

CHECKLIST FOR TASK 4: Academic Lesson Design, Implementation, and Reflection After Instruction

Completing Your Response

<p style="text-align: center;">Step 1</p> <p>Learning About Students in the Whole Class and Two Focus Students</p>	<ul style="list-style-type: none"> • Select a class and identify the content area, subject matter, state-adopted academic content standards for students, and unit of study with which you will be working. • Collect and record information on the background and academic ability of the students in the class. • Describe your students’ physical, social, and emotional development in relation to other students of this age group. • Collect information for the two focus students regarding their background, academic ability, and physical and social development. One student is an English learner and the other is a student who presents a different instructional challenge.
<p style="text-align: center;">Step 2</p> <p>Learning Environment and Academic Instructional Planning for the Whole Class</p>	<ul style="list-style-type: none"> • Describe the climate, expectations, and procedures in your classroom. • Select an academic lesson that you will teach. • Identify the academic learning goal(s) and state-adopted academic content standards for students that are addressed. • Describe the components of the lesson, including the strategies, activities, grouping, materials, etc. • Explain why the plan for instruction is appropriate for the content of the lesson and for your students.
<p style="text-align: center;">Step 3</p> <p>Lesson Adaptations for the Two Focus Students</p>	<ul style="list-style-type: none"> • Consider what you learned about the two focus students and the implications for instruction. Describe lesson adaptations necessary to the lesson components to meet the needs of those two students. • Explain your rationale for the adaptations.
<p style="text-align: center;">Step 4</p> <p>Teaching and Videotaping the Lesson: Whole Class, Including Two Focus Students</p>	<ul style="list-style-type: none"> • Write a brief paragraph about your teaching context. • Draw a simple floor plan of your classroom. • Submit a 20-30 minute, continuous and unedited videotape of you teaching this lesson. (Reminder: you will need release forms for students and adults who

	<p>will be seen on the tape.)</p> <ul style="list-style-type: none"> • Review the evidence of student learning from the class and from your two focus students.
<p>Step 5 Analyzing the Lesson</p>	<ul style="list-style-type: none"> • Analyze the effectiveness of the lesson you taught, using the videotape as a reference. • Analyze the effectiveness of the plan and the adaptations for the two focus students. • Analyze the evidence of student learning for the class and for the two focus students.
<p>Step 6 Reflection After Instruction</p>	<ul style="list-style-type: none"> • Reflect on your analysis of the effectiveness of the lesson as well as the evidence of student learning. • Describe how this will affect your future planning and teaching. • Identify your professional goals based on what you learned from this instructional experience.

After Completing Your Response

<ul style="list-style-type: none"> • Remove all last names and identifying references to children and adults on the response and artifacts.
<ul style="list-style-type: none"> • Procure Student Release Forms and Adult Release Forms for all student and/or adult work to be submitted, as well as for any individuals who appear in the videotape.
<ul style="list-style-type: none"> • Submit the signed release forms, your response, all artifacts, and the videotape as directed by your program. Your artifacts will include: <ul style="list-style-type: none"> ➤ A simple floor plan of your classroom. ➤ A total of five student responses: three representing the range of student achievement on the assessment, and one response from each of the two focus students. <p>In addition, your artifacts may include other information that the students will see during the lesson, such as directions, worksheets, overhead transparencies, etc</p>

WHAT IS BEING MEASURED

The following twelve Teacher Performance Expectations are being measured in this task:

- A. Making Subject Matter Comprehensible to Students
 - TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

- B. Assessing Student Learning
 - TPE 2 - Monitoring Student Learning During Instruction
 - TPE 3 - Interpretation and Use of Assessments

- C. Engaging and Supporting Students in Learning
 - TPE 4 - Making Content Accessible
 - TPE 5 - Student Engagement
 - TPE 6 - Developmentally Appropriate Teaching Practices
 - TPE 7 - Teaching English Learners

- D. Planning Instruction and Designing Learning Experiences for Students
 - TPE 8 - Learning About Students
 - TPE 9 - Instructional Planning

- E. Creating and Maintaining Effective Environments for Student Learning
 - TPE 10 - Instructional Time
 - TPE 11 - School Environment

- F. Developing as a Professional Educator
 - TPE 13 - Professional Growth

Note: Review the complete text of these twelve Teaching Performance Expectations before you begin and periodically as you prepare your response to this task.