Class Profile

CP1. How many students are in the class?

[ ] male
[ ] female

CP2. What is the age range of students?

CP3. Approximately how many students are in each of the following language categories? (TESS 1b.3)

[ ] English language proficient
[ ] Limited English proficient

CP4. Approximately how many students have the following exceptionalities? (TESS 1b.5)

[ ] visual impairment
[ ] hearing impairment
[ ] developmental disability
[ ] emotional or behavioral disability
[ ] gifted
[ ] learning disability
[ ] physical disability
[ ] ADD/ADHD
[ ] other (please specify)
CP5. With respect to the following categories, how would you describe your students? (1b.4)

[ ] African American/Black
[ ] American Indian/Alaskan
[ ] Asian
[ ] Hispanic
[ ] Native Hawaiian/Other Pacific Islander
[ ] White, non-Hispanic
[ ] 2 or more races

CP6. How do you become familiar with the diversity (culture, learning styles, interests, special needs, etc.) of students in your class? Briefly describe 2-3 methods. These must be methods you’ve actually used—not methods you could possibly use (TESS 1b.3, 1b.4).

Example: “I completed a learning style inventory on each of my students to identify who needed more visual, auditory, and tactile involvement with my lesson.”

CP7. Describe TWO specific examples of your students’ knowledge, experiences, skills, developmental levels, interests, motivation to learn, learning styles, and/or cultural/familial experiences that you learned from methods shared in your answer to question 6a. Write about two students. For each, write about what you know about this student and how you learned this information based on methods you shared in CP6. Name the students (first name only) and separate your answers into two paragraphs, one for each student (TESS 1b.3, 1b.4, 1b.5).

Example: “Laci is a student who has mastery of her basic number facts/fluency, but lacks the awareness of applying number sense when solving word problems. I gained this information from the word problem pre-assessments I gave earlier this semester. She does better, with application when the problems are personalized to her experiences and interests. I’ve also learned from her learning style profile that she is predominantly tactile and requires frequent use of concrete/hands-on opportunities to stay engaged with math learning.”

CP8. How do you use knowledge of the diversity in your classroom in planning instruction for students to be successful in reaching the learning outcome(s) of the lesson? For CP8, using the same students you wrote about in CP7, describe how you’re using what you know about the students in your instructional planning to

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ensure success with the learning. Separate the answers into two paragraphs, one for each student (TESS 1b.3, 1b.4).

Example: “Knowing that Laci is more engaged when mathematics is hands on and personalized to her interests, I have created two CGI word problems that incorporate her interest in gymnastics. I have also planned for her and others to use clip art cut-outs and unifix cubes for visual and concrete representation in solving the problems.”

CP9. Is there anything about the learning environment that might affect the students or the observation? (New equipment, different classroom, construction, school picture day, etc.) (TESS 2e.1)

CP10. How will you use the physical arrangement of the classroom, including bulletin boards and other décor, to support your lesson and promote an inclusive learning environment for diverse student populations? (TESS 2e.1, 2e.2)

CP11. What are the most important classroom routines, procedures, rules, and expectations for student behavior in operation during the observed lesson? Briefly explain relevant procedures and routines that are expectations for the success of this lesson delivery and how you will guide students at the outset and throughout the lesson to follow expectations (TESS 2d.1, 2d.2).

Example: Students are expected to raise their hands before asking a question or making a comment. I will direct students to a familiar visual on the wall that shows a student with his hand raised. We will practice raising hands a couple of times in order to establish the expectation concretely. I will affirm this behavior as students use it appropriately throughout the lesson using positive, descriptive comments.

CP12. Are there any special circumstances that the observer should know about? (School-wide policies or routines, interruptions, pull-out schedules, individual behavioral needs of students) (TESS 2d.3).

CP13. So that your supervisor can better evaluate your interaction with specific students and your students’ interactions with one another, please provide a seating chart for this lesson. If you are in a class setting where a seating chart is not applicable, please include a list of your students. If you have created a special arrangement for this particular lesson (i.e. students’ chairs in a circle), provide the rationale for this arrangement. (TESS 2a.1, 2a.2).
Read the shaded portions carefully to assist you in answering each of the questions in bold print. When you finish, delete the shaded portions leaving only the bold print questions and your answers. If you answer each question thoroughly, your lesson plan is complete!

Note that each of the items in bold print is aligned with the ELSE Childhood Education Lesson Observation Rubric created from Danielson’s *Framework for Teaching* (see TESS rubric notations throughout the document). Refer to the rubric for further guidance as you answer specific questions.

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**ARKANSAS CURRICULUM FRAMEWORK SLEs/COMMON CORE STANDARDS**

**LP1. To what standard(s) are your objectives aligned? (TESS 1a.1).**

This space is where you copy/paste the actual framework standards or Common Core standards. Consult with your mentor concerning the correct student learning expectations (SLEs) or standards for your lesson. Find the standards on the Arkansas Department of Education website (http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks) or the Common Core State Standards website (http://www.corestandards.org/).

**LP2. How do the lesson concepts fit within the scope of the discipline/content area? (TESS 1a.1)**

(In preparing your answer, review the standards of your national professional organization, but do not copy/paste standards into this space. Explain the “fit” in your own words. “Scope” = major ideas, principles, structure, and/or organization of the discipline.)

First, get online and study the national standards for the discipline/content area of this lesson (math, science, language arts, social studies). Don’t try to answer this question if you haven’t studied the national standards. Access to the national standards by content and grade level can be obtained through the following web site: http://www.education-world.com/standards/national/toc/index.shtml

For affective content, you will find the CASEL website extremely helpful in offering an overall scope of social and emotional competencies students need to be successful: www.casel.org

Your goal is to describe how the concept(s) you will teach in this lesson fits within the greater body of knowledge of the content area as a whole. You’re showing that you have a comprehensive understanding of the discipline/content area and you can explain how this lesson fits within the whole.

It’s a challenging question, but if you study the standards, you can do it. Do not simply copy/paste the national standard into the box. Show your understanding by using your own words (based on what you read in the standards and what you know about this lesson).

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**INSTRUCTIONAL OUTCOMES**

There are two categories of objectives: academic objectives and affective objectives. Academic objectives can easily be directly tied to state frameworks or Common Core State Standards and most often are directly linked to specific content areas such as math, English, language arts, social studies, health, physical education, etc.

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Academic Objective(s):

LP3. What are the academic objectives of your lesson? In other words, what do you want students to know and be able to do as a result of this lesson? In parenthesis after each objective, cite the Arkansas Curriculum Framework Student Learning Expectation reference or Common Core State Standard reference (TESS 1c.1, 1c.2, 1c.3)

These must be based upon and closely connected to the framework standard(s) listed above. Keep the number of objectives low (1-3). If you’re not going to teach and assess an objective, don’t list it.

Effective academic objectives have these qualities:

- Specific about what is to be learned by the students
- Written in language that is clear and student friendly (clarity is key when writing objectives, so keep it simple)
- Written with assessment/measurement in mind (i.e. using a verb that lends itself to assessment/measurement, like a verb from Bloom’s taxonomy. A printable list is linked here: Bloom’s Taxonomy Verbs (http://www.teach-nology.com/worksheets/time_savers/bloom/).

Here’s an example of an academic objective that needs improvement:
“Students will understand the layers of the Earth.”

It’s somewhat clear and student friendly. It’s fairly specific, but it’s not written with assessment in mind. How will the teacher measure the understanding? What is it that students are supposed to be able to know or do at the end of the lesson?

Improved version:
“Students will identify and describe the layers of the Earth” or
“Students will compare and contrast the layers of the Earth.”

The improved versions use verbs that are measureable because they describe what the teacher could ask students to do at the end of the lesson as a measure of student learning.

Be cautious about mistaking an activity for an academic objective:
“Students will build a model of the layers of the Earth.” This is what the students will do, rather than what the students will learn.
“Students will participate in a discussion of the digestive system.” Again, this is a great activity, but not an effective learning objective.
Improved: “Students will compare and contrast major organs of the digestive system.”

Affective [Social/Emotional] Objective(s):

LP4. What are the affective objectives of your lesson? In parenthesis after each objective, cite an Arkansas Curriculum Framework Student Learning Expectation reference or Common Core State Standard reference that can support the inclusion of this objective (TESS 1a.1, 1c.1, 1c.2, 1c.3)

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Affective objectives reflect a body of knowledge important to building academic, social, emotional and behavioral development. This body of knowledge is empirically represented by the Collaborative for Social and Emotional Learning (CASEL) with strong research based evidence for the inclusion of social and emotional learning and with an outline of content related to SEL. Examples of skills included in this body of knowledge include the development of self-awareness, self-management, social awareness, responsible decision-making, relationship building, and character trait development. More information regarding social and emotional learning and affective objectives can be researched at the CASEL website.

In Arkansas, there is not a stand-alone framework that ties directly to the social and emotional competencies at the K-6 level. Instead, social and emotional competencies are embedded within other content frameworks and standards. For example, if your affective objective were to involve learning how to attentively listen to one another, you could use the English/Language Arts standards tied to Speaking and Listening for appropriate standards alignment. Similarly, if you are reading aloud a book with a social and emotional emphasis as part of your teaching an emotional concept, many of the CCSS in English/Language Arts could be appropriately linked.

Like academic objectives, affective objectives should be written in terms of student outcomes, not as activities. The measure of the affective objectives must focus on the social, emotional and behavioral knowledge and skill(s) the students should develop in the lesson. Remember that affective objectives are those skills still yet to be learned. You will both teach and assess these objectives. If students have already largely mastered a skill (i.e., raising hand, listening attentively, sharing materials, etc.) these behaviors and/or skills lend themselves better to becoming the focus for a behavior set as part of the introduction to your lesson rather than serving as the basis for your affective objectives.

You can find assistance with the body of knowledge that represents social and emotional learning by googling SEL instruction, investigating CASEL, or looking to social and emotional curricula that have outlined the scope and sequence for social and emotional competencies at various grade levels.

Effective affective objectives have these qualities:

- Specific about what is to be learned by the students
- Written in language that is clear and student friendly (clarity is key when writing objectives, so keep it simple)
- Written with assessment/measurement in mind (i.e. using a verb that lends itself to assessment/measurement, like a verb from Bloom’s taxonomy. A printable list is linked here: Bloom’s Taxonomy Verbs (http://www.teach-nology.com/worksheets/time_savers/bloom/).

Here’s an example of an affective objective that needs improvement:
“Students will understand the meaning of a caring community.”

This objective is not measurable or observable. How will the teacher measure the understanding? What is it that students are supposed to be able to know or do at the end of the lesson?

Improved version:
“Students will define a caring community.”
“Students will list examples of a caring community.”
“Students will compare and contrast a caring and uncaring community.”
“Students will demonstrate caring for peers in authentic situations.”

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The improved versions offer opportunities for assessment using checklists, quizzes, oral questions, etc. Like academic objectives, they are written so that they are observable and measurable.

CONNECTIONS

LP5. What prerequisite knowledge and skills do your students need to accomplish these objectives? Be sure to consider all objectives, both academic and affective, as you answer this question (TESS 1a.2, 1c.1).

Your answer here should include specific knowledge/skills students need to have acquired in order to meet these objectives. For instance, if students are supposed to use the Internet to gather research for an assignment, it would be necessary for them to have prior knowledge on how to search for credible sources on the web, copy gathered information into a document, etc.

LP6. How are the objectives developmentally appropriate for the whole class, including students with diverse learning needs? (TESS 1b.1, 1b.2, 1b.3, 1b.4, 1b5, 1c.4)

This is where you articulate why the objectives (not methods, materials, technology, grouping, procedures—the objectives) are appropriate for these students. This question pertains to the objectives’ relevance to the students in your class. In some cases, the learning objectives might be identical for all students in the group. If that is the case, explain why the objective is appropriate for the whole group. For instance, it could be that the objective reflects something associated with developmental appropriateness pertaining to the age group of the students in your class. In other cases, you may have students in your class who require a modification of the lesson objective or an accommodation to effectively meet the listed objective. Explain the reason for any necessary differentiation. Having your group of students in mind when answering is essential. (Your answers should link to the Class Profile for this question.)

LP7. How do your lesson objectives connect to prior lessons? (Refer to recent past, considering both academic and affective objectives.) (TESS 1a.2, 1c.1)

Now that you’ve named the specific learning objectives for this lesson and thought about what students need to already know in order to benefit from current objectives, show how the objectives fit within what your students have been learning most recently. “Prior lessons” does not mean months ago or in previous grades. It means the day before, the week before, or the previous unit of study. The closer you can connect this lesson to what they have learned recently in your class, the better.

Note that the prompt is “HOW does your lesson objective connect...” Thus, you should EXPLAIN, not list what they’ve just learned or will be learning. EXPLAIN the connections. Show your thinking.

In your description, also demonstrate your understanding of the strong connection between academic gains and social and emotional competencies. Show how students’ learning the affective skills included in this lesson will benefit them in meeting the academic objectives in this and future lessons, as well as the social and emotional connections between prior and future lessons. Describe how you’re building on social and emotional skills from one lesson to another, as well as how you’re building on academic skills from one lesson to another.

Needs Improvement::

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“There is no prior lesson which emphasizes adjectives in student writing. This is a brand new concept for the students.” While this may be the first time students have focused on adjectives in their own writing, think about what they have learned about adjectives in general. Have they learned to identify them? Moving from identifying adjectives to using them appropriately in writing is a reasonable progression for your students. Show that through your description of connections.

“Past learning will include C.4.1.3 – Discuss the roles of people in families and schools who hold positions of authority.” This is simply a listing of a previous standard. It’s fine (and a good idea) to list the standard, but you need to describe the connection. Go further with your explanation.

“This is a brand new unit on friendship, so there’s nothing to connect to in the past.” Learning theory identifies connection to prior concepts as critical to learning new concepts, so there must be a connection you can make. Dig deeper and think about it!

Improved:
“Students have been working on identifying adjectives. This lesson requires them to use adjectives in their own writing.”

“This is the first formal lesson I’ve prepared on friendship, but we have emphasized friendly behaviors and the building of a positive classroom community informally and through class meeting activities. I will draw upon these experiences to begin the formal unit of instruction.

LP8. How do your lesson objectives connect to future learning expectations? (Refer to near future, considering both academic and affective objectives.) (TESS 1a.2, 1c.1)

Show how the objectives fit within what your students will be learning in the immediate future. Note that the prompt is “HOW does your lesson objective connect...” Thus, you should EXPLAIN, not list what will be learning in the future. EXPLAIN the connections. Show your thinking.

In your description, demonstrate your understanding of the strong connection between academic gains and social and emotional competencies. Show how students’ learning the affective skills included in this lesson will benefit them in meeting upcoming academic objectives in future lessons. Describe how you’re building on social and emotional skills from one lesson to another, as well as how you’re building on academic skills from one lesson to another.

Needs Improvement:
“Future learning will include C.4.1.3 – Discuss the roles of people in families and schools who hold positions of authority.” This is simply a listing of a standard. It’s fine (and a good idea) to list the standard, but you need to describe the connection. Go further with your explanation

“Students will need to know this information next year.” Think about how this content can help students now and in upcoming immediate lessons. For affective objectives, consider ways the content connects to the next affective concepts you will emphasize, as well as how the affective content will benefit students throughout the school day and across the curriculum.
STUDENT GROUPING

LP9. Describe the various groupings of students throughout the lesson (TESS 1e.3).

Keep this answer short and simple. Describe how you’ll group students.
Example: “Students will work in pairs for the activities. Students will work individually for the assessment.”

LP10. How will you use these student groups to maximize student learning of the objectives through active engagement? (Align your answer closely with the objectives of this lesson AND what you know about the strengths and needs of these students.) (TESS 1b.1, 1b.2, 1e.3)

Explain how your grouping choices are aligned with the specific objectives you named for this lesson. Show that your choices are purposeful and were made with the objectives in mind. Why are the grouping choices you made effective choices for teaching/learning [fill in your objectives]? Use the language of your objectives in your answer, rather than generic phrases like “the subject” or “the content” or “the lesson.” Be specific.

LP11. How will you use these student groups to differentiate instruction for diverse learners? (Align your answer closely with the objectives of this lesson AND what you know about the strengths and needs of these students.) (TESS 1b.3, 1b.4, 1b5, 1e.3)

Explain how your grouping choices are appropriate for these specific students who are involved in this lesson. Make references to your students’ learning styles/preferences; individual needs; physical, cognitive, and/or social/emotional development; unique experiences; gender, cultural, and/or ethnic differences; and physical, emotional, behavioral, or learning differences. Explain how the grouping choices you’ve made are appropriate for teaching these students based on their needs. Be specific by tying your answers back to your class profile.

TEACHING METHODS/ACTIVITIES

LP12. What teaching methods and activities will you use throughout this lesson? (TESS 1a.3, 1e.1)

Keep this answer short and simple. Include a list of the teaching methods you’ll use during the lesson. You may find it helpful to Google “teaching methods” or “methods of teaching” or “methods of instruction” and look for lists with explanations. Draw from your knowledge of child and adolescent development and developmentally appropriate practice to plan activities and methods, keeping in mind that the majority of methods and activities should be experiential and concrete in nature, and think about ways to engage students in high level cognitive activities.

LP13. How will you use these methods and activities to maximize student learning of the objectives through active engagement? (Align your answer closely with the objectives of this lesson AND what you know about the strengths and needs of these students.) (TESS 1b.1, 1b.2, 1e.1)

Explain how your method choices are aligned with the specific objectives you named for this lesson. Show that your method choices are purposeful and were made with the objectives in mind. Why are the methods you’ve planned effective choices for teaching/learning [fill in your objectives]? Use the language of your objectives in
LP14. How will you use these methods and activities to differentiate instruction for diverse learners? (Align your answer closely with the objectives of this lesson AND what you know about the strengths and needs of these students.) (TESS 1b.3, 1b.4, 1b5, 1e.1)

Explain how your method choices are appropriate for the specific students who are involved in this lesson. Make references to your students’ learning styles/preferences; individual needs; physical, cognitive, and/or social/emotional development; unique experiences; gender, cultural, and/or ethnic differences; and physical, emotional, behavioral, or learning differences. Explain how the method choices you’ve made are appropriate for teaching these students based on their needs. Be specific by tying your answer back to your class profile.

TEACHING MATERIALS/RESOURCES

LP15. What teaching material, technology, media and other resources will you use for planning and delivering the lesson? Why have you chosen these and how will you use them meaningfully? (TESS 1d.1, 1d.2, 1e.2)

Materials are resources the teacher and learners will need to successfully complete the learning activities and assessments. These items can include handouts, audio-visual equipment, props, etc.

List here the specific materials that will be used in delivering this lesson and supply your reasoning (alignment and appropriateness) for selecting these particular items. For instance, if you are reading a story or showing a film, why did you select this particular piece (i.e., the story reflects the ethnic diversity of my students; the film shows familiar characters practicing conflict resolution, which offers an inviting model of the concept, etc.) Be sure to explain how the materials will be used during the lesson to help students meet the learning objectives. You should also list here the materials, technology, and media you used to plan the lesson.

LP16. How will you use these materials and resources to maximize student learning of the objectives through active engagement? (Align your answer closely with the objectives of this lesson AND what you know about the strengths and needs of these students.) (TESS 1d.1, 1e.2)

Explain how your material/resource choices are aligned with the specific objectives you named for this lesson. Show that your material/resource choices are purposeful and were made with the objectives in mind. Why are the materials/resources you’ve planned effective choices for teaching/learning [fill in your objectives]? Use the language of your objectives in your answer, rather than generic phrases like “the subject” or “the content” or “the lesson.” Be specific. Address each material/resource and its purpose in this lesson.

LP17. How will you use these materials and resources to differentiate instruction for students with diverse learning needs? (Align your answer closely with the objectives of this lesson AND what you know about the strengths and needs of these students.) (TESS 1b.3, 1b.4, 1b5, 1d.3, 1e.2)

Explain how your material/resource choices are appropriate for the specific students who are involved in this lesson. Make references to your students’ learning styles/preferences; individual needs; physical, cognitive,
and/or social/emotional development; unique experiences; gender, cultural, and/or ethnic differences; and physical, emotional, behavioral, or learning differences. Explain how the material/resource choices you’ve made are appropriate for teaching these students based on their needs. Be specific by tying your answer back to your class profile.

LESSON STRUCTURE

Behavior Set

LP18. What behaviors will you need to encourage in order for the group to learn effectively? Describe the behavioral set you will use as a concrete reminder of what students are to do/remember throughout the lesson in order to be successful (TESS 1e.4).

The purpose of the behavior set is to activate and motivate all learners to behave in productive ways so that each student in the group can engage and learn. The behaviors you are encouraging and “setting” are behaviors your students have already largely mastered. The behavior set motivates students to draw upon skills they already have to behave appropriately and productively. If students don’t already have the skills to behave in the ways you’re attempting to develop, these are more appropriately affective objectives, since those are skills students have yet to learn.

The most appropriate behavior sets in childhood education are concrete in nature. Props, visuals, gestures, auditory cues, etc., can be used to remind students of appropriate behaviors. The focus of a behavior set is on appropriate behaviors and should be used to affirm and draw attention to behaviors as they occur positively. Use your set throughout the lesson to acknowledge the appropriate behaviors you’re seeing.

Note: It might be that you have a different behavior set as your methods throughout the lesson change. For instance, if your lesson begins with whole group discussion, your behavior set might focus on raising hands to speak or listening attentively to others who are speaking. If you move to a small cooperative group for practice of a skill during the course of the lesson, your behavior set might focus instead on sharing materials or considering the input of each member of the group.

Introduction

LP19. How will you focus learning, state academic and affective objectives, activate background experiences, and motivate the learners regarding the content of this lesson? (TESS 1b.4)

Start with something designed to engage your students. Get their attention. Be sure to clearly state and display your academic and affective objectives for the lesson. Estimate the time needed.

Providing Lesson Content

LP20. Explain step-by-step what will follow the introduction. Complete the table that outlines what the teacher will do/say/ask and one that outlines what the students will do/likely say/answer. Be sure to

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**Describe each of the following: Teaching/Modeling the Concept, Offering Guided Practice, and Independent Practice (1e.4).**

<table>
<thead>
<tr>
<th></th>
<th>What the Teacher will do/say/ask</th>
<th>What students will do/likely say/answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching/Modeling (Explicit Instruction)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
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<tr>
<td>Independent Practice</td>
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</tbody>
</table>

**Est. Time:** _________

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*The bulk of the lesson goes in this section. Include each of the following teaching steps by offering clear explanations of each step, outlining what the teacher will say/do/ask (teacher talk) and what the students will say/do/answer:*

In completing the table, provide enough detail that your mentor and supervisor can see the lesson’s progression. Think about this section as a play-by-play description that a substitute teacher could use if you had to be absent. Would s/he be able to read this description and implement the lesson as you envisioned it?

**TEACHING/MODELING THE SKILL: What the Teacher Will Say/Do/Ask**

1. The teacher will use a model of the skeletal system to demonstrate the various bones and their functions.

2. The teacher will call on students to offer ideas about how bones serve the body’s function and structure. The teacher will emphasize turn taking and respectful listening as an important part of this lesson.

**TEACHING/MODELING THE SKILL: What the Students will Say/Do/Answer**

1. As each bone is identified, students will locate that bone in relation to their own bodies.

2. As the teacher introduces new bones using the skeletal model, students will raise their hands and wait to be called on to make suggestions of how they think the individual bones benefit movement and body structure.

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3. The teacher will display the diagram of the skeletal system on the screen and label one or two bones using the word bank on the screen. The teacher will use self-talk to show students how to consider each choice in the word bank.

3. Students will observe as the teacher labels one of the bones.

4. The teacher will ask one student to demonstrate the labeling of one more bone using the word bank on the screen. As needed, the teacher will guide the student to use the word bank to label the bone.

4. Students will observe as a peer labels one of the bones.

5. The teacher will again emphasize turn taking and respectful listening as an important part of this lesson. The teacher will encourage the class to congratulate the student who modeled the labeling and will affirm the turn-taking behaviors demonstrated by students who were not called on to demonstrate.

5. Students will listen attentively as a peer demonstrates. They will applaud the efforts of that peer and self-assess their ability to accept the teacher’s choosing of a peer to serve as a model.

GUIDED PRACTICE: What the Teacher Will Say/Do/Ask

1. The teacher will ask students to look at the diagram of the skeletal system in their pair groups and label as many of the parts as possible using the word bank on the screen. The teacher will walk around to monitor progress and assess understanding.

1. Students will work in pairs to label the diagram. They will have 3-5 minutes. A timer will be displayed on the screen.

2. The teacher will display the diagram on the screen and call on pair groups to correctly label the parts.

2. Students will listen attentively as the small groups share answers. Students will correct their diagrams if needed.

3. The teacher will again emphasize turn taking and respectful listening as an important part of this lesson. The teacher will encourage the class to congratulate the students who share answers and will affirm the turn-taking behaviors demonstrated by students as they listen to their peers.

3. Students will listen attentively as a peer groups share their answers. They will applaud the efforts of their peers who share.

4.

4.

5.

5.
<table>
<thead>
<tr>
<th>INDEPENDENT PRACTICE: What the Teacher Will Say/Do/Ask</th>
<th>INDEPENDENT PRACTICE: What the Students Will Say/Do/Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher will ask students to look at the diagram of the skeletal system copied onto individual quiz sheets and label as many bones as they can using a word bank included on the page.</td>
<td>1. Each student will complete an individual quiz by labeling as many of the bones as they can using the word bank included on the page.</td>
</tr>
<tr>
<td>2. The teacher will call attention to the rating scale on the quiz sheet which calls for students to rate their success in taking turns and affirming the input of others.</td>
<td>2. Each student will also rate his or her ability to take turns and affirm the input of others on a scale of 1-5.</td>
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<td>3.</td>
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<td>4.</td>
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Closure

LP21. Describe here how you will wrap up this learning session. How will you bring it to closure in a cohesive way? Be sure to highlight what students practiced, both affectively and academically, through this lesson (TESS 1e.4).

Extension Activities

LP22. How will you extend the learning of the lesson? What are some ways to integrate this specific activity or skill into other content areas or lessons? (TESS 1c.1)

The extension activities are not part of the direct teaching of the lesson; therefore, there is no estimation of time to provide. Extensions include informal teaching strategies you will use to extend the learning (interactive bulletin boards, learning centers, projects, positive teacher language, class meetings, family communication, homework, visual cues throughout the room, etc.) Extensions offer opportunities for additional practice, extending thinking, and transfer of learning to novel circumstances across the curriculum.

Assessment

LP23. What methods of assessment (formative/summative) will you use to determine whether ALL students have mastered the learning goals? (TESS 1f.1, 1f.3)

Assessment involves gathering information during and at the completion of your lesson that provides evidence for determining how well your students have individually met the lesson objectives. In planning, ask yourself, “What evidence will I need to gather from the students to indicate they have met the objective?” There are two

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general types of assessment: Formative (ongoing and frequent – this type of assessment is done to help the instructor plan instruction based on the needs of the learners) and Summative (an overall measurement of learning at the conclusion of an instructional lesson or unit).

Assessment should occur throughout your lesson. You should have at least two planned formative strategies for checking understanding during the lesson. You also need a summative assessment for the lesson.

Your formative assessments need to go beyond just asking a question to the whole group and calling on the hands, or asking students to “think about the answer” and then calling on one or two students. These two methods provide very little usable information about how well ALL students are meeting the objectives. It’s not that you shouldn’t ever use those two methods to ask questions, but they are not effective methods of assessing students’ levels of understanding.

A more effective and informative method might look like this: ask all students to answer a question individually on paper after an activity. The question should be closely aligned to an objective of the lesson and to the content of the activity students just completed. As students work individually on their own paper to answer the question (that you’ve displayed on the screen and read aloud), you walk around and check some answers. When everyone has had a chance to answer on paper, ask them to share their answer with a partner. While they share you walk around and listen to some partners. Finally, you call on a few students to share with the whole group. (This is called Think-Write-Pair-Share.)

As you plan assessments, think about reasonable ways to gather evidence for all students. For instance, it is unreasonable to think you can question all students during a whole-group discussion to determine their understanding. A much more reasonable strategy would be the use of a checklist that you can complete as you walk around and monitor students, questions that you might ask in small groups, or performance based products that you can collect or photograph.

LP24. Will your assessments need to be modified or accommodated for students with diverse learning needs? If so, how? (TESS 1b5, 1f.1)

LP25. In what systematic way (how and when) do you plan to assess student learning on the content of this lesson? (TESS 1f.1, 1f.2)

The key for effective assessment is that you have a plan and that your plan is systematic. A systematic plan for assessment is one that will allow you to obtain specific evidence of whether or not the learning objectives have been met by each student. Imagine a lesson where students participate in a whole group discussion about a concept and then break into cooperative groups to create a related poster. After the creation of the posters, each group presents its poster to the class. Suppose the teacher writes, “I will use the poster each group makes and the group presentation to assess whether or not each student has met the learning goals.” This is not a systematic plan for individual documentation. All this teacher will really know at the end of the class is that a content poster was created by a group of students and the group made a presentation to the class. The teacher doesn’t know if each individual student has or has not met the learning goals and there is no evidence to support the level of achievement of each student.

Here is a possible systematic plan for this scenario: The teacher will create a checklist with each student’s name and objectives and questions related to the objectives listed on the form. The teacher will walk around during the poster making activity and ask students questions related to the objectives, noting their responses on the
checklist. During the presentation, the teacher will continue to question students with objective-related questions, documenting answers that meet or fall short of understanding for each student. This plan is more systematic since it allows the teacher to obtain specific evidence about whether or not the learning objectives were met by individual students.

LP26. Complete the table below to show how your assessment plan aligns to specific learning objectives and how assessment criteria have been established (TESS 1f.1, 1f.2)

<table>
<thead>
<tr>
<th>Outcome (Objective)</th>
<th>Form(s) of Assessment</th>
<th>Criteria for Unsatisfactory Performance</th>
<th>Criteria for Emerging Performance</th>
<th>Criteria for Proficient Performance</th>
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Copy and paste each objective and link it to the appropriate assessment instrument. You are accountable for assessing each objective you listed on your lesson plan, both academic and affective. For each form of assessment, note what constitutes unsatisfactory performance, emerging performance, and proficient performance.

LP27. Attach a copy of your assessment instrument(s) such as a written quiz, homework, list of oral questions, anecdotal records form, checklist, and/or performance task (TESS 1f.1).

(If you have a modified version of the assessment, or an alternate assessment for diverse learners, attach it as well.)

LP28. How will you use the results of this lesson’s assessment(s) to plan for future learning? (TESS 1f.4).

You must describe how you will use the results of your assessment for planning instruction. You must address what you will do for those who DO meet the lesson objectives AND what you plan to do for those who DO NOT meet the objectives. You must be specific about your plans.

Avoid this kind of generalized answer:
“l’ll work on the objectives more with those who don’t meet them and for those who do, I’ll move them forward.” or “l’ll use the results to help me plan future lessons.”

An effective answer will be specific about your plans for each group—those who DO meet the objectives and those who DO NOT.

An academic objective assessment example: "For my students who are able to successfully revise the verbs in their paragraphs with stronger, more active verbs, I will move to a mini-lesson on the use of adjectives to improve style. For students who need improvement in their revision of verbs in their paragraphs, I will meet..."

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with them in small groups and together we'll revise verbs in sentences from my model paragraph until I feel they have better grasped the concept."

An affective objective assessment example: “For my students who are able to successfully demonstrate the skill of turn taking, I will designate them as leaders in upcoming cooperative group activities. For students not yet able to demonstrate the skill, I will offer more teacher-directed small group intervention with opportunities for practice and focus on turn taking.”