

EDU 1/266 FIELDWORK #3: APPLYING SDAIE INSTRUCTIONAL STRATEGIES (30 POINTS)

PRACTICE TASKs for TPEs:

TPE 2 Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- 2.2 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.
- 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

- 4.4 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.
- 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Assessment TASKs for TPEs:

TPE-Subject-Specific Pedagogical Skills for Single Subject Teaching

TPE 1 Engaging and Supporting All Students in Learning

- 1.1 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.
- 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.
- 1.6 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 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.

TPE 3 Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (See Subject- Specific Pedagogical Skills in Section 2 for reference)

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5 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 environment.

Purpose: Many students in California schools are English Learners (ELs); they are learning English and content knowledge simultaneously. Once you have earned your credential, you will be authorized to teach ELs in addition to “mainstream” students. Research has shown that all students, and particularly ELs, benefit from instruction that is carefully planned and delivered for maximum comprehension. This kind of instruction is called sheltered instruction or SDAIE teaching. Your design of a SDAIE lesson and field-testing it in your Content Area Coach’s classroom in Fieldwork #3 will enable you to apply your understandings of sheltered instruction in your discipline area.

SUGGESTED STEPS IN THE PROCESS

You will complete the first draft of the lesson plan for homework and bring it to the next Content Area Module. At that time, you will go over the lesson with your Coach. You will peer edit the lesson plans with your coach. This will become the SDAIE Lesson that you will teach in your Coach’s classroom. Your lesson should take one period of instructional time. Speak to your Coach about the specific structure for the lesson. Review your target content and ELD standards with your Coach in the Content Area Module.

Product

The final draft of the SDAIE lesson in addition to the SIOP analysis of the entire teaching experience will be turned in together as the product for Fieldwork #3. Your report should be typed and it is important to adhere to Standard academic English usage. Your final fieldwork report should include:

Product Element	Points Possible
Your lesson plan in final draft form that includes all lesson plan components (see attached).	10 points based on being thorough and including all elements of a Mount Saint Mary’s University Lesson Plan.
A detailed Evidence Based Reflection of the lesson using the	20 points based on a thorough analysis of each SIOP

SIOP Analysis (see attached).	element as it applies to the lesson you taught.
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**MSMU Lesson Plan Format for
Specially Designed Academic Instruction in English (SDAIE) with SIOP Elements**

(delete the explanations/directions for completing the plan)

Grade/Class/Subject:

(For what class is this lesson designed?) Teacher: (Your name here)

Time/Duration of the lesson:

(i.e. 9:15-10:00, 45 minutes, or will this lesson spanned more than one day)

English Language Proficiency of Students:

(Before classroom instruction, teachers must understand their students' English language proficiency, and the language demands of the lesson's instructional materials.)

California Content Standard(s):

(Which standard do you plan to focus on for this lesson? Paste these from the CA Content Standards)

English Language Development Standard(s):

(Which standard do you plan to focus on for this lesson? Paste these from the ELD Standards)

Unit/Theme:

(Place this lesson in context: What is the broad topic students have been studying? Where does this lesson fit in sequentially?)

Lesson Focus:

(What big idea/concept do you want to teach in this lesson? Or What is an essential question for this lesson?)

Observable Outcomes

What do you want students to learn?

Assessment

How will you Assess Student Learning?

<p>Content Objectives: <i>state the objective here</i></p>	<p><i>Explain how you will assess for this objective</i></p>
<p>Language Objectives:</p>	

Key Vocabulary:

Supplementary Materials:

(What resources, “realia”, visuals, documents, or manipulatives will you use?)

Technology in Support of Learning:

(What type of technology will you and the students use in this lesson? Remember to explain how it will be used in Instruction and Practice sections of this plan.)

Anticipated Misunderstandings/Misconceptions:

(What areas of confusion or difficulty do you anticipate students might encounter with this material? How will you address them?)

<p>Element <i>Describe what will happen.</i></p>	<p>Rationale <i>Why did you choose to do it this way?</i></p>
<p>Pre-Assessment of Students’ Knowledge or Ability: <i>(Before instruction begins, how will you assess what students already know and/or are able to do independently related to the objective?)</i></p>	<p>Rationale for the Pre-Assessment:</p>
<p>Motivation (Warm-up): <i>(How will you ensure students are engaged and can access the content? - build background knowledge, link information to student’s lives, teach unknown vocabulary?)</i></p>	<p>Rationale for the Warm Up Activity</p>

<p>Instruction: <i>(How will you make input comprehensible – scaffold the content; convey information to be learned; support student learning through multiple modalities; and integrate the concept and language objectives?)</i></p>	<p>Rationale for Each Lesson Element:</p>
<p>Practice/Application: <i>(What activities will help students grasp, practice, achieve concepts/skills and engage higher-order thinking? How will students be grouped?)</i></p>	<p>Rationale for the Practice/Application Activities:</p>
<p>Student Self-Assessment: <i>(How will you guide, support, and provide opportunities for students evaluate their own learning and progress toward the objectives?)</i></p>	<p>Rationale for Student Self-Assessment strategy:</p>
<p>Assessment: <i>(How will you know if students learned both the content and the language objectives? What evidence will you collect? What informal and/or formal methods will you use to gather evidence? How will pre-assessment be used in your analysis of this evidence?)</i></p>	<p>Rationale for Assessment activities:</p>
<p>Extension: <i>(How might this lesson be extended into future content areas or lessons?)</i></p>	<p>Rationale for Extension:</p>
<p>Differentiating Instruction for EL focus student: <i>(Describe the assets, challenges and ELD goals of <u>this EL student</u>. What will you do specifically support <u>this student</u> for this lesson?)</i></p>	<p>Rationale for Differentiation: <i>(How do your choices support <u>this student</u>?)</i></p>

<p>Differentiating Instruction for a focus student with Special Needs: <i>(Describe student’s assets, special need, and relevant IEP goals. What will you do specifically to support <u>this student</u> for this lesson?)</i></p>	<p>Rationale for Differentiation: <i>(How do your choices support <u>this student</u>?)</i></p>
<p>Differentiating Instruction: <i>(What will you do for those students who already "get it" and need to be challenged in different ways or other underserved student(s)?)</i></p>	<p>Rationale for Differentiation: <i>(How do your choices support these students?)</i></p>

Definition of Terms for Lesson Elements

Element: Describe what will happen.

Rationale: Why did you choose to do it this way?

Pre-Assessment of Students’ Knowledge or Ability: Before instruction begins, how will you assess what students know and/or are able to do related to the objective?

Motivation (Warm-up): How will you ensure students are engaged and can access the content? - How will you build background knowledge? How will you link information to student’s lives? What will you do to teach unknown vocabulary?

Presentation (Instruction): How will you make input comprehensible – scaffold the content-, convey information to be learned, and integrate the concept and language objectives?

Practice/Application: What activities will help students grasp and practice concepts/skills? How will students be grouped?

Review/Post-Assessment: 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? How will pre-assessment be used in your analysis of this evidence?

Extension: How might this lesson be extended into future content areas or lessons?

Differentiating Instruction for EL focus student: How will you support students at the earliest stages of EL proficiency? Describe the challenges and ELD goals of this EL student. What will you do specifically support this student for this lesson? (How do your choices support this student?)

Differentiating Instruction for a focus student with Special Needs: Describe student(s) special need and relevant IEP goals. What will you do specifically to support this student for this lesson?

What will you do for those students who already "get it" and need to be challenged in different ways?

Evidence Based Reflection of the SDAIE Lesson Using the SIOP Model

Address each subheading separately

In the following section, how did you address each SIOP element in your SDAIE lesson? This is a reflection on your lesson as it played out with the students.

Preparation

- 1. Objectives: be sure to include the specific objectives you identified in the lesson plan.
 - 1 a) Academic content objectives:
 - 1 b) Language objectives:
 - 1 c) Supplementary materials:

Building Background

- 1. Describe how concepts were linked to students' background experiences.
- 2. Describe how concepts were linked between past learning and new concepts.
- 3. List key vocabulary.

Comprehensible Input

- 1. Describe the techniques you used to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

1. Describe the opportunities your students had to use different strategies.
2. Describe the scaffolding techniques you used to assist and support learning.
3. List at least 3 questions types that promoted higher-order thinking skills.

Interaction

1. Describe how opportunities were made in order for teacher and student to interact.
2. Describe special grouping if used and your rationale for using that configuration.
3. Describe how wait time was used for student responses.
4. Describe how students had the opportunity to clarify concepts in L1 as needed.

Practice/Application

1. Describe any hands-on materials or manipulatives that were used and give a rationale for their use.
2. Describe how activities provided students with the opportunity to apply content and language knowledge in the lesson.
3. Describe how all language skills were integrated (i.e. reading, writing, listening, and speaking).

Lesson Delivery

1. Describe how the lesson delivery supported both content and language objectives.
2. Discuss the pacing of the lesson.

Review/Assessment

1. Describe the feedback given to students throughout the lesson.
2. Describe how student comprehension of content and completion of objectives were assessed.

Revisions made using evidence gathered in the above analysis.

Finally, having taught the lesson, what revisions would you make that address any issues that arose such as student comprehension, teaching

strategy, etc.

RUBRIC for Fieldwork #3

**Applying SDAIE Instructional Strategies
Fieldwork # 3, Opportunity Task (EDU 166/266)**

Task Products	Comments	Points	Total Score
Your lesson plan in final draft form that includes all lesson plan components. (10 points) <i>See rubric below</i>			
An in-depth self-assessment of the lesson plan using the SIOP Lesson Planning Guide covering all required elements. (16 points)			
Revisions made using evidence gathered in the above analysis. (4 points)			

Lesson Plan Template Rubric	SIOP Rubric		
	Satisfactory	Needs Improvement	Unsatisfactory
Standards Based Lesson Plan with Adaptations for English Language Learners (ELL) & Special Needs Students			
Content standard: Insert complete state content standard including number			
English Learner Development Standard: Should support learning the content.			
Academic Learning Goal: (What will the students learn and be able to do?)			
Anticipated Misunderstandings/Difficulties:			
Lesson Description			
Procedures: Listed in Detail			
Adaptations for EL and Special Needs Students			
English Language Learner			
Special Needs Student			

SIOP Analysis Elements Addressed	Satisfactory	Needs Improvement	Unsatisfactory
Preparation			
Building Background			
Comprehensible Input			
Strategies			
Interaction			
Practice/Application			
Lesson Delivery			
Review/Assessment			