Opportunity Task #2 Engaging and Supporting Students: Plan, Teach and Assess a SDAIE Lesson

OPPORTUNITY TASK:	**TPEs 4,** 5
PRACTICE TASK:	**TPEs** 1, 2, 3, **4**

20 Points

PURPOSE:

The intent of this project is to provide you with the self-assessment of one cycle in the learning/teaching process, from planning to teaching and assessment of student learning, to plans for reteaching the material. Using the MSMU lesson plan will give you experience with teaching strategies effective for English learners.

OVERVIEW:

You will plan a lesson using the Sheltered Instruction Observation Protocol

(SIOP). Please use the MSMU Lesson Plan template to write your lesson. You will teach the lesson in your early fieldwork classroom and monitor the students' participation in the lesson. During the lesson and afterward you will assess the students' learning. Later, using the SIOP questionnaire and your analysis of the students' learning and engagement, you will revise the lesson plan.

Preparation

Preliminary class meetings and practice lessons have taught you important lesson planning elements, including the support for English learners and students with special needs. You now need to arrange to teach a lesson in your fieldwork classroom. Preservice credential candidates will teach in the classrooms where they are completing their early fieldwork assignments; in-service teachers will teach this lesson in their own classrooms. If you are teaching in a cooperating teacher's classroom you must gain approval of the topic, time and lesson plan.

Procedure (see MSMU lesson plan template, and the SIOP protocol in your Echevarria textbook, page 292-293)

Develop a Lesson Plan. Write a lesson plan, using the MSMU format (all elements), that is content-specific and incorporates appropriate strategies for the grade level and linguistic ability of the students. State the grade level, the objective for the students, and the content standard toward which you are teaching. (Write out the standard, please; do not just give a number.) The rationales should explain your UDL strategies. Identify how you plan to assess the lesson.

Teach the Lesson. Teach the lesson to an elementary class (Tk-6). Collect any student work that is produced. Pre-service credential candidates: This lesson should also be the one evaluated by your cooperating teacher on the form provided. Inservice credential candidates: This lesson should be one evaluated by your administrator or peer teacher.

Assess the Students' Learning and Your Teaching. Using the data you have collected (for example, student work, noted oral responses) determine how well the students learned what you were trying to teach them and how you would (1) reteach the material so all students learn the objective more fully and (2) teach those students who did not grasp the material by using alternative strategies and materials. Assess your teaching using the SIOP protocol.

Rewrite the Lesson Plan. Building from your assessment data, rewrite the lesson plan in order to reteach it or improve upon instruction and learning if you were teaching this lesson again.

Review the OT #2 Rubric. Look carefully at the evidence and level of detail expected for this assignment. Make sure to use the checklist to assure that all components of the assignment are included in your submitted work.

<u>Written Report</u>
The final Opportunity Task submission should include:

1. Original lesson plan with full rationales and any back-up material
2. Assessments of student learning (with supporting data discussed) Note: this is a separate section that includes (1) sample work from a few representative students and/or (2) an explanation of evidence of student learning **plus** (3) your explanation of your assessment of this student work and evidence of learning.
3. A copy of your completed SIOP self-evaluation form (see pages 292-293 of textbook)
4. The evaluation from your cooperating teacher or on-site mentor
5. Revised lesson plan
6. Written analysis of the first lesson plan that offers the following:
   a. A rationale for the first lesson plan
   b. A description of how the teaching went, your self assessment of the teaching situation itself, of the student learning, and of your teaching
      (drawing from your completed SIOP protocol),
   c. The rationale for the revisions or reworking of your lesson plan
   d. Any additional insights about your teaching and about teaching English learners.

EDU 150/250 – Elementary Instruction: Theory and Practice
Opportunity Task #2 – Plan, Teach, & Assess a SDAIE Lesson
Task Rubric Total Points

Possible = 20

Candidate Learning Outcome	Where Demonstrated	*Comprehensive Evidence*	*Appropriate Evidence*	*Adequate Evidence*	*Limited Evidence*	*Little or No Evidence*
TPE 1.3: Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	❒ Rationale ❒ Reflection ❒ Observer Evaluation ❒ Original Lesson ❒ Revised Lesson	Convincingly demonstrates initial competency in providing active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (4)	Demonstrates initial competency in providing active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (3.5)	Partially demonstrates initial competency in providing active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (3)	Vaguely demonstrates initial competency in providing active learning experiences to engage student interest, or support student motivation, and/or allow students to extend their learning. (2)	Little initial competency demonstrated to provide active learning experiences to engage student interest or support student motivation or allow students to extend their learning. (1)
TPE 1.6: Provide a supportive learning environment for students' first and second language acquisition by using research-based instructional approaches…	❒ Rationale ❒ Reflection ❒ Observer Evaluation ❒ Original Lesson ❒ Revised Lesson	Convincingly demonstrates an initial competency in supporting language development (2)	Demonstrates an initial competency in supporting language development (1.5)	Partially demonstrates an initial competency in supporting language development (1)		Missing support for language development (0)
TPE 2.5: Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	❒ Rationale ❒ Reflection ❒ Observer Evaluation ❒ Original Lesson ❒ Revised Lesson	Goals for learning are relevant, clear, appropriate, and detailed for this initial task; objectives and assessment are aligned (4)	Goals for learning are clear and appropriate for this initial task; objectives and assessment are aligned (3.5)	Goals for learning are appropriate for this initial task; objectives and assessment are aligned (3)	Goals for learning are somewhat appropriate or vague for this initial task; objectives and assessment may not be aligned (2)	Goals for learning are unclear, or irrelevant, inappropriate for this initial task (1)
TPE 3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	❒ Rationale ❒ Reflection ❒ Observer Evaluation ❒ Original Lesson ❒ Revised Lesson	Convincingly demonstrates an initial ability to support students with special needs (Your focus student from OT #1); instructional adaptations are clear and appropriate (2)	Demonstrates an initial ability to support students with special needs (Your focus student from OT #1); instructional adaptations are clear and appropriate (1.5)	Partially demonstrates an initial ability to support students with special needs (Your focus student from OT #1); instructional adaptations are some-what appropriate or vague (1)		No evidence to demonstrate an initial ability to support students with special needs (Your focus student from OT #1); instructional adaptations are missing (0)

TPE 3.3: Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area of instruction…	☐ Rationale ☐ Reflection ☐ Observer Evaluation ☐ Original Lesson ☐ Revised Lesson	Instructional strategies, activities, and resources are detailed, clear & appropriately linked to lesson objectives and students' background, needs, and abilities. (4)	Instructional strategies, activities, and resources are clear & appropriately linked to lesson objectives and students' background, needs, and abilities. (3.5)	Instructional strategies, activities, and resources are partially clear and/or somewhat appropriately linked to lesson objectives and students' background, needs, and abilities. (3)	Instructional strategies, or activities, are unclear and/or inappropriately linked to lesson objectives and students' background, needs, and abilities. (2)	Instructional strategies, and activities, are unclear and inappropriately linked to lesson objectives and students' background, needs, and abilities. (1)
TPE 4.2: Understand and apply knowledge of the range and characteristics of typical and atypical child development…to help inform instructional planning and learning experiences for all students.	☐ Rationale ☐ Reflection ☐ Observer Evaluation ☐ Original Lesson ☐ Revised Lesson	Demonstrates clear & appropriate instructional & learning activities that suit attention span and development of the learners (2)		Demonstrates partially clear and/or mostly appropriate instructional & learning activities that suit attention span and development of the learners (1.5)		Demonstrates unclear and/or inappropriate instructional & learning activities that suit attention span and development of the learners (1)
TPE 5.7: Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	☐ Rationale ☐ Reflection ☐ Observer Evaluation ☐ Original Lesson ☐ Revised Lesson	Convincingly demonstrates an initial competency in supporting English learners' access to grade level content (2)	Demonstrates an initial competency in supporting English learners' access to grade level content (1.5)			Little demonstration of support for English learners' access to grade level content (1)

Total Points Earned: _____

Requirements Checklist

1. _____ Original Lesson Plan
2. _____ Assessment of Student Learning
3. _____ SIOP Self-Evaluation
4. _____ Observer Evaluation
5. _____ Revised Lesson Plan
6. _____ Written Analysis (a-b-c-d)

Point Deductions

_____ Observer Evaluation form (-2)

_____ SIOP form (-2)

_____ Professional Work Quality (0 – 5)