼ of the criteria elements were met with satisfactory implementation. The unit provided some opportunities for students to engage in meaningful activities. Demonstrated some use of media. Encouraged some critical thinking.	Less than ½ of the criteria elements were met with satisfactory implementation. The unit provided few opportunities for students to engage in meaningful activities. Limited media usage. Limited development of critical thinking.	Very few or no components are provided, unit was poorly organized, and included very few or no elements for student activities.
Assessment				
Assessment Strategy shows evidence of: > Formative assessment based on clearly structured standards > Provides student with corrective feedback > Provides opportunity for students to follow corrective measures > Summative assessment meets lesson objectives	Unit instruction met all or most of the element requirements.	Criteria elements were met with satisfactory implementation. ½ - ¼ of assessments were reflective of objectives.	Less than ½ assessments were reflective of objectives and provided little opportunity for formative feedback.	Few or no criteria elements were met.

Notes: *Andrea has done a more than Commendable Creation and facilitation for the unit, "The Catechist - Intro to Ministry". With her penchant for ongoing development, I am confident she will continue to enhance this each year!*

Signatures
 Instructor: *Andrea Slaven* Date *12/9/13*

Supervisor: *Catherine Larue* Date *12/9/13*

Unit Implementation Evaluation

Instructor: Andrea Slaven

Title of Unit: The Catechist - Intro to Ministry

Unit Goals	Standards	Unit Assessments
<p>Participants will define faith and share personal faith experiences in small group discussions:</p> <ul style="list-style-type: none"> ➤ Define Faith ➤ Share favorite resources using collaborative document 	ITSE/NETS-S: 2a, 2b,	<p>Discussion board with rubric landscape.</p> <p>Participation of submitting favorite Web-site on a collaborative <i>Google Doc</i> to use as an ongoing reference sheet.</p>
<p>Participants will describe their call to ministry in terms of vocation</p> <ul style="list-style-type: none"> ➤ Describe the Catechist ➤ Describe call to ministry 	*NDC/CITTM: Ministry as vocation, Ecclesiology	Journal with rubric landscape, Discussion Board # 1 with rubric landscape.
<p>Participants will outline the Six Tasks of Catechesis as described by the NDC and provide specific examples from their own experience.</p> <ul style="list-style-type: none"> ➤ Identify the Six Tasks of Catechesis ➤ Apply the Six Tasks of Catechesis ➤ Develop Lesson Plan with at least three of the tasks developed. 	ISTE/NETS-S: 1b, 2a, 6a, 6b NDC/CITTM: Catechetical Methodology- Roles and responsibilities of the Catechist	<p>Discussion board # 3 with rubric landscape. (originally listed as a collaborative presentation, but changed due to the desire for more discussion)</p> <p>Session 2 Formative Assessment will develop objectives and prayer for lesson plan project.</p>
<p>Participants will identify learner characteristics and development in order to develop lesson plans accordingly.</p> <ul style="list-style-type: none"> ➤ Participants will recognize stages of faith development ➤ Participants will identify the structure of a constructivist lesson ➤ Participants will practice using Google Presentations as an example of a collaborative student activity. 	ISTE/NETS-S: 1c, 2c, (modified for the purpose of this lesson), 2d, 3b, 3c, 5b, 6b NDC/CITTM: Catechetical Methodology- Faith development, Learning Styles, Media usage	<p>Session 3 Formative Assessment will develop activities to match objectives and meet various learning styles using various forms of media in the lesson plan project.</p> <p>Participation on <i>Google Presentation</i> using rubric landscape to include specific elements.</p> <p>Participants will complete an example of a K-W-L developed on reading basic information about constructivist learning models.</p>
<p>Participants will develop a lesson plan to incorporate above items.</p> <ul style="list-style-type: none"> ➤ Participants will explore various methods of assessments ➤ Lesson plan will be completed ➤ Participants appreciate the process of lesson evaluation 	ISTE/NETS-S: 2a, 3b, 3c, NDC/CITTM: Catechetical Methodology	<p>Participants will search for creative ways to assess, and share findings and personal experiences on discussion board, rubric landscape for participation.</p> <p>Participants will submit a screen capture of how projects were shared and note any revisions that occurred. Summative Assessment: Participants will submit final draft of lesson plan project based on rubric landscape.</p>

NDC/CITTM – National Directory of Catechesis (USCCB) and noted also in the *Catechist in the Third Millennium* (NYCB)

The Catechist

Level One Certification Requirement • Fall 2013

Course description

The *catechist*, is one who teaches the Catholic faith by word and example. This course is to help prepare catechists to understand the ministry of catechesis, their role in that ministry and equip them with strategies to effectively share Scripture, Tradition and personal Witness with students.

Catechists will examine many aspects of teaching pedagogy in order to effectively deliver meaningful and effective lessons for the learner.

Course objectives

- Participants will define faith and share personal faith experiences in small group discussions.
- Participants will describe their call to ministry in terms of vocation
- Participants will outline the six tasks of Catechesis as described by the National Directory of Catechesis and provide specific examples from either their own experience or provide a new idea that can be used as an example of each by creating an online poster project or power-point presentation.
- Participants will identify learner characteristics and development in order to develop lesson plans.
- Participants will plan a lesson that incorporates ways to engage at least three diverse/unique learning styles.

Pre Requirements

Basic computer skills
Can navigate the internet

Materials Needed

Dees, Jared. *31 Day to Becoming a Better Religious Educator*, (2013) Indiana: Ave Maria Press. (Amazon)

Teacher's Manual of publisher program you are using.

Andrea Slaven

aslaven@syrdio.org • 315-797-4030

Office hours 10am - noon; 2-4pm Monday - Thursday

Week 1 As Disciples: Call & Mission

1

- Participants will describe their call to ministry
- Participants will understand the importance of creating a well planned lessons as part of their role in this ministry
- Participants will evaluate a recent lesson of their own according to a constructivist lesson plan template
- Participants will be able to navigate a website to seek information

Week 2 As Servant: Meeting Student Needs

2

- Participants will determine their own learning styles and transfer this knowledge to determine how to teach students with various learning styles.
- Participants will examine the six tasks of catechesis by evaluating their own experiences in teaching religion.
- Participants will apply the tasks of prayer, liturgy and mission.
- Participants will create a collaborative list on google docs.

Week 3 As Leaders: Managing the Classroom

3

- Participants will discover ways to motivate and integrate prior knowledge by using graphic organizers.
- Participants will recall their own faith development then compare and contrast to the faith development of their students.
- Participants should recognize the stage of faith development of their students.
- Participants will collaborate on a Google Presentation to incorporate 6 tasks of catechesis in a theme for Sacramental Preparation.

Week 4 As Teachers: Sharing the Faith

4

- Participants will evaluate their own lesson and one other participant in class.
- Participants will site ways in which teachings of social justice can be incorporated
- Participants will compose ways of evaluation

Optional Resources

Paprocki, Joe. *The Catechist's Toolbox*, (2007)
Chicago: Loyola Press

Stankard, Bernadette. *Our Different Gifts* (2013)
New London: Twenty-third Publications

Standards

From the "Catechist of the Third Millennium", NY
State Conference of Bishop's Guidelines:

- Introductory Formation
 - Ministry as vocation
 - Lesson planning skills
 - Acquaint catechist with resources
 - Ways to maintain an effective catechetical environment
- Catechetical Methodology Formation:
 - Catechetical methods for different age groups and abilities
 - Learning styles
 - Faith development
 - Use of media and resources
- Theological Formation
 - Ecclesiology

Standards, continued

From the ISTE/NETS-S

1. Creativity and Innovation
 - b. Create original works as a means of personal or group expression
2. Communication and Collaboration
 - a. Interact, collaborate and publish with peers
 - b. Communicate information using a variety of media
4. Critical Thinking, Problem Solving, and Decision Making
 - a. Plan and manage activities to complete a project
5. Digital Citizenship
 - b. Exhibit positive attitude toward using technology that supports collaboration, learning and productivity
 - c. Demonstrate personal responsibility for lifelong learning

Total Score is 100 points

- Weekly scores = 15 total points
 - Discussion Board =2
 - Journal entries = 5
 - Activities = 2
 - Lesson Development = 2(various distribution of activities and discussion board questions)
- Final Project – Completed Lesson Plan = 20

Final Reflection Paper – 20

Grading Scale

85-100 Outstanding!!!

70-84 Good!!

69 -50 Average

Below 50 - Needs Improvement

Weekly Activities

Note that each week will begin with an opening prayer. Lesson modules are built as a sequence of activities that build upon each other. It is important to work through each module in the sequence presented as much as possible. A Checklist is provided here for your convenience in order to keep track of your own work and completion of activities.

Week 1-As Disciples: Call & Mission

CCD, Religious Education or FaithFormation: A History of Catechesis

- History of Catechesis (ppt)
- History of Catechesis (pdf)
- Optional Activity: Visit 21st Century FaithFormation.org

Called to be a Catechist

- Chris' Call to be a Catechist (YouTube)
- Read Top 10 Reasons to Be a Catechist (list)
- Ideal Qualities of a Catechist (pdf)

Discussion

- Week 1 Forum: Introductions

Reading

- Dees, Part One (Days 1-7; pgs 3-29)

Scavenger Hunt

- Exploring the USCCB website Scavenger Hunt (pdf)

Creating Lesson Plans and Writing Objectives

- Catechists in Action: How to Plan Lessons (YouTube)
- Guide to Lesson Planning (YouTube)
- Lesson Planning Matrix and template (pdf files)

Discussion

- The Best Lessons and Best Teachers

Developing your Lesson

- Begin your lesson plan template, parish name, bibliography of manuals, title of lesson
- Determine 2-3 lesson objectives. (SWBAT...students will be able to....) Include these in your lesson plan draft

Journal

- Answer questions is exercise on page 29, (Dees, 2013)

Week 2-As Disciples: Call & Mission

Reading

- Dees, Part Two, (Days 8-14, pgs 30-66)

Six Tasks of Catechesis

- Description and inventory of the six tasks of catechesis (docx)
- Optional Resource: The Catechist of the Third Millennium (web pdf)
- Six Tasks of Catechesis: Putting on Christ (YouTube)

Discussion

- Reflect and evaluate your own experience as related to each of the tasks. (see pdf)

Scope and Sequence

- In your teachers' manual, peruse the scope and sequence of concepts
- Read article "Liturgical Catechesis", (web link)
- Find where the chapters for liturgical seasons are located in your TM

Discussion

- Liturgical Connections

Prayer Environment

- Read blog entry "Prayer Table Ideas" (web link)
- Sacred Space: The classroom prayer table (pdf)
- Creative Prayer with Children (ppt slideshare embed)

Developing Your Lesson

- Create an opening prayer for your lesson. Include prayer environment ideas!

Google Docs Activity

- Collaborate to create a list of valuable catechetical websites with brief description. (shared google link)

Learning Styles

- Take online quiz (weblink)
- Make sure you read Dees description of learning styles and meeting student needs from this week's reading!

Discussion

- What is your learning style?

Week 3-As Leaders: Managing the Classroom

Learning Strategies

- Read blog entry: "K-W-L: Learning strategy" (web link)
- Using a K-W-L: Complete the K and W about classroom management

Reading

- Dees, Part Three (Days 15-21, pgs 70-100)

Discussion

- Parent Involvement

Faith Development

- Stages of faith (pdf)
- Stages of faith (ppt)

Stages of Faith Activity

- Stages of Faith Activity Sheet (doc)

Developing Your Lesson

- Determine your objective and activities to your lesson keeping in mind faith development

Journal

- Using the Faith Reflection questions (docx), reflect on your faith journey

K-W-L

- complete the last column of the KWL chart (pdf)

Week 4-As Teachers: Sharing the Faith

Reading

- Dees, Part Four (Days 22-28, pgs 102-145)

Discussion

- BYOD Questioning the use of mobile devices for the classroom

Discussion

- Evaluation/Assessment alternatives

Lesson Evaluation

- Evaluate a past lesson using the file attached (pdf)
- Stages of faith (ppt)

Stages of Faith Activity

- Stages of Faith Activity Sheet (doc)

Developing Your Lesson

- Revisions with small group feedback (small group activity)

Just Faith

- View JustFaith Justice Walking (Youtube)
- Social Justice (Powerpoint)

Journal

- Teaching and experiencing social justice.

Final Projects

Completed Lesson Plan

Self Reflection

Discussion

- Roses and Weeds

Rubrics for Grading

Discussion Boards

	Incomplete	Satisfactory	Excellent
Participation ▼	0 (0%) participant does not respond	1 (50%) Participants post answers that may or may not address several aspects of the question. Participants fail to reply to at least two other classmates with well written replies.	2 (100%) Participants post well written answers that address several aspects of the question. Participants reply to at least two other classmates with well written replies.

Journals

Name	Journal Expectations		
Description			
Rubric Detail			
Criteria	Novice	Competent	Proficient
Journal Entry	1 Points Journal was very limited and did not present a depth of understanding or personal experience.	3 Points Journal may or may not include depth of understanding, personal experience or development of reflection.	5 Points Journal is written with much reflection and shows that the student has read the material and understands the material. Student includes personal experience.

Final Project: A Complete Lesson

	Let's work on this.	Pretty darn good!	Fantastic!	Excellent!
Organization ▼	1 (5%) Lesson plan is poorly organized and not developed. Does not include or includes very little detail.	2 (10%) Lesson plan is satisfactory with minimal development, minimal details.	3 (15%) Lesson plan is well organized but may not include all details or all activities.	4 (20%) Lesson Plan is highly organized and developed. Includes details, materials needed and detailed sequence of activities.
Prayer Service ▼	1 (5%) Prayer service was not well prepared and did not meet the requirements.	2 (10%) Prayer service may not have included all of the requirements, but included most.	3 (15%) Prayer service includes a purpose related to either the lesson, liturgical connection or other spiritual connection. Prayer service is creative. Includes prayer space suggestions. Attached prayer service was well written.	4 (20%) Prayer service includes a purpose related to either the lesson, liturgical connection or other spiritual connection. Prayer service is creative. Includes prayer space suggestions. Prayer service page was complete with the details of the prayer service included.
Objectives Written ▼	1 (5%) Lesson objectives did not develop the concept. Objectives did not follow writing guidelines. Objectives were not age appropriate.	2 (10%) Lesson objectives were fairly written, did not develop with details. May not have included any higher level objectives.	3 (15%) Lesson objectives were well written, followed guidelines, but may not have been fully developed.	4 (20%) Lesson objectives were clearly written and followed guidelines for writing. Objectives were written completely.
Inclusive Activities ▼	1 (5%) Activities were included that had no objective or objectives may not have had any activities associated. Activities did not show variation.	2 (10%) Not all objectives are developed with activities associated. Activities are described well. Activities may or may not vary.	3 (15%) Activities developed the objectives, activities are well written Activities may or may not have kept learner preferences in mind.	4 (20%) Activities developed the objectives clearly. Activities are described clearly. Activities vary for learner preferences
Assessment Included ▼	1 (5%) Assessment was vague or did not assess the objectives.	2 (10%) Assessment was included, but limited.	3 (15%) Assessment was included for some of the objectives, and included more than one form.	4 (20%) Various forms of formative /summative assessment are included.

Unit Implementation Evaluation

Instructor: Andrea Slaven

Title of Unit: The Catechist - Intro to Ministry

Unit Goals	Standards	Unit Assessments
<p>Participants will define faith and share personal faith experiences in small group discussions:</p> <ul style="list-style-type: none"> ➤ Define Faith ➤ Share favorite resources using collaborative document 	<p>ITSE/NETS-S: 2a, 2b,</p>	<p>Discussion board with rubric landscape.</p> <p>Participation of submitting favorite Web-site on a collaborative <i>Google Doc</i> to use as an ongoing reference sheet.</p>
<p>Participants will describe their call to ministry in terms of vocation</p> <ul style="list-style-type: none"> ➤ Describe the Catechist ➤ Describe call to ministry 	<p>*NDC/CITTM: Ministry as vocation, Ecclesiology</p>	<p>Journal with rubric landscape, Discussion Board # 1 with rubric landscape.</p>
<p>Participants will outline the Six Tasks of Catechesis as described by the NDC and provide specific examples from their own experience.</p> <ul style="list-style-type: none"> ➤ Identify the Six Tasks of Catechesis ➤ Apply the Six Tasks of Catechesis ➤ Develop Lesson Plan with at least three of the tasks developed. 	<p>ISTE/NETS-S: 1b, 2a, 6a, 6b</p> <p>NDC/CITTM: Catechetical Methodology- Roles and responsibilities of the Catechist</p>	<p>Discussion board # 3 with rubric landscape. (originally listed as a collaborative presentation, but changed due to the desire for more discussion)</p> <p>Session 2 Formative Assessment will develop objectives and prayer for lesson plan project.</p>
<p>Participants will identify learner characteristics and development in order to develop lesson plans accordingly.</p> <ul style="list-style-type: none"> ➤ Participants will recognize stages of faith development ➤ Participants will identify the structure of a constructivist lesson ➤ Participants will practice using Google Presentations as an example of a collaborative student activity. 	<p>ISTE/NETS-S: 1c, 2c, (modified for the purpose of this lesson), 2d, 3b, 3c, 5b, 6b</p> <p>NDC/CITTM: Catechetical Methodology- Faith development, Learning Styles, Media usage</p>	<p>Session 3 Formative Assessment will develop activities to match objectives and meet various learning styles using various forms of media in the lesson plan project.</p> <p>Participation on <i>Google Presentation</i> using rubric landscape to include specific elements.</p> <p>Participants will complete an example of a K-W-L developed on reading basic information about constructivist learning models.</p>
<p>Participants will develop a lesson plan to incorporate above items.</p> <ul style="list-style-type: none"> ➤ Participants will explore various methods of assessments ➤ Lesson plan will be completed ➤ Participants appreciate the process of lesson evaluation 	<p>ISTE/NETS-S: 2a, 3b, 3c,</p> <p>NDC/CITTM: Catechetical Methodology</p>	<p>Participants will search for creative ways to assess, and share findings and personal experiences on discussion board, rubric landscape for participation.</p> <p>Participants will submit a screen capture of how projects were shared and note any revisions that occurred. Summative Assessment: Participants will submit final draft of lesson plan project based on rubric landscape.</p>

Pre Assessment for Catechist Course

* Required

1. **First Name, Last I. ***

Andrea, S.

2. **T or F - The Baltimore Catechism was a result of the Catechism of the Catholic Church. ***

Mark only one oval.

True

False

3. **Divine Pedagogy is found and supported in the ***

Mark only one oval.

Catechism of the Catholic Church

Experiential Approach

National Directory of the Catholic Church

All of the Above

None of the Above

4. **Have you ever explored the USCCB website? ***

Mark only one oval.

yes

no

5. **Which of the following activities would be best for a visual learner: ***

Mark only one oval.

overhead notes

guided imagery

brainstorming

journaling

6. Which of the following tool is typically not used for assessment? *

Mark only one oval.

- Thumbs up/thumbs down
- essays
- highlighting
- mind-maps

7. The most important step for beginning a lesson using a constructivist approach to learning is *

Mark only one oval.

- give a summary of the lesson
- define new vocabulary words
- ask students what they already know

8. T or F : The Baltimore Catechism is still accepted and is approved in the Bishops' Conformity Listing of Catechetical Texts and Series. *

Mark only one oval.

- True
- False

9. How do you rate your ability to use Google Docs collaboratively? *

Mark only one oval.

1 2 3 4

Never used it before Have used it often and know all the functions

10. The Latin Word for "witness" is *

Mark only one oval.

- wit
- martyr
- evangeli
- catechesis

11. Which of the following sets represents the Six Tasks of Catechesis? *

Mark only one oval.

- courage, wisdom, knowledge, piety, reverence, justice
- reading, writing, praying, witnessing, remembering, worshipping,
- prayer, knowledge of faith, sacraments, discipleship, evangelization, morality
- Go to Mass, Receive Eucharist, Forgiveness, Pray for others, Almsgiving, Fasting

12. **What are K-W-L charts used for? ***

Mark only one oval.

- pre-lesson organizer
- motivators
- assessment tool
- all of the above
- none of the above

13. **Social justice should only be included in lessons after a child receives First Communion. ***

Mark only one oval.

- True
- False

14. **How do you rate your ability to use Google Presentations collaboratively? ***

Mark only one oval.

	1	2	3	4	
Never used google presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use google presentation very efficiently with others

15. **Determine the stage of faith for the following example: "Jessica came home and told her mommy that Jesus was a good shepherd who had lots of little lambs." ***

Mark only one oval.

- enlightenment
- intuitive/projective
- pre-faith/undifferentiated
- mythical/literal

16. **Rate your ability to writing a good lesson plan. ***

Mark only one oval.

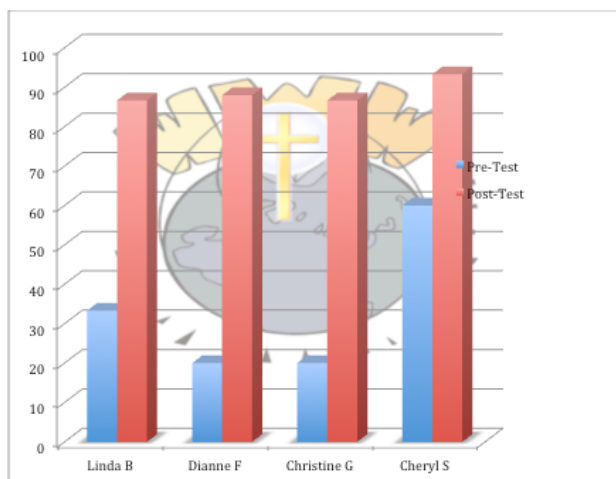
	1	2	3	4	5	
I don't usually write one, I just use the book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I write detailed plans with objectives and assessments.

Analysis of Overall Class Learning: Pre-Test/Post-Test Comparisons

Pre-test and Post-test scores have been gathered from the same assessment tool that was administered before online instruction and after online instruction. The survey assessment was developed on Google Forms, which provided information on a Google spreadsheet. Student answers were then converted to points using the script app, *Flubaroo*. Each correct answer on the fifteen-question survey was worth (1) point. However, three of the questions were Likert scaled questions. These three questions were given one point only if the participant reached the highest value. Therefore, the amount of learning may be slightly more, as it will be explained later that these Likert scale answers did increase for each participant. For the purpose of this analysis, however, the rating questions are included in the final results, though the learning shows significant increase even though three of survey questions skew back the growth just slightly.

Table 1 shows the percentage of improvement from the pre-test scores (in blue) and the post-test scores (in red). The **class average for the pre-test was only 33.3%**. However, the **class average for the post-test was 86.6%**. This is an 85% increase in learning as a class. It also seems that everyone in the class reached a level of expertise. The two students with the lowest pre-test scores completed the course just slightly lower than the highest score. All students scored above 80% for the final post-test.

Table 1



Class Average Post-Test=86.6%
 Class Average Pre-Test = 33.3%
 Average difference =53.3

Rate of Increase = 53.3/33.3= 85%

Raw Score Information

First Name Last Initial	Total Points	Percent
Linda B.	5	33.33%
Dianne, F.	3	20%
Christine, G.	3	20%
Cheryl S.	9	60%

Pre-test

First Name, Last I.	Total Points	Percent
Linda B	13	86.66%
Dianne, F.	12	80%
Christine, G.	13	86.66%
Cheryl S.	14	93.33%

Post-test

The following charts show a landscape view of how each of the participants scored correct answers for each of the fifteen questions. These questions are from the assessment tool provided in the beginning of this presentation work sample. Please note that the first question on the Google Doc was for Name, and therefore is not included here. The numerated questions for the assessment actually begins with Question 2 (Q2) and ends with Q16.

Looking at these landscapes, there was only one questions which the entire class had correct on the pre-test, Q13. This showed that students were familiar with this topic to an extent and were most likely able to include the objective from this piece into their final project.

Three of the questions involved a Likert Rating Scale, Q9, Q14 and Q16. After removing those questions, several other questions were incorrect by 50% or more of the class. Those questions include Q2,3,5,6,7,8, 10, 11, and 12). Breaking this down even further, questions which no one in the class scored correctly include Q7,10, and 12.

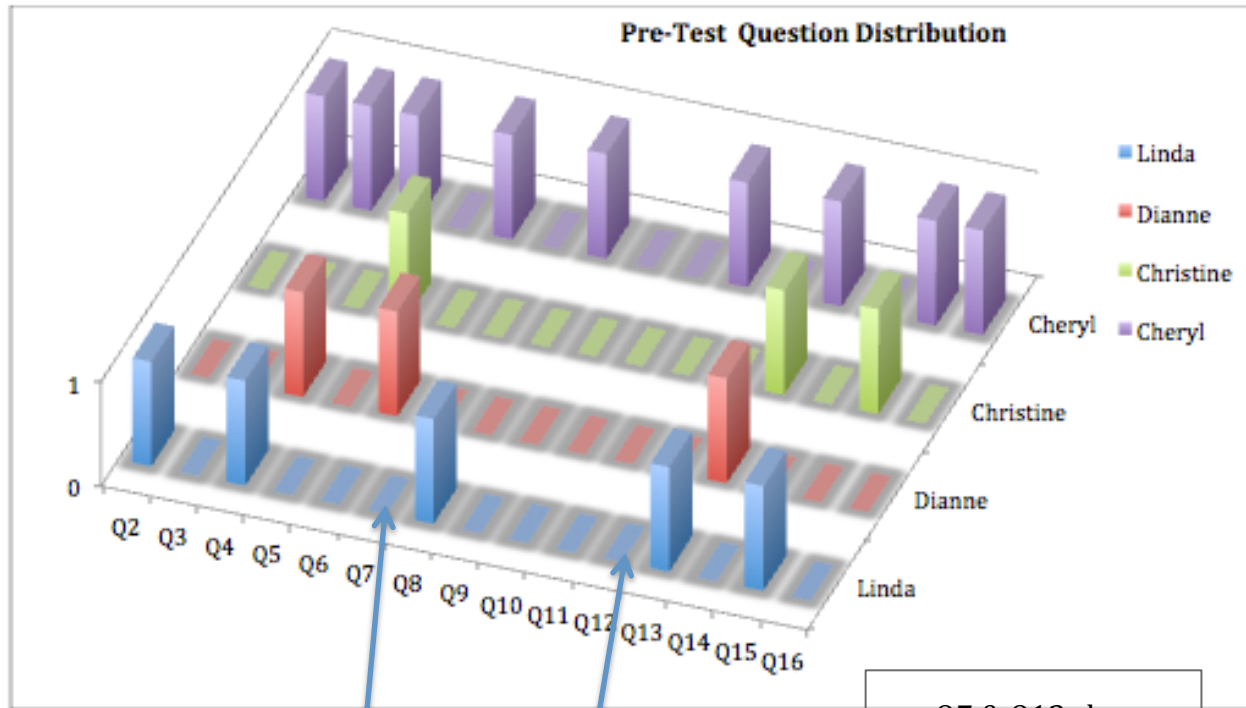
Q7 & Q12 reflect directly to the main objective to having participants develop catechetical methodology to create constructivist model lesson plans. Notice that in the post-test, these three questions were scored correctly for each of the participants.

Q7 asked participants what is the most important activity to begin a lesson in a constructivist model. Each participant had the same incorrect answer. Each participant chose “define new vocabulary”. This is an important pre-reading activity that is included with every publisher’s catechist’s manual. The heavy reliance on building lesson plans from the publisher guides is evident, especially with the way this question was answered. The answer that later was achieved from the instruction, was correctly answered by each participant.

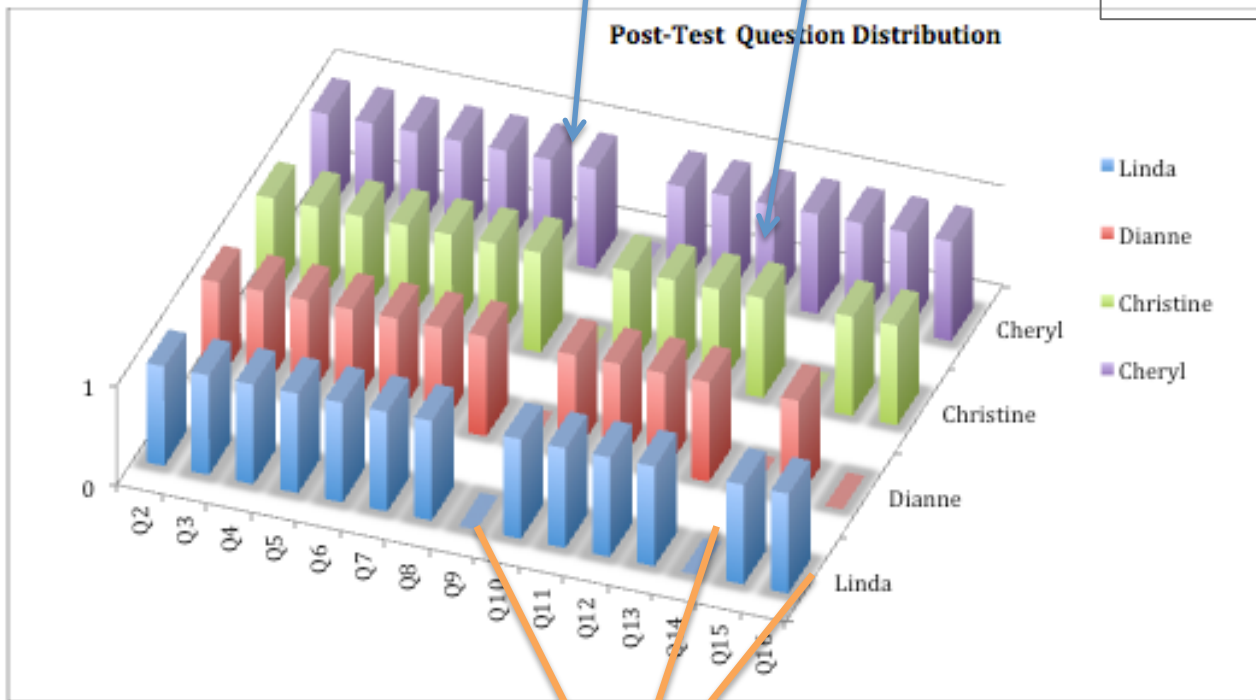
Q12 is another example that relates to lesson planning and also emphasizing the practice of engaging student’s prior knowledge, developing concepts and assessing what was learned by using a K-W-L . None of the participants scored correctly on this question, yet after instruction, in which the participants actually completed a K-W-L chart, each participant scored correctly.

Other questions that were scored by 25% or 50% of the participants also increased to 100% of participants scoring correctly.

Table 2 – Comparison of Pre & Post Test Responses



↕
Q7 & Q12 shows the class moves from no correct responses to all correct responses



Likert Scale Questions- Scoring produces false evidence. See further description of Likert Score Analysis.

Questions 9,14 and 16 were Likert scale questions. The responses to these questions need to be viewed separately to see if learning took place. Because of the limitations in grading using the *Flubaroo* script app, these questions received full credit only if the maximum scale point was selected.

On Question 9, (see Table 3) The class average score on the Likert Scale was 2/4 on the Pre-test, but the average increased to 2.5/4 on the Post-test, increasing learning by 25%. The question asked participants to describe their ability to use *Google Docs*. Dianne never used it before, but felt she did gain some knowledge, and Cheryl also felt she learned some thing new about using *Google Docs*. This showed that learning was just enough to close a little bit of the Digital gap. The lesson was not too advanced, but did bring some learning to the participants.

Table 3 – Question 9 Likert Scale Results

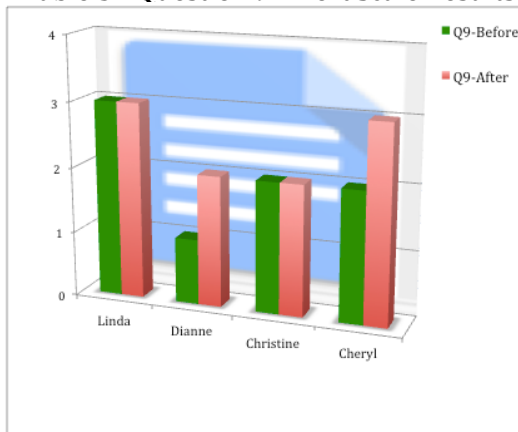
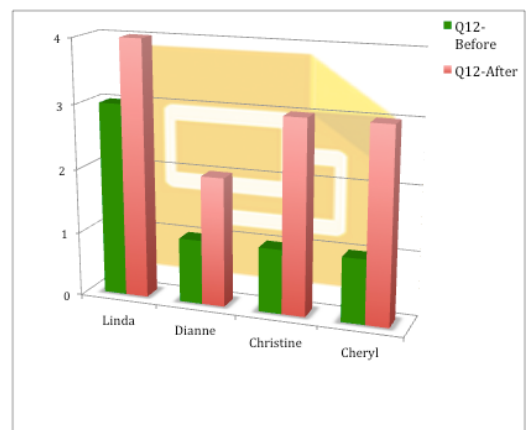


Table 4– Question 12 Likert Scale Results



One of the participants, Dianne, is over 65 years of age and does not have much computer knowledge. There were a couple of instances when I did walk her through some of the digital documents. This actually was not done via the network, but rather at my office. There are times when face-to-face is important as she was needing that interaction to omit frustration while learning. She was able to create a document on her own and was able to participate on the collaborative document on her own.

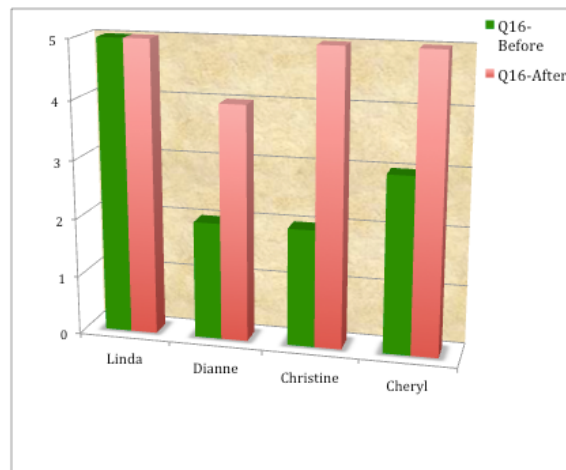
The same thing happened on Question 14 concerning the use of the *Google Presentation* (see Table 4). Dianne needed to learn how to create a slide, and upload images. I worked with her for about 2 hours to teach her much of the basics, which she had never even done *PowerPoint*. By the end, she was able to create her slide for the presentation.

Those who excelled the most, Christine and Cheryl, and to an extent Linda, all knew the basics of *Google Presentations* but never used it as a collaborative tool. This experience gave them a whole new understanding of how *Google Presentations* can be used with students.

As a class, the group increased their understanding of Google presentations by 100% increase as each member nearly doubled their ratings of this Likert Scale. Though this is a more subjective and personal assessment that each individual shares, it does say that they felt they had essential learning.

The final Likert Scale on the survey asked if they ever wrote detailed lesson plans that included the objectives, the development of the lesson and an assessment, Question 16 (see Table 5). This again is more subjective as to how the student feels about their work creating a lesson plan, but this chart will be used in comparison to their final project.

Table 4– Question 12 Likert Scale



However, the class average of their view on how well they write lesson plans was 3/5 or a 60% average. Several rely on the teacher's manual, and just follow the lesson as it is written. Their self-assessment of their final project led to the Likert Scoring on the Post Assessment in which they all feel they either mastered or came close to mastering a complete lesson plan. The class average score on the post-assessment was 4.75% or 95% average. From 60% average to 95% average is a 50% rate of increase.

Analysis of Student Learning: Cheryl and Dianne's Work and Learning Chart

Before describing the two students whose work will be discussed, it is worth noting that most catechist, teachers of Catholic religious education, are volunteer parish members with no background in education or theology. Most catechists volunteer their time to the handing on of faith by depending on what is in the publisher's teacher manual and following the manuals "faithfully". It is encouraged by our diocese to have catechists complete basic certification courses to be equipped in faith and methodology in order to effectively teach religion and bring students into active discipleship. With that being said, the two participants in this work sample are experienced catechists, neither of whom have had any training.

Cheryl S is a 56 year old catechist who has been leading a small parish in New York Mills for the past 2 years. She has been a catechist for 8 years. She has taken the Basic Catechetical Certificate course offered by the Diocese well over 10 years ago. She offered to take this course from me to update her skills and methodology. Cheryl does have very good computer skills, which helped as she worked autonomously through the course.

Dianne F is a 69 year old woman who has been involved with catechesis for more than 40 years. She has witnessed the changes that took place in the Diocese of Syracuse as the church began implementing the documents of Vatican II in the Liturgy and in the way we hand on our faith. She has seen many changes in the last 40 years. Dianne has never had any certification, but is actively involved with her parish events.

I chose to follow these two students because of the large the difference in their pre-test scores. Cheryl scored 60% and Dianne scored 20%. I knew Dianne was going to need much technical support, so I wanted to use her work as an example to show that with good coaching, a computer novice can learn without too much frustration. If I did not provide the support given, she most likely would have quit because of frustration.

The main project during this course was to develop a lesson plan that uses a constructivist style model and includes several tasks of catechesis. Keeping a variety of activities in the lesson to reach different learning styles is also stressed. The following pages are examples of the development of Cheryl's lesson and Dianne's lesson. Comments were used by the instructor which were used as formative assessment. Each week of the module included instruction and activities to help the participant to develop the lesson.


I will develop this section by including the session activities and other pieces of work samples that gave each of the students experience and content to help them with meeting the final objectives in creating a well-planned and engaging lesson.

Objectives in Session I

Objective	Learning Object	Assessment Tool	Assessment Question
Participants will describe their call to ministry	Pre-knowledge discussion	Discussion Board	
Participants will appreciate the roles & responsibilities surrounding this call	Call to Ministry (video) Top Ten Reasons to be a Catechist (video) Text (pgs 3-29)	Discussion Board	
Participants will be able to reflect and respond to historical changes in catechesis	Text (pages (3-29) Powerpoint: History of Catechesis History of Catechesis(pdf)		Q2, 3
Participants will understand the importance of creating a well planned lesson	Text ((pgs 3-29) TheReligionTeacher.com (website selections)	Development of Lesson Plan	Q10, 11
Participants will view models of a constructivist lesson and begin to apply strategies to develop a lesson and reflect on one of your best lessons	How to Plan a Lesson (website selection on TheReligionTeacher.com) Lesson Plan Matrix (pdf) Guide to Lesson Planning with Jared Dees (video)		Q,5,6, 7
Participants will navigate USCCB website to find information	USCCB Website Link Scavenger Hunt Activity Sheet	Scavenger Hunt Activity Sheet	Q4,8

Each of these objectives develops the overall goals of the course. One of the first “Content” learning objects that was placed in session one was to visit “TheReligionTeacher.com, where they saw a video, read selected materials and downloaded a lesson plan matrix to use as their template.


Discussions are an important part of the social aspect of learning from one another. Here is a screen shot from one of the discussions that took place as participants reflected on past lessons:

 **Dianne French** 27 days ago
favorite lesson and best teachers


One of my favorite lessons is taking First Communion students on a tour of the church. The kids love the close up, hands on lesson as they get a chance to smell the sacramental oils, stand up by the altar, ring the altar server bells, see the priest vestments and get a close look at the tabernacle. I think it is really successful because it is hands on. It is something they probably always wanted to see close up. The kids had so many questions about what took place on the altar. When I explained in class that the Eucharist was much like what we do at home, it went in one ear and out the other, but when we were up at the altar and actually put the altar cloth on, it was like a table cloth. When the kids placed the chalice and paten on the altar, they made the connection of setting the table. It was successful because they were able to physically make a connection to what they knew at home.

I had several favorite teachers. The ones that made the most impression on me were ones that seemed to care about me. They seemed to understand my strengths and weaknesses. They made lessons interesting and made them make sense to our lives. The best teachers always seemed to smile a lot too. They seemed to enjoy being a teacher.

[Reply](#)

 **Andrea Slaven** 26 days ago
RE: favorite lesson and best teachers


That is a great lesson. Students need to have tangible lessons. I did a similar lesson, but had the parents there, too. It was a good way to make those liturgical connections with the parents who also have never had a chance to really see the altar and sacristy close up. Teachers who really care make a difference in student's lives, that is for sure! Thanks for sharing!

 **Cheryl Smith** 24 days ago
RE: favorite lesson and best teachers

Dianne,

I too did a tour of the church and found it very enlightening to hear the conversations of the teens that were doing the 'tour'.

I really agree that it is VERY important for teachers to smile :)

 **Cheryl Smith** 24 days ago
Best Lesson


I think the best lesson that I have personally taught was using QR codes to teach teens where things are located in their church and what these items are used for and why. It was basically a 'scavenger hunt' in the church.

I believe it was more successful than other lessons because it really engaged the students by using technology (cell phones to scan the qr codes) to lead them around the church in small groups with an adult in each group. This helped to engage them conversation about the various items found in the church and prompt discussion about some of the rituals used during mass.

I did have a favorite teacher in school. He was my 4th grade teacher and I still remember him because of the creative ways that he taught us. He would get us moving around during a class (he even taught us a little of the "Charleston" dance...that I still try to do at parties sometimes:) He also used a lot of humor during his classes.

I think some of the characteristics of a good teacher are...patience, understanding, humor, creativity and a true since of caring for each student (and they will know!). A good teacher must be prepared and have knowledge and understanding of the material that is being taught.

[Reply](#)

 **Andrea Slaven** 23 days ago
RE: Best Lesson

Your favorite teacher used movement to engage students, much like you do with the QR codes and moving around the church. There are many studies that show a positive correlation between moving and learning. Moving stimulates the firing neurons in the brain, enabling the brain to make better connections. Great work with the teens!

Question 2 in the pre/post assessment is related to the activity found in Session Two as the participants are asked to navigate and explore the USCCB website. There is a wealth of information for catechists at this site, and therefore it was determined to be a useful learning object used with a Scavenger Hunt activity sheet. As participants explore pages and documents that are useful in their ministry, they are also directed to view the Conformity List of accepted texts and series.

The following are copies of the participants Scavenger Hunts from both Cheryl and Dianne. Dianne had never used the internet for such research, but found it useful to navigate and explore a website.

CS

Scavenger Hunt on the USCCB

First Stop, the home page. Go to www.usccb.org

1. What is the Reading for today? (Include the date you were searching!)
Nov. 13 2013 [Wis 6:1-11, PS 82:3-4,6-7, LK 17:11-19](#)
2. What is the 2013 theme for catechetical Sunday? (Hint: Beliefs and Teaching)
["Open the Door of Faith"](#)
3. On the Child and Youth Protection Page, what has the Catholic Church done to effectively respond to sexual abuse by church personnel? (give one consideration listed)
[Background checks are conducted on Church personnel who have contact with children. That is over 2.3million volunteers, employees, candidates for ordination and clerics.](#)
4. In the Bible section, which of the points about reading the bible is a surprise or is challenging? *I never thought of the bible as a 'library'*
5. Which page can you get actively involved with public policy by following the Legislature? [Religious Liberty page](#)
6. How many additional resource links are listed in the information for the Mass? [15 links](#)
7. Which of these might be helpful for you to use a resource either to build a lesson plan with or for your own background information?
[The Eucharistic Prayer](#)
8. Under Times of the Year, how many seasons are listed?
[Six](#)
9. What was the most recent tweet message sent by USCCB?
[Tonight on @EWTNNewsNightly w/ @CalleenCampbell at 6pm ET: EXCLUSIVE interviews with @USCCB's Pres. @ArchbishopKurtz & @CardinalDolan.](#)
10. Is the Baltimore Catechism listed in the Bishops' Conformity Listing of accepted texts and series
[no](#)

Dianne F.

Scavenger Hunt on the USCCB

First Stop, the home page. Go to www.usccb.org

1. What is the Reading for today? (Include the date you were searching!)
Nov. 6 2013 Rom 13:8-10, PS112:1B-2, 4-5,9 and Lk 14:25-33
2. What is the 2013 theme for catechetical Sunday? (Hint: Beliefs and Teaching)
["Open the Door of Faith"](#)
3. On the Child and Youth Protection Page, what has the Catholic Church done to effectively respond to sexual abuse by church personnel? (give one consideration listed)
Over 5 million children are being equipped with the skills to help them protect themselves from abuse.
4. In the Bible section, which of the points about reading the bible is a surprise or is challenging? Catholics can read the bible! I grew up thinking that we could read it, only priests could. I do anyway, but it is said right there. We need to get more families reading the bible.
5. Which page can you get actively involved with public policy by following the Legislature? Take Action Now there are lots of ways to get involved.
6. How many additional resource links are listed in the information for the Mass? 15 links
7. Which of these might be helpful for you to use a resource either to build a lesson plan with or for your own background information?
[Celebrating the Lord's day and The Eucharistic Prayer](#)
8. Under Times of the Year, how many seasons are listed?
Six
9. What was the most recent tweet message sent by USCCB?
Pope Names Burlington Bishop [Matano](#) as Bishop of Rochester
<http://ow.ly/qxV5l>
10. Is the Baltimore Catechism listed in the Bishops' Conformity Listing of accepted texts and series
[no](#)

The following pages show the first part of the participants' lesson plans as they begin to work on the course project. Notice the comments for formative assessment. The session was effective as seen by the way Participants applied knowledge to the Lesson Planning Project.

Cheryl S.

Unit/Chapter: _One Faith One Lord Unit 1/Chapter 2

Dates: _____

Lesson Planning Template

Objectives		Assessment				
R	10 th Grade SWBAT paraphrase the creation story and understand the meaning.					
C	SWBAT understand that God creates and science discovers.					
CT	SWBAT understand that they are co-creators with God in their world.					
Day 1						
Time	Learning Activity	P	R	O	C	ESS
	BW:					
6:30pm						
8:00pm						
HW						
Day 2						
Time	Learning Activity	P	R	O	C	ESS
	BW:					
	Prayer:					
HW						
*Materials Needed						
One Faith, One Lord: A Study of Basic Catholic Belief Rev. Msgr. John F. Barry Publisher: Sadlier Fourth Addition						

Comment [1]: You have done an excellent job using the SWBAT..."students will be able to....."

Dianne F
Unit/Chapter: _Grade 2...

Dates: __November 12 &19_____

Lesson Planning Template


Objectives		Assessment				
R	Retrieval – Students will be able to recall and describe what takes place at Thanksgiving					
C	Comprehension SWBAT...describe what takes place during the liturgy of the Eucharist					
CT	Critical Thinking SWBAT....make connections between Thanksgiving and Eucharist					
Day 1						
Time	Learning Activity	P	R	O	C	ESS
	BW:					
	Prayer:					
HW						
Day 2						
Time	Learning Activity	P	R	O	C	ESS
	BW:					
HW						
*Materials Needed						
Sadlier, We Believe. Student pages 131-134. items for prayer services (altar cloth, paten, chalice, purificators, etc.						

Comment [1]: You have done a very good job using the SWBAT method to writing your objectives. This will be a great lesson. I am looking forward to reading more! Good Job.

Objectives in Session II


Objective	Learning Object	Assessment Tool	Assessment Question
Participants will determine their own learning style and apply knowledge of learning styles to lessons and appreciating various student learning styles	Web – Learning style inventory survey	Discussion Board	Q4,9, 10
Participants will examine the Six Tasks of Catechesis by evaluating their own experiences	Six Tasks of Catechesis Inventory Lesson, pdf Catechist in the Third Millennium, pdf Joe Paprocki, video	Development of Lesson Plan Project	Q11
Prayer is one of the Six Task to incorporate in your lesson	Prayer Table Ideas, website Sacred Space, pdf Creative prayer with Children, powerpoint	Development of Lesson Plan Project	Q8
Participants will collaborate on a Google Doc to create a list of website resources.	Google docs	Google doc submission	Q9 (scale)

Both of these participants gained insight from the Learning Style Inventory Survey. Here are some of the insights written by Cheryl and Dianne in the discussion board: It should be noted that in the lesson planning, both Dianne and Cheryl paid attention to including creating a prayer service that connected to the lesson and included a creative prayer space. This is a direct result from the learning objects that were placed within the module for this session.


 **Dianne French**
I'm a Naturalistic 28 days ago

I was a very high naturalistic. When I read about that style on the site I agree with most of it. I like to sit back and be observant and do things with nature, but I don't agree with the statements it said that naturalistics "apply scientific reason to the world." I never liked science! However my second highest was being musical and that I completely agree with. It was interesting to see the other styles and I was trying to think of which styles some of my students might be. I am trying to figure out how I might reach the Logical-mathematical students with activities that would spark their interests.


[Reply](#)

 **Andrea Slaven** 🍌
RE: I'm a Naturalistic 26 days ago

The mathematical-logical student is a challenge to reach when teaching religion because God is a Mystery. The "logical" mind has a difficult time understanding the "logic". They want concrete facts, proof, a way to make reason from the facts. This is truly challenging. I used a video for high school students that really grabbed the attention of those mathematical minds. Here is the link: [Fingerprint of God](#) For younger children, things like visualizing the Trinity as a Triangle with equal parts, or sequencing events on timelines brings things into a mathematical conceptualization. Be patient with those logical minds!

 **Cheryl Smith**
RE: I'm a Naturalistic 12 days ago

I also like to do things with nature during a lesson even though I did not score high as a 'naturalistic'.

 **Cheryl Smith**
Learning style 13 days ago


That was an interesting quiz. At first when I read the results I wasn't sure that I agreed with them but when I read what each result really meant I must say that overall I did agree.

The 'type' that I scored the highest percent on was an 'Interpersonal Learner'. That type 'thrives on social interaction'. I also scored high as a 'Verbal-linguistic learner' and one strength of that is using story telling. I would say that is quite accurate for me.


I think that this learning style effects my teaching by the way that I try to 'tune in' to the perspectives of the teens that I teach. I try to teach them by having them interact with each other in various ways...sometimes using technology.

I also use storytelling a lot in my classes. It is sometimes by using words and other times by using or making videos to teach a lesson.

[Reply](#)

 **Andrea Slaven** 🍌
RE: Learning style 12 days ago

There are two perspectives in technology, one being that technology has opened up communication and has connected people, yet the other side of the coin shows that interpersonal skills are being lost because of technology. Being that you use technology quite a bit, do you find any relevance to these two arguments? Do you find it necessary to balance social media with face to face? Storytelling, especially using personal stories, helps students to connect better with the content...that is a great skill to have!

 **Dianne French**
RE: Learning style 2 days ago

That is an excellent example of how you use your learning style to teach. It is important to "tune in" as you say to how others might respond to your style of teaching. Being able to tune in will help you notice if there are students who may need to learn in other ways. Don't forget to teach in those "uncomfortable" styles. You may not like to learn (or teach) in mathematical terms or in musical ways, but you may need to use those styles to reach others...though I am sure you have experienced those other styles in various lesson plans. Great post!

For the sake of space, I am only sharing a screen shot from that particular section of each participants lesson plan project and the comments I included for formative assessment and corrective tips.

Cheryl's Prayer in Lesson Plan Project

Time	Learning Activity	P	R	O	C	ESS
	BW:					
6:30	Prayer: Visual using black material with 'stars'...on it put a picture of the Holy Spirit above the earth. Also have the bible open the 1 st chapter of Genesis and a candle to be lit by one of the students at the beginning of prayer. Read the creation story from Genesis. Show a youtube video of 'creation' (with dramatic music). Discussion/reflection of the video Say the 'Glory Be' prayer together					
7:10						

Comment [1]: This is a great prayer experience and environment that you describe. Excellent use of visuals!

Dianne's Prayer in Lesson Plan Project

Day 1						
Time	Learning Activity	P	R	O	C	ESS
	BW:					
	Prayer: Prayer: Giving Thanks...Use prayer on page 132 Have the prayer table set with a table cloth, a napkin, small plate, blessing cup and bread. At the end of the prayer, break the bread and share with students.					

Comment [1]: This sounds like it will be great. You have excellent visuals to make your prayer space meaningful. I like how you actually interact with the prayer space by doing a ritual of breaking bread.

Both of the participants developed a prayer service from the tips in the *PowerPoint*. The lesson module seems to be effective as participants apply knowledge to their projects.

Session III Objectives include:

Objective	Learning Object	Assessment Tool	Assessment Question
Participants will discover ways to motivate and integrate prior knowledge	K- W-L chart Text Reading 76-100		Q6, 7
Participants will experience the use of a K-W-L chart	Website link to TheReligionTeacher.com to learn more about KWL's	K-W-L chart (formative)	Q12
Participants will recognize various stages of faith development	Stages of Faith Pdf file Stages of Faith PPT	Stages of Faith Activity sheet (formative)	Q 15
Lesson Plan project part III		Include activities (formative)	Project

Dianne and Cheryl both completed a K-W-L chart, though did not place it in their lesson plans. However, Cheryl made very good use of engaging students in an activity to call forth prior knowledge after some formative corrections were suggested. Dianne also found ways to engage students in calling forth prior knowledge.

The two pages include each of their K-W-L's they were completed as both an authentic activity to apply in their own lesson planning and as a learning object for learning about classroom management.

The formative assessment of their lesson plan projects are included in the following pages. Both participants seem to apply the instruction to the authentic activity.

Though the participants effectively understood the purpose of using a K-W-L activity as indicated by their own completion of the activity and the question on the post-test indicates a new awareness of using this activity. However, neither participant included a K-W-L chart as an element in their lesson plan. They did include prior knowledge activities, however.

Name _____

Class _

Date _

What I Know ...	What I Want to know ...	What I Learned ...
<p>I must come to class prepared and know what objectives I want to accomplish.</p> <p>I must be able to engage the students.</p> <p>I need to be able to have 'order' in the classroom.</p> <p>Students must know that I care about them and what goes on in their lives.</p>	<p>New ways to engage the students</p> <p>What are some appropriate 'rules' for the classroom?</p>	<p>There is a difference between class 'rules' and classroom 'procedures'.</p> <p>The best way to keep 'order' in a class is to emphasize the positives and re-visit 'procedures' and 'rules' when necessary...but to put a positive 'spin' on it... then apply a consequence if needed if a rule has been broken.</p>

Name Dianne

Class _

Date _

What I K now ...	What I W ant to know ...	What I L earned ...
<p>I know that I have to be prepared. I have to be careful crafts aren't too hard. I have to make sure I know who can sit near who. Yelling doesn't work!</p>	<p>I want to know how to keep their attention. I want to know how to better communicate with parents.</p>	<p>It is important to have short and positive procedures where students always see them and know how to follow them. It is good to review them periodically. Rules should also be short and positive. Consequences need to be followed through.</p>

Cheryl S

Unit/Chapter: _One Faith One Lord Unit 1/Chapter 2

Dates: _____

Lesson Planning Template

Objectives		Assessment				
R	10 th Grade SWBAT paraphrase the creation story and understand the meaning.					
C	SWBAT understand that God creates and science discovers.					
CT	SWBAT understand that they are co-creators with God in their world.					
Day 1						
Time	Learning Activity	P	R	O	C	ESS
	BW:					
6:30	Prayer: Visual using black material with 'stars'...on it put a picture of the Holy Spirit above the earth. Also have the bible open the 1 st chapter of Genesis and a candle to be lit by one of the students at the beginning of prayer. Read the creation story from Genesis. Show a youtube video of 'creation' (with dramatic music). Discussion/reflection of the video Say the 'Glory Be' prayer together					
	Have students draw their 'image of God' (play soft music while they draw) and share what it means. Then ask them if they were a child and gave this picture to someone special...what would that person do with the picture? Then have a discussion of how they would feel if that person 'hung it on the fridge' ? Why would they hang it up? (because they love the 'creator' so they love the 'creation') Then ask how they would feel if that person crumpled the picture and threw it away? Discuss how this relates to God and how they treat others or even nature.					
7:10	Use a ppt that shows various pictures discuss if God created (only) or if and maybe how 'science' discovered. Students may add examples/ ideas orally for discussion.					

Comment [1]:
As you start planning out the activities, you might want to start by asking students what they already know about creation. Have groups or the class try to create a timeline or recreate the scene as they remember, then prayerfully go into prayer. After prayer, discuss what they gained from hearing the story again.

Cheryl S

Unit/Chapter: _One Faith One Lord Unit 1/Chapter 2

Dates: _____

7:20	In small groups or large group, discuss ways that teens are co-creators with God. What have they created? What might they create? What have they 'discovered' that God created?						
HW							
Day 2							
Time	Learning Activity	P	R	O	C	ESS	
	BW:						
	Prayer:						
HW							
*Materials Needed							
One Faith, One Lord: A Study of Basic Catholic Belief Rev. Msgr. John F. Barry Publisher: Sadlier Fourth Addition One Faith, One Lord: A Study of Basic Catholic Belief							

Comment [2]: As you move into next week's lesson, you may want to include how this might actually be assessed.

Also, next week ask to use the task of discipleship in your lesson. Creation can open up many examples for discipleship as we care for God's creation and one another. Great work again!

Dianne F
Unit/Chapter: _Grade 2...

Dates: __November 12 &19_____

Lesson Planning Template

Objectives		Assessment				
R	Retrieval – Students will be able to recall and describe what takes place at Thanksgiving					
C	Comprehension SWBAT...describe what takes place during the liturgy of the Eucharist					
CT	Critical Thinking SWBAT....make connections between Thanksgiving and Eucharist					
Day 1						
Time	Learning Activity	P	R	O	C	ESS
	BW: Have Thanksgiving word search					
	Prayer: Prayer: Giving Thanks...Use prayer on page 132 Have the prayer table set with a table cloth, a napkin, small plate, blessing cup and bread. At the end of the prayer, break the bread and share with students.					
	Lesson: The prayer leads students to knowing how to give thanks. We give thanks to God for many things. Prayers of thanksgiving can be in private prayer, and as a community					
	Tell the story of the First Thanksgiving. Who was there? What were they thankful for?					
	What does your thanksgiving look like? You are having a Thanksgiving Dinner. Have students draw pictures of their Thanksgiving tables. Who will you invite? What will you be giving thanks for? Save pictures for the following week. We give thanks at Thanksgiving.					
HW	Create a Thanksgiving Invitation.					
Day 2						
Time	Learning Activity	P	R	O	C	ESS
	BW: Have Thanksgiving coloring sheet					

Comment [1]: You are making some nice connections between your objectives and activities. Very good!

Comment [2]: That is a nice activity!

Dianne F
 Unit/Chapter: _Grade 2...

Dates: __November 12 &19_____

	The Dressing of the Altar...Have items and prayer to ritualize preparing the Altar...each student an participate. Use the Table Prayer service. Then listen to the Liturgy of the Eucharist from the Children’s Liturgy.						
	Have students think about the special meal that Jesus had which was like a Thanksgiving. Who was there? Show different artistic images showing the Last Supper. How do we give thanks today? Who is at our table? Who is at Jesus’ table today? Are you there?						
HW	Use page 136 as homework						
*Materials Needed							
Sadlier, We Believe. Student pages 131-134. items for prayer services (altar cloth, paten, chalice, purificators, etc.							

Comment [3]: This could be an assessment tool as well...I’m not sure what is on that page, but homework many times is a way of assessing.

Session IV Objectives include:

Objective	Learning Object	Assessment Tool	Assessment Question
Participants will explore various assessment tools	Assessment tools, TheReligionTeacher.com pdf	LessonPlanProject	Q6
Participants will cite ways in which teachings of social justice can be incorporate	Prayer Service Text pgs 102-145 JustFaith,.org JustWalking(video) & website PowerPoint on Social Justice Teachings	Lesson Plan Project	Q12
Participants will evaluate their own lesson	Discussion Board	Journal Discussion Board	Q 15 (Likert Scale)
Participants will create a collaborative Presentation	Google Presentation	Google Presentation	Q14 (Likert Scale)

In this session, both participants submitted their fourth week of the developing lesson plan project. Both participants, Cheryl and Dianne were given formative feedback which is reflected in the final project.

Also, the Google Presentation was submitted with the expectation that each slide contains text, a hyperlink and one image. This did not have a rubric, as it was only submitted as a practice experience, but each participant did meet the expectations.

Cheryl S

Unit/Chapter: _One Faith One Lord Unit 1/Chapter 2

Dates: _____

Lesson Planning Template

Objectives		Assessment				
R	10 th Grade SWBAT paraphrase the creation story and understand the meaning.					
C	SWBAT understand that God creates and science discovers.	Use a ppt that shows various pictures discuss if God created (only) or if and maybe how 'science' discovered. Students may add examples/ ideas orally for discussion.				
CT	SWBAT understand that they are co-creators with God in their world.	Brainstorm as small groups... then large group sharing...discuss examples of things that they have created or may create (either personally or an example that someone else has created).				
Day 1						
Time	Learning Activity	P	R	O	C	ESS
	Have strips of paper available to pin to bulletin board and a marker. Ask students to "write" the story of Creation. As the story is being told, have students write the events and circumstances of the story on the strips of paper and pin to bulletin board. Students can rearrange the strips until they are satisfied with the complete story. Have them enter the prayer area.	X				
6:30	Prayer: Visual using black material with 'stars'...on it put a picture of the Holy Spirit above the earth. Also have the bible open the 1 st chapter of Genesis and a candle to be lit by one of the students at the beginning of prayer. Read the creation story from Genesis. Show a youtube video of 'creation' (with dramatic music). Discussion/reflection of the video Say the 'Glory Be' prayer together		X			
	Have students draw their 'image of God' (play soft music while they draw) and share what it means. Then ask them if they were a child and gave this picture to someone special...what would that person do with the picture? Then have a discussion of how they would feel if that person 'hung it on the fridge' ? Why would they hang it up? (because they love the 'creator' so they love the 'creation') Then ask how			X		

Comment [1]: You may want to even have them "chart these" . I am not sure quite understand the activity here.

Cheryl S

Unit/Chapter: One Faith One Lord Unit 1/Chapter 2

Dates: _____

	they would feel if that person crumpled the picture and threw it away? Discuss how this relates to God and how they treat others or even nature.						
7:10	Use a ppt that shows various pictures discuss if God created (only) or if and maybe how 'science' discovered. Students may add examples/ ideas orally for discussion.						
7:20	In small groups or large group, discuss ways that teens are co-creators with God. What have they created? What might they create? What have they 'discovered' that God created?						
HW	Bring images of where you "discover" God this week. Add them to the group powerpoint. Exit Ticket...Write a simple prayer of thanks for something in God's creation you are especially grateful for. Happy Thanksgiving everyone!						X
Day 2							
Time	Learning Activity	P	R	O	C	ESS	
	BW:						
	Prayer:						
HW							
*Materials Needed							
One Faith, One Lord: A Study of Basic Catholic Belief Rev. Msgr. John F. Barry Publisher: Sadlier Fourth Addition Drawing paper, markers, 'Creation' picture and video, material, bible, candle, TV, dvd player, cd player, cd							

Dianne F
Unit/Chapter: _Grade 2...

Dates: __November 12 &19_____

Lesson Planning Template

Objectives		Assessment				
R	Retrieval – Students will be able to recall and describe what takes place at Thanksgiving	Create Invitation				
C	Comprehension SWBAT...describe what takes place during the liturgy of the Eucharist	HW page 136				
CT	Critical Thinking SWBAT....make connections between Thanksgiving and Eucharist	Discussion with images				
Day 1						
Time	Learning Activity	P	R	O	C	ESS
	BW: Have Thanksgiving word search					
	Prayer: Prayer: Giving Thanks...Use prayer on page 132 Have the prayer table set with a table cloth, a napkin, small plate, blessing cup and bread. At the end of the prayer, break the bread and share with students.					
	Lesson: The prayer leads students to knowing how to give thanks. We give thanks to God for many things. Prayers of thanksgiving can be in private prayer, and as a community					
	Tell the story of the First Thanksgiving. Who was there? What were they thankful for?					
	What does your thanksgiving look like? You are having a Thanksgiving Dinner. Have students draw pictures of their Thanksgiving tables. Who will you invite? What will you be giving thanks for? Save pictures for the following week. We give thanks at Thanksgiving.					
HW	Create a Thanksgiving Invitation.					
Day 2						
Time	Learning Activity	P	R	O	C	ESS
	BW: Have Thanksgiving coloring sheet					

Comment [1]: You might be able to actually develop this more by having student produce something like a VEN diagram or chart to show the similarities. Other than that, very good!

Comment [2]: This can actually lead into Social justice by being able to “share bread” with others. Since this is around thanksgiving, you might want to include a food collection or something? Let parents know what is going on at your parish....remember not everyone attends mass and reads the bulletin!!!

Dianne F

Unit/Chapter: _Grade 2...

Dates: __November 12 &19_____

	The Dressing of the Altar...Have items and prayer to ritualize preparing the Altar...each student an participate. Use the Table Prayer service. Then listen to the Liturgy of the Eucharist from the Children's Liturgy.						
	Have students think about the special meal that Jesus had which was like a Thanksgiving. Who was there? Show different artistic images showing the Last Supper. How do we give thanks today? Who is at our table? Who is at Jesus' table today? Are you there?						
HW	Use page 136 as homework						
*Materials Needed							
Sadlier, We Believe. Student pages 131-134. items for prayer services (altar cloth, paten, chalice, purificators, etc.							

Also, the Google Presentation was submitted with the expectation that each slide contains text, a hyperlink and one image. This did not have a rubric, as it was only submitted as a practice experience, but each participant did meet the expectations.

The following are screen shot images from Google+ showing the presentation created by the class, and enlargements of Cheryl and Dianne's slides. Both Cheryl and Dianne did well with formatting text, creating a hyperlink and embedding an image.

2013- L1.1 Favorite Bible Stories

File Edit View Insert

1 Our Favorite Bible Stories
Catechists sharing!

2 The story of Jacob & Esau
A story of Deception and Forgiveness
[Genesis 27-33](#)
Slide by Cheryl Smith

3 God Calls Samuel
Here I am, Lord
Here I am, Lord
Is it I, Lord?
I have heard you calling in the night
I will go, Lord
If you lead me
I will build your people in my heart.
Bless the children of God, O God, and Israel alone.

4 The Annunciation
The angel Gabriel appears.
Our Blessed Mother says:
"Yes" to God
Pray that we all do the same when we are called!

5 The Calming of the Storm
The disciples were in the boat on the Sea of Galilee, when the wind and rain beat against the little boat....and Jesus slept! Full of fear, the disciples woke Jesus and asked for help.
"Do not fear!"
VIDEO

Cheryl's Presentation slide:

The story of Jacob & Esau

A story of Deception and Forgiveness and [Genesis 27-33](#)

Slide by Cheryl Smith

I love this story for a few reasons...Jacob first steals his brother's birthright and then flees because he is afraid of what his brother will do to him. Then Jacob is deceived by his future father-in-law (a taste of his own medicine). Then he finally wants to go home but is afraid of what his brother may do to him, but he is pleasantly surprised when his brother not only forgives him but welcomes him, his wives and children all home with open arms. If you read the whole story it has many surprises, twists and turns....it might make a good movie:)

Dianne's Presentation slide:

The Calming of the Storm

The disciples were in the boat on the Sea of Galilee, when the wind and rain beat against the little boat....and Jesus slept! Full of fear, the disciples woke Jesus and asked for help.
"Do not fear!"

[VIDEO](#)

I like this story because we all have "storms" in our lives, and this reminds us that we can ride out any storm with faith. Dianne

Analysis of Final Project

In this section, a copy of the working draft of both students and their final Lesson Plan project are submitted as well as each participant's rubric scoring.

FINAL ASSESSMENT: Cheryl S

Final Project: A Complete Lesson

	Let's work on this.	Pretty darn good!	Fantastic!	Excellent!
Organization ⌵	1 (5%) Lesson plan is poorly organized and not developed. Does not include or includes very little detail.	2 (10%) Lesson plan is satisfactory with minimal development, minimal details.	3 (15%) Lesson plan is well organized but may not include all details or all activities.	4 (20%) Lesson Plan is highly organized and developed. Includes details, materials needed and detailed sequence of activities. 
Prayer Service ⌵	1 (5%) Prayer service was not well prepared and did not meet the requirements.	2 (10%) Prayer service may not have included all of the requirements, but included most.	3 (15%) Prayer service includes a purpose related to either the lesson, liturgical connection or other spiritual connection. Prayer service is creative. Includes prayer space suggestions. Attached prayer service was well written.	4 (20%) Prayer service includes a purpose related to either the lesson, liturgical connection or other spiritual connection. Prayer service is creative. Includes prayer space suggestions. Prayer service page was complete with the details of the prayer service included. 
Objectives Written ⌵	1 (5%) Lesson objectives did not develop the concept. Objectives did not follow writing guidelines. Objectives were not age appropriate.	2 (10%) Lesson objectives were fairly written, did not develop with details. May not have included any higher level objectives.	3 (15%) Lesson objectives were well written, followed guidelines, but may not have been fully developed.	4 (20%) Lesson objectives were clearly written and followed guidelines for writing. Objectives were written completely. 
Inclusive Activities ⌵	1 (5%) Activities were included that had no objective or objectives may not have had any activities associated. Activities did not show variation.	2 (10%) Not all objectives are developed with activities associated. Activities are described well. Activities may or may not vary.	3 (15%) Activities developed the objectives, activities are well written Activities may or may not have kept learner preferences in mind.	4 (20%) Activities developed the objectives clearly. Activities are described clearly. Activities vary for learner preferences 
Assessment Included ⌵	1 (5%) Assessment was vague or did not assess the objectives.	2 (10%) Assessment was included, but limited.	3 (15%) Assessment was included for some of the objectives, and included more than one form.	4 (20%) Various forms of formative /summative assessment are included. 

The main goal of this course as stated in the syllabus is to “examine many aspects of teaching pedagogy in order to effectively deliver meaningful and effective lessons for the learner.” (Syllabus, The Catechist: Intro to Ministry, 2013). Cheryl met all the requirements and achieved the objectives of this course. The following pages include Cheryl's final lesson plan. She took the suggestions from previous formative lessons and has edited her final work as follows:

Cheryl S.

Unit/Chapter: _One Faith One Lord Unit 1/Chapter 2

Dates: _____

Lesson Planning Template

Objectives		Assessment				
R	10 th Grade SWBAT paraphrase the creation story and understand the meaning.					
C	SWBAT understand that God creates and science discovers.	Create a chart with "Created and Discovered" Have students determine a list of items to whether they are Created by God or Discovered by science...what is the difference?				
CT	SWBAT understand that they are co-creators with God in their world.	Brainstorm as small groups... then large group sharing...discuss examples of things that they have created or may create (either personally or an example that someone else has created).				
Day 1						
Time	Learning Activity	P	R	O	C	ESS
	BW:					
6:30pm	Have strips of paper available to pin to bulletin board and a marker. Ask students to "write" the Creation story. As the story is being told by the students, have students write the events and circumstances of the story on the strips of paper and pin to bulletin board. Students can re-arrange strips until they are satisfied with the complete story. Have them enter the prayer area	X				
6:30pm	Prayer: Visual using black material with 'stars'...on it put a picture of the Holy Spirit above the earth. Also have the bible open the 1 st chapter of Genesis and a candle to be lit by one of the students at the beginning of prayer. Read the creation story from Genesis. Show a youtube video of 'creation' (with dramatic music). Discussion/reflection of the video Say the 'Glory Be' prayer together		X			
	Have students draw their 'image of God' (play soft music while they draw) and share what it means. Then ask them if they were a child and gave this picture to someone special...what would that person do with the picture? Then have a discussion of how they would feel if that person 'hung it on the fridge' ? Why would they hang it up? (because they			X	X	

Cheryl S.

Unit/Chapter: One Faith One Lord Unit 1/Chapter 2

Dates: _____

	love the 'creator' so they love the 'creation') Then ask how they would feel if that person crumpled the picture and threw it away? Discuss how this relates to God and how they treat others or even nature.					
	Use a ppt that shows various pictures discuss if God created (only) or if and maybe how 'science' discovered. Students may add examples/ ideas orally for discussion.					
8:00pm	In small groups or large group, discuss ways that teens are co-creators with God. What have they created? What might they create? What have they 'discovered' that God created?				X	
HW	Bring images of where you "discover" God this week. Add them to the group powerpoint. Exit Ticket... Write a simple prayer of thanks for something in God's creation you are especially grateful for. Happy Thanksgiving everyone! Bring images of where you "discover" God this week. Thanksgiving everyone!					

Day 2








Time	Learning Activity	P	R	O	C	ESS
	BW:					
	Prayer:					
HW						

***Materials Needed**

One Faith, One Lord: A Study of Basic Catholic Belief
 Rev. Msgr. John F. Barry
 Publisher: Sadlier Fourth Edition

FINAL ASSESSMENT: Dianne F

Final Project: A Complete Lesson

	Let's work on this.	Pretty darn good!	Fantastic!	Excellent!
Organization 	1 (5%) Lesson plan is poorly organized and not developed. Does not include or includes very little detail.	2 (10%) Lesson plan is satisfactory with minimal development, minimal details.	3 (15%) Lesson plan is well organized but may not include all details or all activities.	4 (20%) Lesson Plan is highly organized and developed. Includes details, materials needed and detailed sequence of activities. 
Prayer Service 	1 (5%) Prayer service was not well prepared and did not meet the requirements.	2 (10%) Prayer service may not have included all of the requirements, but included most.	3 (15%) Prayer service includes a purpose related to either the lesson, liturgical connection or other spiritual connection. Prayer service is creative. Includes prayer space suggestions. Attached prayer service was well written.	4 (20%) Prayer service includes a purpose related to either the lesson, liturgical connection or other spiritual connection. Prayer service is creative. Includes prayer space suggestions. Prayer service page was complete with the details of the prayer service included. 
Objectives Written 	1 (5%) Lesson objectives did not develop the concept. Objectives did not follow writing guidelines. Objectives were not age appropriate.	2 (10%) Lesson objectives were fairly written, did not develop with details. May not have included any higher level objectives.	3 (15%) Lesson objectives were well written, followed guidelines, but may not have been fully developed.	4 (20%) Lesson objectives were clearly written and followed guidelines for writing. Objectives were written completely. 
Inclusive Activities 	1 (5%) Activities were included that had no objective or objectives may not have had any activities associated. Activities did not show variation.	2 (10%) Not all objectives are developed with activities associated. Activities are described well. Activities may or may not vary.	3 (15%) Activities developed the objectives, activities are well written Activities may or may not have kept learner preferences in mind.	4 (20%) Activities developed the objectives clearly. Activities are described clearly. Activities vary for learner preferences 
Assessment Included 	1 (5%) Assessment was vague or did not assess the objectives.	2 (10%) Assessment was included, but limited.	3 (15%) Assessment was included for some of the objectives, and included more than one form.	4 (20%) Various forms of formative /summative assessment are included. 

To reiterate, the main goal of this course as stated in the syllabus is to “examine many aspects of teaching pedagogy in order to effectively deliver meaningful and effective lessons for the learner.” (Syllabus, *The Catechist: Intro to Ministry*, 2013). Dianne also met all the requirements and achieved the objectives of this course. The following pages include Dianne’s final lesson plan. She took the suggestions from previous formative lessons and has edited her final work as follows:

Dianne F

Unit/Chapter: _Grade 2...

Dates: __November 12 &19_____

Lesson Planning Template

Objectives		Assessment				
R	Retrieval – Students will be able to recall and describe what takes place at Thanksgiving	Create Invitation				
C	Comprehension SWBAT...describe what takes place during the liturgy of the Eucharist	HW page 136				
CT	Critical Thinking SWBAT....make connections between Thanksgiving and Eucharist	Discussion with images				
Day 1						
Time	Learning Activity	P	R	O	C	ESS
	BW: Have Thanksgiving word search	x				
	Prayer: Prayer: Giving Thanks...Use prayer on page 132 Have the prayer table set with a table cloth, a napkin, small plate, blessing cup and bread. At the end of the prayer, break the bread and share with students.		x			
	Lesson: The prayer leads students to knowing how to give thanks. We give thanks to God for many things. Prayers of thanksgiving can be in private prayer, and as a community			x		
	Tell the story of the First Thanksgiving. Who was there? What were they thankful for?			x		
	What does your thanksgiving look like? You are having a Thanksgiving Dinner. Have students draw pictures of their Thanksgiving tables. Who will you invite? What will you be giving thanks for? Save pictures for the following week. We give thanks at Thanksgiving.				c	
HW	Create a Thanksgiving Invitation. Send home notice about can collection as part of our thanksgiving Eucharist project.					x

Dianne F

Unit/Chapter: _Grade 2...

Dates: __November 12 &19_____

Day 2						
Time	Learning Activity	P	R	O	C	ESS
	BW: Have Thanksgiving coloring sheet	x				
	The Dressing of the Altar...Have items and prayer to ritualize preparing the Altar...each student an participate. Use the Table Prayer service. Then listen to the Liturgy of the Eucharist from the Children's Liturgy.		x			
	Have students think about the special meal that Jesus had which was like a Thanksgiving. Who was there? Show different artistic images showing the Last Supper. How do we give thanks today? Who is at our table? Who is at Jesus' table today? Are you there?					
	Do a Venn diagram chart to write down what is the same, what is different from celebrating Thanksgiving and celebrating Eucharist.				c	
HW	Use page 136 as homework					x
*Materials Needed						
Sadlier, We Believe. Student pages 131-134. items for prayer services (altar cloth, paten, chalice, purificators, etc.						

Final Thoughts

Teaching religion to the young members of a church is a special ministry taken on by volunteers in the church parish or congregation who want to share and hand on their faith to others. The one enters this ministry, it is realized rather quickly that there is more to teaching religion than just memorizing prayers. There are several roles and responsibilities identified by the National Directory of Catechesis that are to be exemplified in the ministry of teaching religion. That in its self is a huge task to undertake, but there are also the details of teaching, the methods, pedagogy and classroom management that trained teachers have years of background knowledge and practice, but volunteer catechists do not. The purpose of this course is to equip the catechist with the basic tools used by classroom teachers while weaving the process of faith formation into the pedagogy.

It is very important to note that most catechists have no background in teaching. This course developed the basics of lesson planning, understanding student learning and development, teaching tips for classroom management and some experience with digital tools.

Each of the objectives of the course were achieved by the participants. I feel the most important of these objectives was to complete a lesson plan using sound teaching methods. I feel the reason for the participants were so successful in writing a lesson plan was because it was broken into “chunks” supported by content, practice and formative feedback.

I feel the course went well for the most part. I found that the participants had a bit of a learning block at first as they just needed to get familiar with the Coursesite Blackboard format. Due to the fact that this seemed to hinder the start of the course as I needed to give participants a lesson on how to navigate the website, I created an introduction video as a virtual tour of the site. I have not used this yet, but will include it if I run the course again.

From what the participants shared in their final reflections and the “Roses and Weeds” discussion, the participants loved the variation of activities. Nothing was frustrating, yet everything gave very useful information. The participants liked working on one project all the way through with formative feedback. They found it very helpful. As I mentioned above from my observations early on in the course, the comments made by the participants showed that they found it difficult to get started on blackboard, but by the end of the second week, they were much more confident.

I found it necessary to be flexible and be a support when participants needed technical support. This didn't bother me too much because it was such a small class (only four). I think in order to be an effective facilitator and participate with the group, I would limit the number of registrants to no more than 10. It takes time to give good positive feedback that is useful.

I was pleased with the manner I developed the course. I felt I organized the learning objects well, had a wide variety of ways to learn, activities that were all purposely developed to be authentic in nature and meaningful. The activities were all very

engaging and, I believe, promoted their excitement to share their faith by providing them with new ways to approach teaching.

1. *How did the results of the assessments inform your instruction of the unit?*

This is hard to assess with numerical numbers, as this course was not really set up for the purpose of determining quantitative data. Though I did include rubrics for the discussion boards and the final project, other activities received points for completion. I will say, however, the discussion boards showed thoughtful and active participation by the participants. The discussion board was an essential tool to build community and use for sharing thoughts about the ministry.

The formative feedback on the lesson plan project was important to the development of the final project for the participants. I was able to guide the participants in a positive way. Keeping feedback positive provides motivation and less frustration.

From comparing the pre-test with the post-test results, the participants all showed a remarkable improvement. The information presented in the course was new material, but it was presented in interesting ways with supportive practice.

2. *What modifications did you make in your unit based on daily reflection and assessment data*

The only real problem I had was working on blackboard, in which the participants were new to. This created some frustration at the beginning and took several support phone calls with the participants. Though this happened at the beginning, it was too late to create a support video, but I have now created a virtual tour of the course, explaining the features and how to navigate.

3. *How will this experience influence your choice of instructional strategies in the future?*

I have found that including a variety of learning objects and practice that builds confidence and motivation makes the learning experience positive and promotes learning. Having a meaningful and authentic activity is most important. The practice activities in the course all had meaning and were engaging. Keeping a balance of introducing new material in an even pace and providing time and activities to apply knowledge was the key to developing a positive learning experience for this group of students.

4. *How will this experience influence your design of assessments in the future?*

I found that it is very important to make sure that activities are related to the objectives and are assessed fairly. I found that formative assessments are very rewarding toward making an impact on the final assessment.

Self Grading:

- 3pnts Assessment Plan: Overall, for my own work on designing, facilitating and assessing this course I feel I planned the goals and objectives clearly and aligned them with standards used in the Diocese of Syracuse Office of Faith Formation and the ISTE/NETS-S. The plan was articulated clearly.
- 3pnts Graphic Representation: I presented several pictorial visuals and tables to show data related to the objectives.
- 3pnts Alignment with Learning Goals: Analysis was fully aligned with learning goals and objectives and provided a comprehensive profile of student learning showing pre and post test results. Charts were included to show how assessments aligned to the objectives.
- 3pnts Interpretation and Evidence: Interpretation was meaningful and appropriate conclusions were drawn. Evidence with whole class and selected students was provided.
- 3pnts Insights on Effective instruction/assessment. I found strengths and weaknesses in the design of the course.
- 2pnts Implications for Future Teaching/Professional Development: I have truly found the importance and value of being flexible and working to constantly revise so that learning is effective.
- 3pts Writing and conventions: My project was written with clear and coherent writing conventions.
-
- 21pts Total Rubric Landscape score