



Getting to Know the WELS Teaching Standards

Standard One Leader's Guide

Resources available for this module:

- Professional Reading *-copied, distributed, and read **before** the inservice*
- Inservice Video (narrated slide-show) *-shown **during** the inservice*
- Activity Guide *-copied and distributed **during** the inservice*
- Continuum of Teacher Development *- copied and distributed **during** the inservice*
- Teacher Evaluation Video *- shown **during** the inservice*
- Two Moodle Forums *-completed by a faculty representative **after** the inservice*

This inservice is designed to accomplish the following goals:


1. Articulate the scope of subject-matter knowledge in the context of Standard 1.
2. Understand the Standard 1 criteria and levels of the Continuum of Teacher Development.
3. Apply the continuum to a teaching sample
4. Use interdisciplinary learning as a starting point to apply the six ministry traits addressed in Standard 1.
5. Develop an action plan to apply Standard 1 in his/her ministry context.

Suggested Module Use

1. **Assign the Professional Reading:** Copy and distribute the reading, "Ten Ways to Integrate Curriculum" by Robin Fogarty. Ask teachers to read the article and complete Activity 2.1 Head-Heart-Foot for group discussion during the inservice.
2. **Watch the Inservice Video & Complete Activities:** Before the inservice, set up the video for viewing. The video is streamed through Moodle, so you will need internet access while you show it. Make arrangements to project the presentation and ensure that the audio is loud enough for all participants to hear.

Prof. Alan Bitter leads a discussion of Standard One with an interactive presentation in three sections. Each section includes opportunities for individual, small group, or whole group discussion. Please note:

- As the onsite leader of the inservice, you can decide which type of grouping arrangement works best for the size of your faculty.

- If you follow the suggested discussion times, each part of the inservice will last about **25 minutes**, so plan for a total inservice time of **75 minutes**.
- Activities will be introduced on the video and include suggested discussion times. It may be a good idea to assign one of the participants as time keeper.
- Activities with this symbol  include a post-discussion Moodle post. You may want to assign the task of note-taker and summary-poster to one of the participants.
- Participants will use the Activity Guide and the Continuum for Teacher Development for Standard One.
- Two videos are posted on Moodle: Presentation Video and Integrating Science, Math, and Art. Each is set to show in a pop-up window so that you can pause and minimize the presentation video while the group views ISMA without losing your place on the presentation video. All other video content will play in the presentation video.

a. **Part One - Scope & Foundations:**

Prof. Bitter introduces the inservice including the agenda and objectives.

Activity 1.1 *You Can Say THAT Again* is designed to engage thinking among the participants about the scope of subject/content knowledge. Pause the video for group discussion and restart it when the discussion is completed.

Activity 1.2 *Bud, Lou, and You* allows participants to discuss the importance and the scope of subject/content knowledge in a non-threatening fashion by applying it to a humorous situation. Pause the video after the YouTube clip plays.

Professor Bitter narrates a slide-show using quotes from educational experts to highlight the scope and foundations of subject/content knowledge.

b. **Part Two – Interdisciplinary Learning:**

Prof. Bitter introduces Part Two and provides instructions for Activity 2.1

Activity 2.1 *Head, Hand, Foot* uses participant responses to the professional reading that was completed before the inservice. This discussion is designed to allow your faculty to explore the possibilities for integrating curriculum using Fogarty's ten strategies. It also serves as preparation for the optional post-inservice activity, Activity 3.2.

Professor Bitter narrates a slide-show explaining the continuum descriptions for the ministry trait on integrating learning experiences.

Activity 2.2 *3 – 2 – 1* allows participants to make connections between the ministry trait descriptions and a video clip showing integrated instruction. Pause the inservice video, and play the Teaching Channel video from Moodle. Follow with a whole group discussion in which each participant shares a connection, a takeaway, and an application.

Note: This clip is the longest in the inservice (15 min.). You may choose to use a portion of the clip if pressed for time. Another option is to limit the discussion by having each

participant share only an application or to have the sharing take place with partners or groups.

c. **Part Three – Ministry Traits in Action:**

Professor Bitter narrates a slide-show on the other five ministry traits, using the Knowing – Using – Creating structure to highlight indicators on the continuum.

Activity 3.1 Rating & Rationale – Math Lesson gives participants the opportunity to make direct connections between the ministry trait indicators and classroom teaching. This discussion is intended to provide the group with practice using the continuum as an assessment tool and to model the way they might use it to assess their own teaching. It also serves as preparation for the optional post-inservice activity, Activity 3.2.

Note: *The video narration will introduce this as a middle school math lesson, but the recording is of a lower-grade math lesson.*

Professor Bitter narrates a slide-show reviewing inservice objectives and introducing Activity 3.2 (optional).

Activity 3.2 Apply the Standard – Taking It Home is a tool for individuals or faculties to implement the ideas they learned to their teaching practice. It also provides a format for collaborative discussions about Standard One.