

**Task #3. CONTENT-BASED READING INSTRUCTION PROJECT
GUIDELINES**

OPPORTUNITY TASK:	TPEs 1B, 2, 4, & 11
PRACTICE TASK:	TPEs 5, 6B, 6C, 7, 8, 10, 13

SUB-TASK	DUE DATE	POINTS
Part I	10/26/2020	5
Part II	10/26/2020	10
Part III	11/23/2020	10
Part IV	11/23/2020	5

This project gives you several opportunities to evaluate, design, and deliver a content-based reading instruction lesson, **including promoting literacy development in Special Needs students in your class.** Keep all iterations of your lesson plan to turn in, along with all of your reflections. Your performance on each part will be evaluated using the rubrics at the end of the guidelines.

PART I: INDIVIDUAL SUBMISSION

Observe your coach delivering a literacy-based content lesson. If possible, you may want to video the lesson to analyze later.

Part I should be written in paragraph form (1-2 pages) and summarize your findings from your observation and discussion (see below for topic guide).

Discuss and evaluate:

1. *The structure of the lesson.*

How did the teacher assess prior knowledge? Activate and build background knowledge? Introduce and develop new vocabulary?

How did the teacher assist the students to focus on and engage with the text?
Check comprehension? Provide feedback?

How did the teacher help students to summarize the content of the reading?
Extend the knowledge provided in the reading? Provide opportunities to analyze, synthesize, and evaluate the reading? Prepare students to respond to or create a product based on the content of the reading?

How did the teacher promote literacy development in Special Needs Learners through instruction, progress monitoring, and assessment?

2. *The literacy strategies used and taught.*

Which literacy strategies did the teacher *use* to teach the lesson?
Which literacy strategies did she explicitly teach?

Which were targeted specifically at English Learners?

3. *The content of the lesson.*

Was the purpose of the lesson made clear to students? Was it tied to content standards? **Was it tied to English/Language Arts Standards?**

Was the content valued in your content area (outside of school) and/or in the larger world? Challenging? Age-appropriate? Interesting? **Accessible to all learners?**

4. *The student output.*

Was the product a useful product? Was it tied to the purpose and content standards? Did students understand what they were to do? Did they understand the teacher's expectations for their performance? **Did all learners gain both content knowledge and language development?**

PART II: FIRST DRAFT FOR CO-TAUGHT LESSON (1 SUBMISSION PER TEAM)

With your partner, identify the text and content for your co-taught lesson (you may co-teach with a peer in your content area or your coach). Define the purpose and align it to 1-2 Language Arts Standards as well as at least one Content Standard. Create a performance assessment and rubric (if appropriate). Finally, create a lesson plan (using the MSMU lesson plan template) that takes students from where they are to the goal of the lesson. Since this lesson must utilize at least one team-teaching strategy, identify what each of the instructors will do during in each portion of the lesson.

Work in content area groups with *Content Area Coaches*. First, have each member of the group read her/his lesson to the group in turn. Share your observations on each other's work. Some questions to assist you in your evaluation of your peers and to address in your lesson plan are:

- Is your content interesting and important to your discipline? Does it define what the content literacy goals are for this lesson?
- Is your text appropriate for typical students at this grade level? Is it challenging and engaging?
- **Is it accessible to Special Needs Learners (e.g. a student with an identified learning disability, gifted, etc.?)**
- Does your lesson ask a compelling question? Does it focus on development of reading and writing competencies?
- Is it clear how each instructor is working together to support the needs of specific students with Special Needs?
- Do your pre-reading activities prepare students to read this text?
- Is the student task clear? Are your expectations reasonable and transparent?
- Do your teaching strategies focus on ensuring all students have access to the content and/or are able to communicate their knowledge successfully?
- Include adaptations for GATE, EL and students with IEPs.

After you have incorporated your colleagues' and the coach's feedback, revise the lesson, to be resubmitted in Part III. Use the feedback from your content area groups to refine and rewrite your lesson plan.

PART III: FINAL LESSON PLAN AND FIELD-BASED (1 SUBMISSION PER TEAM)

With your partner, revise your lesson plan. This lesson plan will be assessed with a new rubric and the expectation of further refinement from the lesson plan submitted for Part II.

Co-Teach your lesson to your coach's class. You may want to videotape your teaching, take it home and analyze it using the questions below to guide your reflection.

PART IV: REFLECTION

Respond to the reflection questions below in relation to EL and Special Needs Learners.

- (1) Comment on the general organization of your lesson as you watched it unfold: are your expectations made clear to the students? Are you able to move from an introduction to your instructional strategies in a smooth, seamless way? What challenges did you encounter in the execution of your lesson plan?
- (2) Had you identified clearly for the students the literacy purpose of your lesson? How did the selection of content affect the instructional strategies you employed?
- (3) What were you unable to complete that you would keep in a future lesson? What would you eliminate?
- (4) Did you see evidence that the strategies you used to make the content accessible to the students were working? If so, in what way? If not, why not?
- (5) In what ways did you effectively team-teach? What would you change the next time?
- (6) In what ways were you able to initially assess the learning of content and the development of literacy skills of your English Language and Special Needs Learners during this lesson? In what ways were you able to use progress monitoring to ensure meaningful involvement and academic and language progress of all your students during this lesson?**
- (7) In what ways did you use summative assessment strategies to gain knowledge of your English Language and Special Needs Learners' content and language learning during this lesson?**
- (8) What are your conclusions about the effectiveness of your lesson for English Language and Special Needs Learners; did they advance in their content knowledge and their language skills? How could you tell?**
- (9) In what ways do you need to grow as a teacher of English Language and Special Needs Learners?**

Bring your lesson plan, reflections and self-analyses to class to turn in. Be prepared to share your reflections and your lesson with the class.

Task 3 Content-Based Reading Instruction Project: Rubric for Assessment—PART I

Criteria	1	0.5	0
Structure	Clearly describes strategies used to assess prior knowledge, develop interest, and improve literacy skills.	Some descriptions of strategies.	Limited or no description of strategies.
Special Needs Students	Clearly describes needs of student(s) and explains how the teacher accommodated them in the lesson.	Some descriptions of students and accommodations.	Limited or no descriptions of students and accommodations.
English Learner Students	Clearly describes needs of student(s) and explains how the teacher accommodated them in the lesson.	Some descriptions of students and accommodations.	Limited or no descriptions of students and accommodations.
Lesson Content	Describes the lesson content including English Language Standards/Objectives	Partially describes objectives for content and language arts.	Limited or no descriptions of lesson content.
Student Output	Describes what the students did and/or were assigned to do as HW.	Partial description of student accountability during the lesson.	Limited or not description of student output.

PART II: Initial Lesson Plan

Criteria	2	1	0.5	0
Objectives for content and language arts	Using MSMU lesson plan template, objectives are clearly stated in student-friendly terms for both content and language arts and are appropriately connected.	Uses MSMU lesson plan template. Includes objectives for both content and language arts.	Missing either content or language arts objectives.	Limited or no use of MSMU lesson plan template.
UbD Elements	Includes enduring understandings, essential knowledge and skills and focusing questions.	Includes at least 3 of the elements needed for a 2.	Includes at least 2 of the elements needed for a 2.	Includes 1 or fewer of the needed elements.
Lesson Sequence	Includes a pre and post assessment. Clearly outlines what each co-teacher will do throughout the lesson. Describes what students will do. Rationales are provided, but may be brief.	Includes a pre and post assessment. Some ideas as to what each teacher and the students will do throughout the lesson. Some attempt is made to provide rationales.	Limited description of how the lesson will unfold.	Missing major elements of this section.
Differentiation for EL	Includes some ideas for differentiation.	Limited ideas for differentiation.	Defines strategies useful for EL, but not different than for all students.	Not present.
Differentiation for Special Needs	Includes some ideas for differentiation.	Limited ideas for differentiation.	Defines strategies useful for Special needs, but not different than for all students.	Not present.

PART III Final Lesson Plan

Criteria	2	1	0.5	0
Objectives for content and language arts	Using MSMU lesson plan template, objectives are clearly stated in student-friendly terms for both content and language arts and are appropriately connected.	Uses MSMU lesson plan template. Includes objectives for both content and language arts.	Missing either content or language arts objectives.	Limited or no use of MSMU lesson plan template.
UbD Elements	Includes enduring understandings, essential knowledge and skills and focusing questions. Ideas are refined and appropriate to the lesson.	Includes at least 3 of the elements needed for a 2. Ideas are refined and appropriate to the lesson.	Includes at least 2 of the elements needed for a 2.	Includes 1 or fewer of the needed elements.
Lesson Sequence	Includes a pre and post assessment. Clearly outlines what each co-teacher will do throughout the lesson. Describes what students will do. Rationales are clearly stated and include teaching strategy support as well as rationales for type of co-teaching strategies being used.	Includes a pre and post assessment. Some ideas as to what each teacher and the students will do throughout the lesson. Rationales are present and include teaching strategy support as well as rationales for type of co-teaching strategies being used.	Limited description of how the lesson will unfold. Some attempt at using rationales.	Missing major elements of this section.
Differentiation for EL	Includes appropriate differentiation. EL needs are clearly stated and addressed.	Includes some ideas for differentiation. EL needs are stated and addressed.	Limited ideas for differentiation.	Defines strategies useful for EL, but not different than for all students.
Differentiation for Special Needs	Includes appropriate differentiation. Special needs are clearly stated and addressed.	Includes some ideas for differentiation. Special needs are stated and addressed.	Limited ideas for differentiation.	Defines strategies useful for Special needs, but not different than for all students.

Part IV Reflection

Criteria	2	1	0
Lesson Delivery	Clearly outlines what worked well and what challenges were encountered during the execution of the lesson. Describes positives and challenges of team teaching and use of literacy along with content.	Limited description of strengths and weaknesses of the lesson. May only include one of the required attention to team teaching and literacy.	Limited or no descriptions.
EL/Special Needs	Describes fully what worked with the adaptations for EL/students with special needs. Also describes any challenges, along with ideas for what might be done differently if this lesson were repeated.	Limited description of strengths and weaknesses of adaptations. Some discussion of what could be done differently in future presentations.	Missing either a description of strengths and weaknesses or the discussion of what could be done in future lessons
Team Teaching—moving forward	N/A	Describes what was learned from the team-teaching experience and how that will affect future teaching.	Limited or no discussion on moving forward with lessons learned from team teaching.