*Opportunity Task #2:*
*Academic Lesson Design, Implementation and Reflection*

This task provides you with preparation and feedback for the following TPEs:

- Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (TPE 1.1)
- Connect subject matter to real-life contexts and provide active learning experiences (TPE 1.3)
- Use a variety of developmentally and ability-appropriate instructional strategies for a wide range of learners (TPE 1.4)
- Provide a supportive learning environment for English and Standard English learners (TPE 1.6)
- Use knowledge about students and learning goals to organize curriculum (TPE 3.2)
- Adapt subject matter curriculum, organization and planning to support the acquisition and use of academic language (TPE 3.5)
- Applying information about students for short-term and long-term planning(TPE 4.1)
- Understand and apply knowledge of the range of learners (TPE 4.2)
- Plan, design, implement, and monitor instruction making effective use of developmentally, linguistically, and culturally appropriate learning activities for the full range of English learners (TPE 4.4 c)
- Reflecting on your own pedagogy and practice (TPE 6.1)

**Preparation:** This will be your initial plan.
(Involve your cooperating teacher in helping you with these steps as needed.)

1. Knowing your students is the first important step in teaching them. Gather important basic information about your class. Don't assume anything-- be sure to sit with your cooperating teacher, or use other resources to find out.
   - Grade level?
   - Program model? (Is it a general education or special education class? Structured English Immersion class? a Bilingual class? What are the specific characteristics of the program model of this class?)
   - Number of students? Number of boys, number of girls
   - Percentage of students receiving free or reduced price lunch?
   - Cultural Background/Ethnicity of students? How many African American, Asian, American Indian, Latinx, White, Other?
   - Language Proficiency? Number of fluent English Proficient? Number of English Learners?
     - ELD Levels How many level 1, 2, 3, 4, 5? As measured by …?
   - Special Needs Students? Number with IEP's? for which services?
   - Number of students identified benchmark, strategic or intensive in reading and/or writing. (This information would be attained through your cooperating teacher.) What assessments were used to determine the identifications.
   - Other important characteristics of this class?

2. Determine what language and literacy standards students are working on learning. Choose one area to focus on for your lesson. (Phonemic Awareness? Phonics and decoding? Fluency? Comprehension and Literary Analysis? Writing Process?) Tell why you are choosing this particular area and what you hope to learn.

3. Determine the specific lesson you will be teaching (e.g. sounds and spellings of /f/, OR using Visualization as a comprehension strategy, OR Prewriting strategies for a prompt) What standards will be addressed? Tell how this lesson will fit into the broader whole of the theme or unit being taught in the class. (What comes before? after?) Plan what date and time you will give the lesson.

4. Think carefully about the details of your lesson sequence. Include attention to:
   o Presenting the standards and goals to the students
   o Presenting the skills or knowledge
   o Student activities for learning, processing, practicing
   o student grouping
   o Materials, resources, other adult roles
   o progress monitoring of student learning
   o classroom management strategies
   o engagement of all students (including using active learning experiences/ connecting subject matter to real-life contexts)
   o adaptations for special needs students, struggling students, advanced learners and English learners

5. Select two focus students whose achievement you will analyze. These two students could be the same students from Opportunity Task #1 or others. One student should be an English learner and the other a special-needs, struggling, or advanced learner.

6. Based on your thinking above, with special consideration of your two focus students, write up your lesson plan using the MSMU lesson plan format. Think about how to differentiate the lesson to address your two focus students and also the various achievement levels in the classroom?

7. Plan how you will assess your students' learning. What evidence will you collect during or after the lesson?

**Teaching and Videotaping the Lesson:**
1. Get permission slips signed for students to be taped if applicable.
2. Arrange to videotape the lesson. Acceptable formats are DVD or CD (viewable on a computer), flash drive, and any other format that is used by the education office. Any other format than above must be approved by the instructor. If you don't have a video camera, you may borrow equipment from the education office by reserving a video camera in advance. You may ask someone to videotape for you, or you may set the camera on a tripod. It is best to have it on the side so that the instructor can see and hear both you and the students. If a student does not have permission to be taped, make sure they are seated outside the area that is visible.
3. Teach your lesson!
4. Collect and score any work samples generated from the 2 focus students of interest, or identify the work they do orally on the tape.
5. Have your cooperating teacher (if any) write and sign an evaluation on the form provided, and discuss it with you.

**Written Report:**
1. *Description*
   ▪ Your first section should *describe* what you planned to do and why. It should describe all pertinent information about your focus students and why they were selected. Most of your initial plan will go here, but should reflect any revisions you made.
   ▪ Then describe the actual lesson as you carried it out. Also, describe the two focus students so the instructor can identify them on the tape.
2. *Analysis*

- View the videotape and analyze the effectiveness of your teaching. Consider any of the important issues we have discussed in class, including: What changes did you make to your plans and why? Were all students engaged? How do you know? How appropriate were the learning activities? How clear was your instruction? Was your use of time appropriate and effective? Did the students learn what you wanted them to? How do you know? See the TPA summaries for other considerations.
- Discuss the work samples (or oral work on the tape) of the two focus students. What evidence is there of them having learned or not learned the standards being taught? What strengths and areas for growth do you see? Cite specific examples from the work or tape to support your analysis.
- Discuss what recommendations you have for next steps. If students struggled, what kind of interventions could have been incorporated to make students more successful. Is there further assessment that needs to be done? What instructional plans would you put in place for the whole class and for these students based on your conclusions? Include the student samples. Be sure to omit names.

3. *Reflection*
   - Finally, *reflect* on the whole experience. What did you learn about lesson planning and teaching? About making adaptations for differentiating instruction for different learners? What did you learn about this subject area in particular? In the future, what might you do the same way or differently? What are your own goals for increasing your knowledge and skill about lesson planning and teaching? See the TPA's for any other ideas that might be relevant to reflect on.

## Submission Directions

- Please type the entire report in double-spaced 12pt font with 1-inch margins.
- Include all the supporting materials (photocopies of student work, not originals).
- Include your MSMU lesson plan for this lesson.
- Include your cooperating teacher's signed evaluation.
- Please do NOT use binders, clips or folders.
- Label your recording and submit it.

**Opportunity Task #2 – Academic Lesson Design, Implementation and Reflection  Task Rubric     Total Points Possible = 24**

| Candidate Learning Outcome | Where Demonstrated | 5 Exemplary | 4 Proficient | 3 Partially Proficient | 2 Developing | 1 Inadequate |
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| **TPE 1.4: Engaging and Supporting All Students in Learning**. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. **TPE 4.1 Planning Instruction and Designing Learning** Locate and apply information about students' current academic status, content- and | ☐ Description ☐ Analysis ☐ MSMU Lesson Plan ☐ Videotape | Instructional strategies and activities are detailed, clear, and appropriately linked to lesson goals, reflecting a variety of developmentally and ability-appropriate strategies and technology and include principles of UDL and MTSS for a wide ranges of learners. Plans clearly reflect knowledge of students' current academic status-including language proficiency, assessment data, and cultural background and that knowledge is linked to the lesson goals. | Instruct. Strategies & activities are clearly linked to lesson goals, and appropriate, , reflecting a variety of developmentally and ability- appropriate strategies and technology and include principles of UDL and MTSS for a wide ranges of learners. Plans reflect knowledge of students' current academic status- including language proficiency, assessment data, and cultural background. | Instruct. Strategies & activities are linked to lesson goals and may reflect a variety of developmentally and ability- appropriate strategies and technology and include principles of UDL and MTSS for a wide ranges of learners. Plans reflect developing knowledge of students' current academic status- including language proficiency, assessment data, and cultural background. | Instruct. strategies & activities are somewhat appropriately linked to lesson goals or vague and somewhat reflect a variety of developmentally and ability- appropriate strategies and technology and principles of UDL and MTSS for a wide ranges of learners. . Plans somewhat reflect knowledge of students' current academic status- including language proficiency, assessment data, and cultural background. | Instruct. Strategies & activities are unclear or inappropriate and do not reflect a variety of developmentally and ability- appropriate strategies and technology and principles of UDL and MTSS for a wide ranges of learners. Plans do not reflect or lack knowledge of students' current academic status- including language proficiency, assessment data, and cultural background. |

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| standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.<br><br>**TPE 3.2: Use knowledge about students and learning goals to organize curriculum** | | | | | | |
| **TPE 3.5: Understanding and Organizing Subject matter for Student Learning.** Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard | ☐ Description<br>☐ Analysis<br>☐ Reflection<br>☐ MSMU Lesson Plan | Plans and reflection clearly and appropriately, with detail, demonstrate competency in supporting Ss with special needs, adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities | Plans and reflection clearly and appropriately demonstrate competency in supporting Ss with special needs, adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities to promote literacy content knowledge. | Plans and reflection demonstrate developing ability in supporting Ss with special needs, adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities to promote literacy content knowledge. | Plans and reflection somewhat demonstrate competency in supporting Ss with special needs, adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities to promote literacy content knowledge. | Plans and reflection do not demonstrate competency in supporting Ss with special needs, adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities to promote literacy content knowledge. |

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| English learners, students with disabilities, and students with other learning needs in the least restrictive environment | | to promote literacy content knowledge. | | | | |
| **TPE 1.6: Engaging and Supporting All Students.** Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need | ☐ Description<br>☐ Analysis<br>☐ Reflection<br>☐ MSMU Lesson Plan | Plans and reflection demonstrate competency in supporting EL students' developing English literacy, first and/or second language acquisition, and grade level content using research-based instructional approaches.<br><br>Plans and reflection clearly, appropriately, and, with detail, reflect adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities | Plans and reflection demonstrate intermediate competency in supporting EL students' developing English literacy, first and/or second language acquisition, and grade level content using research-based instructional approaches.<br><br>Plans and reflection clearly and appropriately reflect adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities , making effective using of developmentally, linguistically, and culturally appropriate learning activities for the full range of English | Plans and reflection demonstrate developing ability in supporting EL students' developing English literacy, first and/or second language acquisition, and grade level content using research-based instructional approaches.<br><br>Plans and reflection appropriately reflect adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities , making effective using of developmentally, linguistically, and culturally appropriate learning activities for the full range of English learners to promote literacy content knowledge adapting | Plans and reflection are vague in supporting EL students' developing English literacy, first and/or second language acquisition and grade level content using research-based instructional approaches.<br><br>Plans and reflection somewhat reflect adapting and differentiating  the curriculum, organization and planning to support the use of academic language within learning activities , making effective using of developmentally, linguistically, and culturally appropriate learning activities for the full range of English learners to promote literacy content knowledge adapting and  differentiating  the | Plans and reflection demonstrate little or inappropriateness in EL students' developing English literacy, first and/or second language acquisition and grade level content using research-based instructional approaches.<br><br>Plans and reflection do not  reflect adapting and differentiating  the curriculum, organization and planning to support the use of academic language within learning activities , making effective using of developmentally, linguistically, and culturally appropriate learning activities for the full range of English learners to promote literacy content knowledge adapting |

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| is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.<br><br>**TPE 3.5: Understanding and Organizing Subject Matter** Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive | | , making effective using of developmentally, linguistically, and culturally appropriate learning activities for the full range of English learners to promote literacy content knowledge. | learners to promote literacy content knowledge adapting and differentiating the curriculum, organization and planning to support the use of academic language within learning activities to promote literacy content knowledge. | and differentiating the curriculum, organization and planning to support the use of academic language within learning activities to promote literacy content knowledge. | curriculum, organization and planning to support the use of academic language within learning activities to promote literacy content knowledge. | and differentiating the curriculum, organization and planning to support the use of academic language within learning activities to promote literacy content knowledge. |

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| environment.<br>**TPE 4.4c: Plan, Design, Implement, and Monitor Instruction** making effective use of developmentally, linguistically, and culturally appropriate learning activities for the full range of English learners. | | | | | |
| **TPE 3.2: Understanding and Organizing Subject Matter for Student Learning** 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.<br><br>**TPE 4.2: Planning Instruction and Designing Learning Experiences** Understand and | ☐ Description<br>☐ Analysis<br>☐ Reflection<br>☐ MSMU Lesson Plan | Pedagogical strategies for literacy instruction are detailed clear, and appropriate; demonstrates competency to plan and monitor instruction for and teach state content standards using developmental , social and academic knowledge of students, principles of UDL and MTSS, and learning goals, making accommodations and/or modifications to | Pedagogical strategies for literacy instruction are clear and appropriate; demonstrates ability to plan and monitor instruction for and teach state content standards using developmental , social and academic knowledge of students, principles of UDL and MTSS, and learning goals, making accommodations and/or modifications to promote access for all students.<br><br>Strategies and materials clearly and appropriately differentiate instruction to accommodate student's needs and | Pedagogical strategies for literacy instruction demonstrate developing ability to plan and monitor  instruction for and teach state content standards using developmental , social and academic knowledge of students, principles of UDL and MTSS, and learning goals, making accommodations and/or modifications to promote access for all students.<br><br>Strategies and materials appropriately differentiate instruction to accommodate student's needs and connect past learning and student background | Pedagogical strategies for literacy instruction are somewhat appropriate or vague; demonstrates emerging ability to plan and monitor instruction for and teach state content standards using developmental , social and academic knowledge of students, principles of UDL and MTSS, and learning goals, making accommodations and/or modifications to promote access for all students.<br><br>Strategies and materials somewhat differentiate instruction to accommodate student's needs and connect past | Pedagogical strategies for literacy instruction are unclear and inappropriate; does not demonstrate ability to plan and monitor instruction for and teach state content standards using developmental , social and academic knowledge of students, principles of UDL and MTSS, and learning goals, making accommodations and/or modifications to promote access for all students.<br><br>Strategies and materials do not differentiate instruction to accommodate student's needs and connect past learning and student |

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| apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.<br><br>**4.4b: Plan, Design, Implement and Monitor Instruction**, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • applying principles of UDL and MTSS;<br><br><mark>**TPE 1.1** Apply knowledge of students, including their prior experiences,</mark> | | promote access for all students.<br><br>Strategies and materials are detailed and clearly and appropriately differentiate instruction to accommodate student's needs and connect past learning and student background with new content Students have opportunities for active learning, partner and/or small group interactions. | connect past learning and student background with new content Students have opportunities for active learning, partner and/or small group interactions. | with new content Students have opportunities for active learning, partner and/or small group interactions. | learning and student background with new content Students have opportunities for active learning, partner and/or small group interactions. | background with new content Students have opportunities for active learning, partner and/or small group interactions. |

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| <mark>interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</mark><br><br>**TPE 1.3: Connect Subject Matter** to real-life contexts and provide active learning experiences | | | | | | |
| **TPE 6.1 Developing as a Professional Educator** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. | ☐ Analysis<br>☐ Reflection<br>☐ Observer Evaluation (pre-service only)<br><br>☐ Videotape | | Reflection/performance on teaching demonstrates competency in maintaining an effective learning environment to improve student learning | Reflection/performance demonstrates developing intermediate ability to maintain an effective learning environment | Reflection/performance are vague or demonstrates some attempt to maintain an effective learning environment | Reflection/performance demonstrates inappropriate or little or no maintenance of an effective learning environment |

**Total Points Earned:**

**Requirements Checklist**
1. _____ Description                    4. _____                SDAIE Lesson Plan

2. _____ Analysis                                5. _____          Videotape

3. _____ Reflection                              6. _____          Student Work Samples and/or Oral work on tape

**Deductions for Incomplete Work:**
1. _____ Teacher Evaluation (for pre-service candidates) (-2)

2. _____ Videotape absent (-4)

3. _____ Professional Work Quality (0-5)

# MSMU Lesson Plan Format

**Context and Goals**

Grade/Class/Subject:                                              Teacher:
*(For what class is this lesson designed?)*          *(Your name)*


Time/Duration of the lesson: *(i.e. 9:15-10:00 or 45 minutes)*

English Language Proficiency of Students: (*Before classroom instruction, teachers will understand their students' English language proficiency, and the language demands of the lesson's instructional materials.)*

California Content Standards:
*(Which standards do you plan to teach? Paste these from the Current CA Content Standards)*

Enduring Understandings:
*(What concepts/big ideas?)*

Essential Knowledge/Skills:
*(What knowledge/skills? How does this lesson build upon prior lessons? How will this knowledge/skill enable students to understand future lessons?)*

Higher-Order Questions:
*(What is/are the focusing question(s) for this lesson?)*


| **Observable Outcomes**<br>**What do you want students to learn?** | **Assessment/Checking for Understanding**<br>**What evidence will you gather/look for?** |
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| Content Objectives:<br>*(What specific objectives from the content standards above does this lesson address?)* | *(How will you know if students learned both the content and language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)* |
| Academic Language Objectives:<br>*(What specific objectives from the ELD standards does this lesson address?)* | |


| Key Vocabulary: | Supplementary Materials: |
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|  | *(What resources, "realia", visuals, documents, or manipulatives will you use?)* |
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| Technology in Support of Learning:<br>*(What type of technology will you use in your instruction?)* | Technology in Support of Learning:<br>*(What type of technology will the <u>students</u> use to achieve and/or demonstrate the objectives?)* |

Anticipated Misunderstandings/Difficulties:
*(What areas of confusion or difficulty do you anticipate students might encounter with this material? How will you address them?)*

Student Assets:
(*What interests, prior knowledge do students bring to help them with this material? Include for all focus students.)*

**Lesson Pre-assessment and Sequence:**

| Element<br>Describe **what** will happen-what will teacher and/or students do | Rationale<br>Describe **why** you chose to do it this way. | Differentiation:<br>Modifications/Adaptations<br>*For each segment of the lesson sequence, describe any needed modifications for EL, special needs, or socio-emotional needs.* |
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| Pre-Assessment of Students' Knowledge or Ability:<br>(Before instruction begins, how will you assess what students know and/or are able to do related to the objective?) | | |
| LESSON SEQUENCE | | |
| Instruction to Support Learning:<br>*(How will you design learning experiences to facilitate students' understandings, knowledge and skills?  Things to comment on:  teacher's role, student groupings, ways to ensure* | | *(EL focus student: describe this student's EL goals. Describe the assets and challenges related to this lesson for **this English learner**. What will you do specifically support **this student** for this* |

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| *engagement (i.e., linking information to students' lives and previous learning), ways you are scaffolding.)* | | *lesson?*<br><br>*Special Needs focus student: describe this student's special need and relevant IEP goals, his/her assets and challenges related to this lesson. Describe what you will specifically do to support this student for this lesson.*<br><br>*Focus student with social-emotional challenges: Describe the social-emotional assets and challenges for this student. Describe what you will specifically do to support this student for this lesson.*<br><br>*Advanced students: What will you do for those students who already "get it" and need to be challenged in different ways?)* |
| Structured Student Learning Activities:<br>*(What activities will help students grasp and practice concepts/skills? How will students be grouped and manage their learning?)* | | |
| Post-Assessment:<br>*(How will you know if students learned both the content and the language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)* | | |
| Extension:<br>*(How might this lesson be extended into future content areas or lessons?)* | | |

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Theories that might be useful for rationales (Note: You may wish to refer to your "toolbox" for helpful resources further explaining below):

Universal Design for Learning: *Multiple means of representation; Multiple means of action & expression; Multiple means of engagement.(the what, how, and why of learning)*

Five E's: *Engage, Explore, Explain, Elaborate, Evaluate*