

Department of Special Education
Lesson Plan Template for Teacher Candidate Work Sample

Teacher Candidate's Name _____ **Date** Thursday, 9/30/10

Lesson Content Area: Mathematics *enVisionMATH* Program: Grade One;
Understanding Addition: Introducing Addition Number Sentences
(During Math Block 12:05 – 1:35)

Objective of the lesson

- Children will write addition number sentences to find the whole, given two parts.

Objective for specified small group of learners

- **Objective 1:** Students will demonstrate number recognition and will write numbers correctly with the help and use of visual aids such as number-lines, number cards, etc.
- **Objective 2:** When given a written prompt, students will use manipulatives (number-line, counting cubes, etc.) to write isolated *and* story problem-solving addition number sentences that equal a sum of 6, 7, 8 and 9, using two addends in any order.
- **Objective 3:** Students will independently complete at least 50% of each written assessment activity sheet. For example, if a teacher has modeled two example problems, the student is expected to independently attempt at least two of the remaining problems.
- **Objective 4:** Students who have a Behavior Plan (CR and TF) will receive the highest rating for Behavior Goals 85% of the eight day period. (Goals are as follows: Keeping hands, feet and objects to yourself; Staying in your assigned seat; Being respectful to teachers and other students.)

Alignment with Content Standards

Grade Level Expectations (GLE's)

M(N & O) – 1 – 3 Demonstrates conceptual understanding of mathematical operations involving addition of whole numbers (from 0 – 30) by solving problems involving joining actions, part-part-whole relationships. (Local)

Brief description of individuals (students and professionals) involved in the lesson

Mrs. Richardson has a first grade classroom of 26 students, ages 6 through 8, 15 boys and 11 girls. This classroom is a diverse group of students, with one student being an English Language Learner (ELL) who is pulled from his English as a Second Language classroom for the mathematics block. As of now, there are three students with Individualized Education Plans in this classroom. In addition to Mrs. Richardson, Mrs. Hill the Special Education Service Provider, comes into the classroom to work with the students with IEP's and also pulls other students as she sees fit. The student abilities vary within the class, and even from subject to subject. Some students do better during the whole-group learning style on the rug, in their desks, small group learning settings, or individual seatwork. Every student is aware of the rules and expectations within the classroom.

Each of the three teachers works with a small group of students after the interactive learning piece of the lesson is complete. Mrs. Richardson and Mrs. Hill have a

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decision on the best presentation format for her students and if any additional demonstrations or explanations are needed in order to solidify understanding. Interactive Learning should last about 15 – 20 minutes.

Part 2: Developing The Concept → When the Interactive Learning instruction is complete, the students will break off into their small groups with their assigned teacher to work on the inside of their Weekly Activity Sheets. If Miss G feels that more reinforcement or review is needed for the previously introduced concepts, then the students will complete the first page of their assessment. Miss G will work with her 6 students, taking them visually and verbally through each problem on the inside of the Weekly Activity Sheet (1-9). Some students work at the same pace, some complete the work as they are able to. Miss G will use a lot of repetition, rephrasing and visual/verbal explanations and/or gestures. At times, the students require prompting in order to answer a question, like leading questions or modeling. If the students are struggling with the visual and verbal style of the Weekly Activity Sheet, Miss G will break down each problem through modeling, rewording, rephrasing, or even manipulating the presentation on an individual student's paper or on the chalkboard. The students will have a variety of learning tools to aid in their understanding such as number-lines, counting cubes with differing colors, numbers with their associated visual patterns, number cards and number sentence strips.

Once the students have completed the inside of their Weekly Activity Sheets, Miss G will continue to differentiate instruction based on her observations that day. The options available are as follows:

- Quick Check
- Differentiated Instruction assessments
- Center Activities
- Mini-Check

*All of these assessment options are both visual and verbal, and can be done individually or together to better enhance learning.

This extra assessment and opportunity to clarify learning can last about 25 minutes.

Part 3: Closure → Miss G will close the lesson by asking the students to be reflective learners. By using their Little Learning Notebooks, Miss G asks the students to write at least one thing they learned today, one thing they still need help in learning and how Miss G can better help their learning next time. This allows the students to personalize their learning and communicate with their teacher what is working and what is not. This is a good opportunity for students to be taught how to be reflective learners. This also allows Miss G to discuss what was learned, re-emphasize certain points as needed, and briefly prepare the students for what will happen during the next lesson.

Differentiation of Instruction:

- Visual/Verbal Materials
- Regrouping
- Rephrasing/Repeating
- Modeling



FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

Student Teacher

Candidate: _____

Email: inge/usc_1741 Emplid: 0351741

College Supervisor

eret Email: etingret@vic.edu

Cooperating Teacher:

Laurie Hill Email: laurie.hill@ppsd.org

Grade Level/Content Area Assignment:

Special Education

Program:

Special Education - Elementary/Middle - BS

Cooperating School District/School:

Providence, George West Elementary

Person Completing This Observation (Check one): Cooperating Teacher College Supervisor

Date: _____ Emplid: _____

Observation: #1 Date: _____ #2 Date: 9/30/10 #3 Date: _____

#4 Date: _____ (fourth formal observation not required/optional/if needed)

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of classroom instruction. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTIONS ONE and TWO of this instrument. The observer completes SECTION THREE following a post-observation conference with the teacher candidate. Only the Cooperating Teacher completes SECTION FOUR, which reflects cumulative performance to the date of the observation.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

- Continue with preparation for a teaching license.
- Be required to complete an individualized contract to remedy deficiencies.
- Discontinue preparation for a teaching license.

Ellen Fengeret
College Supervisor's Signature

10/3/10
Date

Signature

Date
10/13/10
Date

Please initial here to confirm that the College Supervisor and the Cooperating Teacher have each submitted three FSEHD Teacher Candidate Observation and Progress Reports electronically to the Office of Partnerships and Placements.

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

Planning Indicators

- | | <u>Rating</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure. <i>Whole Class, especially</i> | <u>4</u> |
| 2. Lesson objectives are measurable and observable. | <u>4</u> |
| 3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards. | <u>4</u> |
| 4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles. | <u>4</u> |
| 5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students. | <u>4</u> |
| 6. The lesson design demonstrates an accurate understanding of content. <i>Should ensure students are using process strategies</i> | <u>4</u> |
| 7. The lesson is designed to engage students in meaningful instructional tasks related to content. | <u>4</u> |
| 8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. | <u>4</u> |
| 9. Formative and/or summative assessments are aligned with objectives. | <u>4</u> |
| 10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed. | <u>4</u> |

Comments:

Follows class math routines: Counting, skip counting, calendar work
Lesson includes Whole Class - grade 1 - & small groups
When groups of 6 began, some just started before instruction. attention was given to a student who had been absent previous day
Consider that instruction first would have forestalled, prevented errors. Going at one pace would also show different strategies: e.g. boy always used his number line rather than write # from counting

Use the following rating scale to the Implementation and Content Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

ACTION

Implementation Indicators

Rating

- The teacher candidate arranges the physical environment to maximize learning in this particular lesson. *but room is not organized* 4
- The teacher candidate attends to individual student needs, including learning and behavioral issues. *Prompting is specific to needs, altered small group format* 4
- The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. NA
- The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. *Discussed balancing giving directions to whole & allowing for independence* 3
- The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). NA
- The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. 4
- The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions). 4
- The lesson is modified as needed based on formative assessment within the lesson. 4

Comments: *Reminds students can look at number chart to skip count by 2's*
• Can also reinforce visualization, can be more explicit in telling what work needs to be done
• Listen to yourself to reduce questioning when giving directions
• Should attend to students' use of strategies more - not just content & correct answers

Content Indicators

Rating

- The content of the lesson is significant and worthwhile. 4
- The content of the lesson is appropriate for the developmental levels of the students in this class. 4
- Students are intellectually engaged with important ideas relevant to the focus of the lesson. 4
- The teacher candidate provides accurate content information and displays an understanding of important concepts. 4
- Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. 3

Comments:
• when drawing items always go L → R with Return Sweep
Does emphasize vocabulary, especially receptive: could equate number sentence symbols to words above; Discussed importance of understanding "equals"
• Consider using exact same language in small group as large when beginning small group

Use the following rating scale to rate the Climate and Classroom Management Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

Rating

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.
3. Active participation of all is encouraged and valued.
4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students.
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.
7. There was a high proportion of student-to-student communication about the content of the lesson.

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Comments: Welcomes students in from lunch. Calmly addresses behavior issue & follows through for compliance. As lesson begins, remind of "list" of behavioral expectations

* Whole Class Lesson student responses were mostly choral. Small Group Lesson was modified to promote independence (based on student performance) thus work was primarily individualized.

Classroom Management Indicators

Rating

1. The teacher candidate has an effective way of getting all students in the class to be attentive.
2. The teacher candidate does not try to "talk over" the students.
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.
5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.

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4
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3
4

Comments:

Includes individual names when discussing or giving directions to redirect. Done appropriately. Praised with specifics to individual - with academics - which reinforces self-monitoring

Discussed seating of students in small groups. Consider setting times within lesson to check in re: behavior plans. Used school behavior tickets well.

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

1-2 Points: Some Elements of Effective Instruction

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number): 0 1 2 3 ④ 5 6

Rationale for Capsule Rating:

Lesson design adapted to accommodate students' independence

SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

Reflection Indicators

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. The teacher candidate describes how s/he made decisions for planning and implementation. 2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. 3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. 4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. 5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons. | Rating
<hr style="width: 50%; margin: 0 auto;"/> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|

4
4
4
4
3

Comments: orally reflected on: student performance on practice papers; Application from whole class to independent; # sentence strips; Pacing for students; Independent-work vs group; Prompts & Cues Individuals need

Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

Goal(s) for students: TFO CF continue practice with numerals recognition writing

Goal(s) for self: Reconvene groups to facilitate lesson closure