EDU 1/266 FIELDWORK ASSIGNMENT # 1: ASSESSING AND ASSISTING A STUDENT PERFORMANCE THROUGH THE ZPD (20 POINTS)

Practice Tasks for TPEs:

TPE 1 Engaging and Supporting All Students in Learning [1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.]

TPE 2 Creating and Maintaining Effective Environments for Student Learning [Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.]

TPE 4 Planning Instruction and Designing Learning Experiences for All Students [Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.]

Assessment Task:

TPE 5 Assessing Student Learning [Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.]

TPE 1 Engaging and Supporting All Students in Learning [1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.]

Purpose

1. To apply the conception of *teaching as assisted performance* to a specific learner, and to assist that learner through his/her zone of proximal development (ZPD) toward a higher level of achievement in relation to a content-area learning goal.

2. To gain experience in *assessing a learner's level of independent performance* and level of assisted performance in relation to a learning goal.

3. To begin to *design standards-based lesson plans*.

4. To experience the <mark>cycle of *reflective practice*</mark> (Henderson, J. G., 2001).

If we accept as valid Tharp and Gallimore's (1988) definition of teaching as assisted student performance, we need to learn first-hand about how, when, and why to provide such assistance. When we assist performance, we try to take the student from where he/she is at that time, to a higher level of understanding and skill. We want to support the student's advancement from the beginning point to a more advanced level. In order to do this, we provide assistance through the learner's zone between one point of development and another, or through his/her zone of proximal development (ZPD). In the ZPD is where teaching and learning occurs (Vygotsky, 1978).

Process: For this fieldwork assignment, you will take a learner from his/her level of independent performance through the ZPD to a level of assisted performance in relation to a content-specific goal.

We know that in order to move a student through his/her ZPD toward more learning, we need to be specific about our goal. We need to find out where the student's level of independent performance is in relation to the goal. And we need to provide assistance so that the student can achieve the goal.

SUGGESTED STEPS IN THE PROCESS

1. **NOTE: Work with your coach via email to identify the student with whom you will be working in advance. This will be your focus student and you can plan the lesson according to his/her needs.**

2. With the guidance of your Content Area Module Coach, choose a content standard from your discipline's California Content Standards and/or Common Core.

3. Using the content standard as a guide, define a short-term learning goal that can feasibly be accomplished in a half hour lesson (e.g., student will demonstrate rudimentary knowledge of the periodic table).

4. Plan ways by which to assess the student's "level of independent performance," or where the student's knowledge is **at that time, with no help,** in relation to the learning goal.

5. Plan options for the assistance you will provide the learner in order for him/her to achieve the learning goal (e.g., model). Remember the six means of assistance from the Tharp and Gallimore chapter, and apply at least **two** of them in your lesson.

6. Plan an assessment of the learner's "level of assisted performance," the upper level of the ZPD where he/she progresses but now needs further assistance.

7. Write out your plan using the ZPD Lesson Plan as a guide.

8. Carry out your teaching plan with the focus student from your Content Area Coach's classroom. After the lesson, ask the student to reflect on the experience, trying to gain any insight into what was easy, difficult, which assistance you provided was effective, etc.

9. After the session, *reflect and write an account* of what happened. Try to note as many details as you can. These are your "field notes" you will use to write your report.

10. **Using your field notes**, analyze the teaching/learning experience by detailing what happened during the lesson. Include specific description of the ways in which you provided assistance for the learner to move through his/her ZPD, how much assistance was needed, and what approaches worked or did not work in helping the learner achieve the goal.

11. Use these notes to discuss with your Coach how the lesson went. From his/her feedback and your own reflection, *write a conclusion summarizing how you would revise the lesson.*

PRODUCT

(1) **Lesson Plan:** Your written lesson plan completed in the ZPD template style. (10 points)

(2) **Final Analysis:** Your written analysis of the lesson as it was taught. (5 points)

- This is a narrative about what you did and your observations on how the lesson played out. It is one thing to have a plan and another to note what actually happened.

- Attach any handouts you used in the lesson.

- Attach student work.

(3) **Revision:** Also in the summary of the lesson discuss your ideas for revision of the lesson plan, given your experience with the student and your Coach's feedback (if available). (5 points)

(4) **Please type both the plan, the analysis, and revision.**

ZPD LESSON PLAN COMPONENTS

1. **Content standard:** written out fully with number included.

2. **Short-term learning goal:** What will your student be able to do by the end of the lesson?

3. **Procedures: Write out in detail.**

    a. Assessing independent performance: How will you begin the lesson and assess your student's prior knowledge?

    b. Procedure: Describe how the lesson will proceed from beginning through the final assessment. Assistance (include at least **two** means of assistance): How will you scaffold your lesson? **NOTE:** This should be written out as a series of steps that someone else could follow if need be.

    c. Assessing assisted performance: How will you assess that your student was successful?

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References

Henderson, James G. (2001). *Reflective Teaching: Professional Artistry Through Inquiry (3rd ed.).* Upper Saddle, NJ: Prentice-Hall, Inc.

Tharp, Roland G. & Ronald Gallimore. 1988. *Rousing minds to life.* Cambridge, MA: University of Cambridge.

Vygotsky, L. S. 1978. *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. & Trans)., Cambridge, MA: Harvard University Press.

RUBRIC for Fieldwork #1: ZPD

Fieldwork # 1, Assessment Rubric: Assessing and Assisting Student Performance through the ZPD

PRACTICE TASKs for TPEs: **TPE 1 Engaging and Supporting All Students in Learning**
TPE 2 Creating and Maintaining Effective Environments for Student Learning
TPE 4 Planning Instruction and Designing Learning Experiences for All Students
OPPORTUNITY TASK:
TPE 1 Engaging and Supporting All Students in Learning
TPE 5 Assessing Student Learning

Purpose:
1. To apply the conception of *teaching as assisted performance* to a specific learner, and to assist that learner through his/her zone of proximal development (ZPD) toward a higher level of achievement in relation to a content-area learning goal.
2. To gain experience in *assessing a learner's level of independent performance* and level of assisted performance in relation to a learning goal.
3. To begin to *design standards-based lesson plans*.
4. To experience the cycle of *reflective practice* (Henderson, J. G., 2001).

Components of Fieldwork #1 – Zone of Proximal Development	Level 4 Satisfactory	Level 3 Needs Some Improvement	Level 2 Needs Significant Improvement	Level 1 Unsatisfactory
Appropriate standard chosen from discipline's California Content Standards (2 points)	Standard is written out clearly and is consistent with the learning goal.	Standard is written out somewhat clearly and is consistent with the learning goal.	Standard is written out clearly but it is inconsistent with the learning goal.	Standard is not written out clearly and is inconsistent with the learning goal.
Learning Goal / Objective (2 points)	Learning goal is written with formal components included such as the behavior and context and is an observable / demonstrable behavior.	Learning goal is written with most of the formal components included such as the behavior and context, behavior is not measurable.	Learning goal is written with a few of the formal components.	Learning goal is unclear regarding the objective and/or context of the lesson.
Assessment of learner's level of independent performance (2 points)	Learner's level of independent performance is assessed accurately and clearly.	Learner's level of independent performance is assessed somewhat accurately and clearly.	Learner's level of independent performance is assessed somewhat clearly but needs more detail.	Learner's level of independent performance is neither assessed accurately nor clearly.
Means of assistance / procedures (2 points)	The lesson procedures are described clearly and with appropriate detail	The lesson procedures are described somewhat clearly and with some detail.	The lesson procedures are described briefly and lack detail.	The lesson procedures are unclear and lacking in detail.
Assessment for learner's level of assisted performance (2 points)	Learner's level of assisted performance is assessed accurately and clearly. It is connected appropriately to the learning goal.	Learner's level of assisted performance is assessed somewhat accurately and is connected to the learning goal to some extent.	Learner's level of assisted performance is assessed in a cursory manner with little connection to the learning goal.	Learner's level of assisted performance is not assessed.
Account of what occurred as the lesson was presented (5 points)	The context for the lesson as well as a detailed description of how it unfolded is given.	The context for the lesson is briefly described with some narrative of how it unfolded.	The context for the lesson is not described but the narrative of how it unfolded is present.	The context for the lesson as well as a detailed description of how it unfolded is missing.
Reflection on the effectiveness of the lesson and ideas for revision (5points)	The lesson is analyzed clearly with at least one appropriate idea for revision included.	The lesson is analyzed somewhat clearly with at least one appropriate idea for revision included.	The lesson is discussed briefly with at least one appropriate idea for revision included.	The lesson is not analyzed clearly and ideas for revision are missing.

Product with Points Earned (20 points possible)	
Your **written lesson plan** (10 points)	
Your **written analysis** of the lesson as it was taught. Attach any handouts used and student work. (5 points)	
Your ideas for evidenced based **revision** of the lesson plan, given your experience with the student and your Coach's feedback. (5 points)	
TOTAL POINTS EARNED	