

COVER SHEET FOR A PORTFOLIO WORK SAMPLE

UNT Master's Program in Curriculum and Instruction

Date of Activity: July 2002

Title of Artifact: **Integrated Unit**

Course: EDCI 5320

Course objective(s) addressed

Students will be able to plan, develop, implement, and assess an integrated unit that connects disciplines and integrates technology.

Artifact Description

This work sample is the complete integrated unit framework I developed for EDCI 5320. The assignment required inclusion of a unit rationale, student learning outcomes, a resource list, assessment strategies, and a brief description of possible student learning activities. Included in this work sample are the full unit framework, three samples of my students' culminating product, photographs of my students at work during the unit, and the Power Point presentation I developed to introduce the unit. Following this cover page is my reflective analysis of the unit, from its inception to its implementation culmination.

Relationship to NBPTS Standards

This artifact demonstrates knowledge of three Middle Childhood/Generalist Standard(s).

II. Knowledge of Content and Curriculum,

Integrated unit framework developed of EDCI 5320

V. Instructional Resources, and

Resource list included in the unit

VI. Meaningful Applications of Knowledge.

Three samples of students' culminating product resulting from teaching the unit

Background of Artifact

I selected this artifact because it demonstrates my understanding of how an integrated curriculum unit should be planned and organized. It also demonstrates my ability to design and develop a quality unit that clearly integrates mathematics, language arts, science, and technology. I include this unit in the Learner-Centered Instruction division of my portfolio because my students became fully engaged in concept development throughout the four-week implementation of the unit.

Reflection on Learning Demonstrated in this Work Sample

As I planned and developed this integrated unit, I marveled at how much I learned through the peer discussions, brainstorming sessions, and then the planning, designing, and developing of the unit. I came to realize the time and energy it takes to develop a valid integrated unit. I learned the value of "beginning with the end in mind" when determining appropriate instructional approaches for active student engagement. I learned the importance of carefully analyzing each component of a curriculum unit, to ensure that content is validly covered, rather than just an add-on activity. I feel more confident in designing and developing connected curricula, with my team members. I plan to share my unit and the exciting results of its implementation with members of my team.

COVER SHEET FOR A PORTFOLIO DIVISION

UNT Master's Program in Curriculum and Instruction

Learner-Centered Instruction

To create a learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

Contents of Division and Courses Reflected

EDCI 5710	Action Research Proposal
EDCI 5360	Sample of Grouping Strategies Used for Understanding Diversity
EDCI 5360	Sample Teacher-Made Multiple-Choice Test
EDCI 5360	Sample Classroom Student Portfolio
EDCI 5320	Integrated Curriculum Unit Framework
EDCI 5320	Power Point Presentation of Integrated Unit
EDCI 5320	Vertical Curriculum Alignment Map
EDCI 5320	Written Analysis of National Curriculum Standards
EDCI 5720	Action Research Project (reflection page only; see full report in Learner-Centered Professional Development Division)

Goal for Division

It is my desire to learn about and develop more effective ways to deliver instruction in my second grade classroom. Throughout this portfolio division, I intend to demonstrate how I learned to develop valid integrated curriculum lessons and more authentic, alternative assessments for my students. I also wish to provide evidence of how I created a more learner-centered classroom environment in my classroom, as a result of understanding more about how people learn and how to group students more effectively. I hope to show the depth of my understanding of action research and its impact on classroom instruction.

Rationale for Inclusion of Work Samples

I chose to include the above work samples because they demonstrate my growth in understanding a more effective student-centered classroom, where instruction is informed by various assessments of student learning, and where assessment is based on both traditional and alternative assessment strategies/tools. These artifacts indicate my commitment to meeting the cultural and learning variances of all my students, as I more appropriately design and implement instruction in varying modalities, utilizing currently recommended learning strategies and grouping processes. The action research developed over the course of the master's program has and will benefit my students as I learn more about what works most effectively.

Reflection of Personal/Professional Growth in Division Area

Through the activities listed above, I feel I am now a more effective teacher who plans, develops, and delivers more motivating lessons, frequently based on integrated curriculum units. I understand more about how second-grade children learn and more effectively and validly assess and evaluate student learning. I now understand the complete picture of curriculum across the elementary grades and am committed to conducting valid action research within my classroom to learn more about my children and my teaching practices.