### Discussion 9

### Reflecting on Curriculum and Assessment

In this unit, you are focused on teaching your unit in an educational setting of your choice. As you begin that, it is a good time to reflect on the curriculum and assessment planning portion of your unit.

* What challenges and successes did you experience in selecting and unpacking the learning standard that you used? What big ideas are you taking away from that process?
* What challenges and successes did you experience in developing assessments that were developmentally appropriate and aligned to the standard you selected?

**Respond and replay:**

**Jessica Cole**

**Unit 9 Discussion 1**

Reflecting on Curriculum and Assessment

One challenge I had when choosing and unpacking the learning standard for my assignment was finding one that I would be able to plan enough activities for in order to cover a 3-day unit. I often like to take a book and create a variety of activities to go with the story, which is why I chose to go with a literacy standard. During the unpacking of the standard, I found that the process of determining the goals, understandings, knowledge, and skills, was very helpful in that it assisted me in thinking about the next steps of assessment and planning.

One of the biggest challenges for me when selecting assessments for my unit, was designing an assessment that would be suitable for all the ages and developmental levels in my classroom. I have such a wide range of abilities that I had to design something that I could adjust according to each developmental level. One way that I did this was to create sort of an open-ended assessment that was based on one of the rubrics in the curriculum that I use in my classroom. I used that rubric, and added onto it to encompass all of the parts of the standard I used for my mini unit. Another challenge I faced was designing a self-assessment for my students. Due to their young age, I wasn’t sure how I would go about creating a self-assessment they could use. I had to do some research, and found some examples that used pictures and simple language that young children could understand. The big idea I took away from this was the importance of using a variety of assessments before, during, and after the teaching and learning process.

Before this course, I felt fairly confident in my ability to analyze standards and create assessments that aligned to those standards. After my time in this course, however, I feel that I am better equiped to break down the parts of a standard into knowledge and skills, and to design a learning plan that aligns to those knowledge and skills. The essential questions helped me to think more critically about what I wanted my students to understand and learn over the course of the unit. One area in which I would like to extend my knowledge is assessment development. Although I feel I can create assessments to use in the classroom, I would like to further research assessment development in order to learn to create more accurate and effective assessments.

**Read and respond:**

**Denetta Pierre**

**Unit 9 D 1**

[**COLLAPSE**](https://courseroomc.capella.edu/webapps/discussionboard/do/message?action=list_messages&course_id=_263176_1&nav=discussion_board&conf_id=_1209975_1&forum_id=_2413912_1&message_id=_33371365_1#)

Establishing my mini-unit on Narrative Writing was fairly easy because it gave me an opportunity to teach my students that you do not have to write everything in one sitting. We can write about specific events in a narrowed down form. It was a challenge at first because the elements of narrative writing can be extensive, and coming up with different writing activities that would be most engaging for the students was something that I should have done deeper research on. A success that did come out of this unit was some of the narrative story ideas from the students. Brainstorming topics was an easy task for them to discuss amongst each other. What I took away from this process is that though there are stages in writing, it is absolutely okay for students to be on a particular stage for a while until they are able to master the concepts of that stage.

Though most 4th graders should be writing at least complete sentences in order to create a paragraph, that is not always the case, especially with some of my students with special needs and ELL students. When it came to me developing assessments for students, they were appropriate for my typical students, such as journaling and free writing. However, for my students with special needs and ELLs, there were some challenges in getting them to understand the starting points of and mechanics of writing. I should continue to utilize more differentiated resources on grammar and spelling to help with the continuing development of their ELA skills.

My ability to analyze the learning standards and create assessments for my mini unit is definitely a teaching experience and I can honestly say I still have more to accomplish in learning how to thoroughly analyze and assess appropriately in other subjects as well. I feel by continuing to do more research, ask questions, collaborate more with my colleagues and I can extend my current knowledge of curriculum and assessment. I want to be able to create assessments that can help maximize student application of what they have learned.

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### Discussion 10

### Reflecting on Designing and Implementing Instruction

What challenges and successes did you experience in planning learning events in your mini-unit? What big ideas are you taking away from that process?

In Unit 9, you taught the instructional mini-unit you planned. You also reflected on the curricular and assessment processes last week. Now, reflect on planning learning events and implementing your unit.

* What challenges and successes did you experience in implementing your unit? What changes might you make the next time you teach this unit or a similar one?
* How well would you say you can create research-based learning events and implement them, considering your overall unit planning and implementation?
* What have you learned that will allow you to improve your planning and instruction in the future?

**Read and respond:**

**Omar Vigo**

**Unit 10, Discussion 1**

[**COLLAPSE**](https://courseroomc.capella.edu/webapps/discussionboard/do/message?action=list_messages&course_id=_263176_1&nav=discussion_board&conf_id=_1209975_1&forum_id=_2413913_1&message_id=_33388703_1#)

Reflecting on Designing and Implementing Instruction

Unit 10, Discussion 1

Planning and designing learning events following a specific and aligned solid patterns is one of my passions within education. Planning learning events for my mini-unit, I thought that it was not going to be congruent to our curriculum program. This was the most successful part of this process. Seeing how my own curriculum design can be aligned to standards and contents and how it works and make positive effects in my students is the most gratifying reward. The challenge that I felt since the beginning was trying to align everything based on the standards and my curriculum.

How my students were going to learn what I am were going to teach, was the challenge that I faced designing my mini-unit. For this reason, I broke down the movements and insert games between each movement to make my mini-unit more fun. When any unit is taught, the best way to know if it was successful, is seeing your students retaining what they have learned without frustration or pressure. In my third day doing my mini-unit, my students could recognize how to do the movements, its purpose, and how to take deep breaths. This process seems complicated, but children learn very quick and they were able to perform everything very well. When we diversify any unit and we involve games in the learning process, any unit can be interesting for our students.

After my mini-unit challenges and successes the analysis begin to be able to do changes to promote the education even more. I think for now there is not any changes to do in my mini-unit, but we can do appropriate changes in a future. Base on my current experience, say that I ma an expert is not appropriate because I need more experience and practice in the field, but I can say that my own curriculum is completely adaptable to any standard and educational process which facilitated this mini-unit implementation. It was a good based to keep acquiring experience.

All the experiences are excellent to create mechanisms and strategies for educational processes, but analyzing, designing, and implementing enriching activities are what I like to do and it will be the key to keep managing my classroom educational system. Also, this strategy was a good base to pursue my doctorate degree.

**Read and respond:**

**U10D1**

**Danielle Bartman**

[**COLLAPSE**](https://courseroomc.capella.edu/webapps/discussionboard/do/message?action=list_messages&course_id=_263176_1&nav=discussion_board&conf_id=_1209975_1&forum_id=_2413913_1&message_id=_33285388_1#)

What challenges and successes did you experience in implementing your unit? What changes might you make the next time you teach this unit or a similar one?

After teaching this unit, I found that the students needed a lot of praise to keep them on track. Having the students be engaged and focus is the key for the students to learn during these lessons. The changes I would make would be to provide as much praise and reinforcement as possible. Toward the end of my lessons I found myself using less rewards.

How well would you say you can create research-based learning events and implement them, considering your overall unit planning and implementation?

I feel I can create research-based learning events fairly easy. The school makes it easy to use these events since it is the building wide expectation. Tons of training has been provided for this area. Implementing these learning events is pretty easy. I find trying to meet all the diverse learners can be the tricky part to new units or lessons.

What have you learned that will allow you to improve your planning and instruction in the future?

Breaking down the learning to acquisition, meaning, and transfer allowed me to see the unit and individual sections rather than a whole. I could see the different learning areas and different ways it can be taught and different ways the students can learn. In the future I will be thinking of the acquisition, meaning, and transfer of all the units taught.

**Final Assignment ( i will send stage 1,2 & 3 so that you can answer this question properly. If you are unable to answer all the questions it is ok skip it.**

For this assignment, you will write a 3 page paper in which you reflect on the development and implementation of your mini-unit. You will also reflect on your learning progress on the course competencies and how that learning applies to your educational practice.

#### Assignment Instructions

Complete the following:

* Reflect on the development of your mini-unit.
  + Review the development of your mini-unit plan. Based on what you know now, what changes or adjustments would you make to:
    - Stage 1: Establishing goals. Explain why you would make those changes.
    - Stage 2: Creating assessments. Explain why you would make those changes.
    - Stage 3: Designing learning events. Explain why you would make those changes.
    - What learning events worked well? What learning events did not work well? Why do you think so? What surprised you?
    - How well were you able to monitor student progress? What challenges did you face? How did you address those?
    - How did you incorporate differentiated instruction? How did that support the diverse students you taught?
  + Review the competencies for this course.
    - On which competency do you think you progressed the most?
    - On which competency do you think you need more work? How will you go about doing that?
  + Connect your learning in this course to your growth in planning and implementing instruction in your educational setting.
    - What have you learned that will help you most with instructional planning?
    - What have you learned that will help you most with delivering high-quality instruction?