



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC Program
EDUC 288A (3 units)
SECONDARY SCIENCE METHODS I
Fall 2017**

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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course introduces the instructional design techniques and strategies for developing effective programs of study for secondary science students. In addition, the course is designed for engagement with the current issues, challenges, and opportunities associated with science teaching and learning at the

secondary level, with particular emphasis on the assurance that **all** students have opportunities to learn the core ideas, practices, and crosscutting concepts (as outlined in state and national standards documents), while leveraging students’ interests, prior knowledge, and lived experiences. Various course activities are designed to explore the following: 1) the relationship between content-specific lesson planning, enactment, and reflection; 2) what it means to teach three-dimensional science content that is aligned to the *Next Generation Science Standards* and reflects what the profession currently understands about the learning of scientific concepts; 3) rethinking procedural laboratory and textbook activities; and 4) methodologies to foster and maintain a positive scientific classroom climate that incorporates all aspects of science proficiency.

Course Objectives

This course will create opportunities to develop students’ knowledge of or skills with...		<i>Standard/Goals Addressed</i>		
		DG #	PLG #	TPE #
1	The scope and sequences of respective secondary science courses in terms of content and processes based on state and national standards, focusing on a balanced approach that addresses all aspects of scientific conceptual development at the secondary level.	1	1, 2	1.1, 3.2
2	The disposition necessary to make instructional decisions (e.g., task selection and adaptation, opportunities for collaborative learning and authentic scientific practice, differentiation) that promote a positive climate for learning and meet the instructional needs of diverse learners (e.g., English Learners, students with special needs) by leveraging students’ interests, prior knowledge, and lived experiences.	1, 3, 4	1, 2, 5, 6	1.3, 2.5, 3.2, 4.4
3	Gathering data about student progress toward content standards by using and reflecting upon instructional strategies that assess student learning throughout the learning process.	1, 2	3, 4	1.8, 4.4, 5.2, 5.3
4	Planning, teaching, and reflecting upon lessons in respective content areas, which are built around models of how people learn.	1, 2	1, 2, 4	1.5, 3.3, 4.4, 4.7, 6.1
5	Engaging with peers, master teachers, and the larger professional community of science practitioners and researchers to construct and maintain a learning environment committed three-dimensional science learning and social justice.	4, 5	4, 5	3.6
* DG =Department Goals; PLG =Program Learning Goal; TPE =Teaching Performance Expectation Standard				

Recommended Course Materials

Lawson, A.E. (2010). *Teaching inquiry science in middle and secondary schools*. Thousand Oaks, CA: Sage Publications.

Llewellyn, D. (2013). *Teaching high school science through inquiry and argumentation*. (2nd ed.). Thousand Oaks, CA: Corwin.

AAAS/Project 2061. (1993). *Benchmarks for science literacy*. New York, NY: Oxford University Press.

NOTE: Can be accessed online at:

<http://www.project2061.org/publications/bsl/online/index.php?home=true>

Project 2061 has a suite of tools that might be helpful to you. Many are available online at:

<http://www.aaas.org/program/project2061>

National Research Council (NRC). (2012). *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. Washington, DC: National Academies Press.

NOTE: You can download this publication for free at:

<http://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts>

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects: <http://www.corestandards.org/read-the-standards/>

Course Requirements/Assignments

There are three major course components to EDUC 288A:

	Course Requirements/Assignments	Percentage of Grade	TPE Assessed
1	Secondary (Science/PE) Classroom Experiences (SCEs)	30	1.1, 1.3, 2.5, 6.1
2	Instructional Strategies (IS) Toolkit	30	1.3, 1.5, 4.4, 4.7, 5.2, 5.3, 6.1
3	Secondary (Science/PE) Lesson Planning Project (SLPP)	40	1.3, 1.5, 1.8, 3.2, 3.3, 4.4, 4.7, 5.2, 5.3, 6.1

Secondary (Science/PE) Classroom Experiences (SCEs for short)

(30% of course grade)

You have already been observing and/or teaching in secondary science/PE classrooms and likely experienced them as a student. This course component provides additional opportunities to learn about secondary science/PE classrooms through readings, placement classroom observations, and conversations with your master teacher. You will read about students' and teachers' experiences in secondary science/PE classrooms and reflect on how their stories contribute to your own development as a secondary science/PE teacher. In addition, you will document and compare strategies for record-keeping

and procedures that are in place for managing to teach 150+ students per day across multiple periods. Additional details about this assignment will be discussed in class and posted on Camino.

Instructional Strategies (IS) Toolkit

(30% of course grade)

This course component focuses on gaining experience with using a variety of instructional strategies. By the due dates listed in the Course Calendar, you will implement a variety of instructional strategies in your placement classroom, documenting your experiences. Much of this documentation is dependent on student responses, so **save student artifacts** (i.e., written work, responses on a poster, etc.) when you do/see something particularly noteworthy. You may also share another instructional strategy you/your master teacher have used effectively. Additional details about this assignment will be discussed in class and posted on Camino.

Signature Assignment—Secondary (Science/PE) Lesson Planning Project (SLPP)

(40% of course grade)

This signature assignment gives you the opportunity to practice skills you need for student teaching, TPAs, and every day in your work as a classroom teacher. To complete this assignment, you will work through the process of conceptualizing, planning, teaching, and reflecting upon a lesson. Tasks will include determining where the proposed lesson falls within the curriculum for the chosen course; identifying appropriate adaptations to be made in this lesson to meet the needs of English Language Learners and students with identified and unidentified special needs; and reflecting on students' progress toward the academic learning goal(s) using the authentic assessment data you have collected. Additional details about this assignment will be discussed in class and posted on Camino. *For specific the details and rubric regarding this assignment, please refer to the attached Appendix.*

Professional Conduct and Performance Policies

If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

Attendance. Regular attendance at all class meetings is a requirement in this program. Ten points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with (at most) half the grade penalty (loss of 2-5 points instead of 10). To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Because so much of the course content is learned through participation in class activities and other experiences, it is not possible to make up for missing a class session. However, there are ways you can engage with the content, join the conversation, and try to fill the knowledge gaps that are the result of your absence. If you must miss a class session, do the following things:

1. Complete and submit on time all assignments due for the class session.

2. Download and review the PowerPoint presentation and any handouts and discussion notes from class (all posted on Camino).
3. Talk with your classmates to get their sense of the main “takeaways” of the session.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first late arrival will be excused; your second late arrival will cause 1 point to be deducted from your final course grade; your third late arrival will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at my discretion.

Note: Points lost due to absences and/or lack of punctuality are deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a lower course grade as a result of excessive absence or chronic lateness.

Attendance and punctuality are the only policies with the immediate potential to impact your course grades. However, your instructors gather data documenting your adherence to the remaining policies listed here through ongoing observation and documentation. These data are a primary factor in our program’s assessment of your mastery of TPE 6- “Developing as a Professional Educator”

Responsible use of technology. As we read and study in this course, everyone’s learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class’s learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Academic integrity. Santa Clara University insists on honesty and integrity from all members of its community; see <https://www.scu.edu/academic-integrity/> for details. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (SECP Graduate Bulletin, 2017-2018 <https://www.scu.edu/media/ecp-media/-/ecp-media-2018/pdfs/Final---SECP-17-18.pdf>).

Communication. Email and our Camino website will be our primary means of communication outside of class. **You must check your SCU email account and Camino messages every day to ensure you maintain a connection with your classmates and me.**

Assessments & Grading Criteria

- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
- Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for any missed content.

- Final letter grades are assigned on the standard scale based upon a possible total of 100 points (once cumulative course points are converted).

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

- Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
- Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
- All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Camino Course Management System

To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Department of Education and University Resources

Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance. More information about the AAP is available in the MATTC Handbook.

Disability Accommodations If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the *School of Education and Counseling Psychology Bulletin* for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center (22 Benson Center) offers a variety of services, such as peer tutoring. For more details, please visit: <http://www.scu.edu/provost/writingcenter/>.

Title IX Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at <https://www.scu.edu/osl/culture-of-care/care-teams/>. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint: <https://www.scu.edu/hr/quick-links/ethicspoint/> Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

EDUC 288A Course Outline & Class Schedule

Subject to change. Changes will be communicated via in-class announcement, Camino, and/or email.

DATE & CLASS SESSION	TOPICS	TASKS/ASSIGNMENTS DUE (SEE SPECIFIC APPLICABLE ASSIGNMENT SHEETS FOR DETAILS)
Sept. 19 Class #1	<ul style="list-style-type: none"> • Course overview • Introduction to Secondary (Science/PE) Classroom Experiences (SCEs) and Instructional Strategies (IS) Toolkit • Next Generation Science Standards (NGSS) 101 and current California Science Standards 	<ul style="list-style-type: none"> • Complete Introductory Survey
Sept. 26 Class #2	<ul style="list-style-type: none"> • How people learn and designing supportive learning environments • Small group discussion of SCE #1 • Introduction to Secondary (Science/PE) Lesson Planning Project (SLPP) • Constructing an understanding of and modeling scientific practices 	<ul style="list-style-type: none"> • Read selection from Bransford et al., 2000 • Bring documentation for SCE #1 small group discussion
Oct. 3 Class #3	<ul style="list-style-type: none"> • Engagement and differentiation in science/PE • Constructing an understanding of and modeling scientific practices (continued from Class #2 if necessary) • Introduction to 5-E Instructional Model 	<ul style="list-style-type: none"> • For Science folks—5E Instructional Model reading(s)
Oct. 10 Class #4	<ul style="list-style-type: none"> • SCE #2—individual Routines and Procedures presentations in small groups • Modifying a traditional lab activity into an inquiry- and argument-based investigation • Integrating argumentation into instruction 	<ul style="list-style-type: none"> • SCE #2 presentation • For Science folks—Bring examples of “cookbook”/traditional style labs
Oct. 17 Class #5	<ul style="list-style-type: none"> • Planning units and lessons • Using the SCU Lesson Planning template • Content selection and development of lesson objectives for PE/3-D science teaching 	<ul style="list-style-type: none"> • Review selection from Wiggins & McTighe (2005) • Bring preparatory materials for SLPP Part I
Oct. 24 Class #6	<ul style="list-style-type: none"> • Share experiences (in small groups) of using any three (3) IS • Teaching for higher-level outcomes • Exploring student reasoning and alternative conceptions 	<ul style="list-style-type: none"> • Bring student artifacts or other documentation for IS small discussion
Oct. 31 Class #7	<ul style="list-style-type: none"> • Use of questioning during science teaching • Orchestrating whole-class science discussions • Work time with SLPP 	<ul style="list-style-type: none"> • Written reflection for experiences of using one IS (from chosen set of three IS)
Nov. 7 Class #8	<ul style="list-style-type: none"> • Share draft of science/PE lesson plan with peer and provide constructive feedback • Accommodating diversity in science/PE classrooms 	<ul style="list-style-type: none"> • Full working draft of science/PE lesson plan

	<ul style="list-style-type: none"> • Work time with SLPP 	
Nov. 14 Class #9	<ul style="list-style-type: none"> • Caring and pedagogy • Small group discussion of SCE #3 • Making equity and social justice a central, daily focus of science/PE teaching 	<ul style="list-style-type: none"> • Read selection from Valenzuela (1999)
Nov. 21	<i>NO CLASS—Thanksgiving holiday week</i>	
Nov. 28 Class #10	<ul style="list-style-type: none"> • Small group discussion of SLPP Part III • Follow-up to caring and pedagogy • Preview of EDUC 288B 	<ul style="list-style-type: none"> • SLPP Part II—observation feedback form from master teacher and final version of lesson plan with reflective annotations • Bring student artifacts and/or other documentation for SLPP Part III small group discussion

APPENDIX

Secondary (Science/PE/Art) Lesson Planning Project (SLPP)

This assignment gives you the opportunity to practice skills related to curriculum planning, lesson implementation, and reflection that you need for student teaching, TPAs, and every day in your work as a classroom teacher.

Part I: Preparing and Planning a Proposed Lesson

In this part of the project, you will map out the content and procedural knowledge needed for your students to learn a concept. In addition, you will conceptualize the segments of your proposed lesson, including (a) designing the opening and setting up of the lesson, (b) bringing the lesson to a stopping point, and (c) assessing the degree to which all students have met the learning objective(s) of the lesson.

1. Select one course from your current teaching assignment or field placement for this project. Choose a lesson that you or your master teacher will be teaching during the month of **November**.
2. Consider the location of the lesson within the unit of study and within the course as a whole. You will work on completing a “knowledge package” and a Part I Graphic Organizer (that will be discussed in class and posted on Camino) to help you conceptualize how your potential lesson fits within the unit/course. We will allot class time to work and complete these documents.
3. Using the **SCU Lesson Planning template** (will be discussed in class and posted on Camino), you will write up your proposed lesson plan. You will consider each of the following as you write your lesson plan:
 1. the academic learning goals;
 2. the connections among your goals for students, planned tasks, and assessment strategies;
 3. your use of a variety of strategies to engage a diverse group of students;
 4. ways to modify the lesson so it will be accessible and appropriate for English Language Learners (ELLs);
 5. ways to modify the lesson so it will be accessible and appropriate for students who demonstrate a variety of learning differences.
4. Instructional materials (handouts, rubrics, presentation slides, etc.) that are needed to implement your lesson plan must be included.
5. You will bring a working draft of your proposed lesson plan to **Class #8, 11/7**. You will be able to share your draft with your peer(s) and receive helpful feedback.

If you would like Dr. L’s personal feedback on a draft of your lesson plan, you are welcome to bring a draft to discuss during office hours.

Part II: Lesson Implementation

In this part of the project, you will actually implement your proposed lesson plan with a specific class in your field placement. Aside from actual implementation, the goal of Part II is to immediately reflect on your “real-time” teaching experience and the feedback your master teacher provides.

1. Using a non-evaluative observation instrument (which will be made available on Camino), your master teacher will observe your lesson and provide written feedback.
2. In your lesson plan (mainly within your procedures section), you will provide a set of annotations that detail your reactions to your instructional activities' implementation, such as initial impressions of how things went, student responses to activities, and changes to consider for future implementation.
3. A copy of your master teacher's completed observation form and the annotations within your *final* lesson plan will be turned in on **Class #10, 11/28**.

SLPP Parts I and II will be assessed with the *SLPP Parts 1 & 2 Rubric* that will be made available on Camino.

Part III: Reflection and Synthesis of Envisioned and Enacted Lessons (to be done after lesson implementation)

*The main goal of Part III is to compare your envisioned lesson with your actual, implemented version. In completing Part III, you will make note of the tensions and constraints that exist when a lesson plan is put into practice. Furthermore, Part III allows you the opportunity to demonstrate that you are able analyze student artifacts in support of claims about student learning. **Throughout your reflecting process, you should include suggestions for improvement based on evidence.***

At our last class meeting on **11/28**, please be prepared to discuss the following in small groups:

- a) Describe the measures you took to address student diversity during lesson preparation, while teaching, and in the assessments (formative and/or summative). Include a discussion of how you created an inclusive and assessable learning environment for students from various backgrounds, who have different interests, ability levels, etc.; students for whom English is not a first language and those who legally require accommodations and/or modifications.
- b) Discuss whether all or just some of your students met the academic learning objectives. In retrospect, how effective were the resources and student activities you selected and/or designed? Include a discussion of whether and how your assessment strategies or instrument(s) effectively measured the learning objectives and how you would use assessment data to revise and improve the lesson (think “formative” assessment here). Critique the success of the lesson in helping students meet your learning objectives, including a detailed analysis of evidence **from the artifacts** (e.g., quizzes, student posters, presentations, etc.), personal comments in your lesson plan, and feedback from your master teacher. Bring specific artifacts that you reference to share with your colleagues.

SLPP Part III will be assessed with the *SLPP Part 3 Self-Assessment* that will be made available on Camino.

SLPP Parts I & II Rubric—Fall 2017

	Far Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Lesson Timeline	No lesson timeline is provided.	Timeline includes just specific anticipatory set and closure	Timeline estimates time for each part of the lesson.	Timeline is detailed, reasonable, and implemented to the best of teacher candidate’s ability.
	0 pts	1 pt	2 pts	3 pts
Student Academic Learning Objectives	Student academic learning objectives are missing, unclear, or unrelated to standards.	Student academic and language learning objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Few objectives are connected to relevant standards and informed by backward design.	Student academic and language learning objectives provide a general sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to relevant standards and informed by backward design.	Student academic and language learning objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are closely related to relevant standards and informed by backward design. Objectives are written in ABC(D) format.
Student Language Learning Objectives	Student language learning objectives are missing, unclear, or unrelated to standards.			
	3 pts	4 pts	5 pts	6 pts
NGSS/State Content & English Language Development Standards	No standards are mentioned or lesson is not related to standards.	Relevant standards are alluded to in lesson. Lesson is somewhat related to standards.	Relevant standards are referenced and clearly influence lesson.	Key standards are referenced. Lesson is focused and guided by standards.
	1 pt	2 pts	3 pts	4 pts
Materials and Preparation	Materials list and/or preparation instructions are missing or underdeveloped.	Some preparation instructions and/or a partial list of materials are provided. Materials are related to implementation of lesson.	Specific preparation instructions are provided. Materials list is clear and complete. Materials enhance lesson. Some discussion of safety issues is included.	Detailed preparation instructions are provided. Materials list is clear and complete. Materials greatly enhance lesson. Includes discussion of all pertinent safety issues.
	0 pts	1 pt	2 pts	3 pts
Anticipatory Set/ Introduction	No anticipatory set or introduction included.	Anticipatory set consists of stating the objectives to the class.	Anticipatory set revisits earlier learning and raises questions answered in lesson.	Anticipatory set engages students’ attention/curiosity and motivates them to participate.
	0 pts	3 pts	3.5 pts	4 pts
Procedures	Procedures are not clearly described. Procedures are unrelated to objectives.	Procedures are briefly described and resemble more of an outline. Procedures relate peripherally to objectives.	Procedures are clearly described and linked to objectives.	Procedures are described in detail and provide a logical path to meeting objectives. Includes copies of all material (handouts, assessments, instructions) that will be distributed to students and instructor notes on when/how materials will be used, as well as any ancillary materials.
	5 pts	6 pts	7 pts	8 pts

Strategies/ Adaptations for English Learners	No strategies or adaptations are specified to support ELs.	Plan includes simple or general strategies and adaptations for ELs.	Plan includes strategies/ adaptations that support ELs' language development.	Plan includes adaptations that support development of ELs' language skills and their knowledge of academic content, whether or not specific EL students are included in classroom.
	0 pts	3 pts	3.5 pts	4 pts
Strategies/ Adaptations for Students w/ Special Needs	No strategies or adaptations are planned for students with special needs.	Plan includes reference to adaptations included in student IEPs and 504 plans.	Plan includes adaptations for students with IEPs and 504 plans and for students with other challenges.	Plan includes differentiation opportunities for students at all levels, whether or not specific students w/ special needs are included in classroom.
	0 pts	3 pts	3.5 pts	4 pts
Strategies/ Adaptations for Students from Underperforming Populations Subgroups	No strategies or adaptations are planned for students from the school's under-performing subgroups.	Plan includes strategies/ adaptations that make the lesson content more accessible to motivated individuals in specified subgroups.	Plan includes strategies/ adaptations that build on the strengths of the particular students in the target subgroups and allow them to experience engagement and success.	Includes strategies or adaptations that use students' prior knowledge to facilitate engagement and help make connections between their lives and the content clear and compelling.
	0 pts	3 pts	3.5 pts	4 pts
Closure	No closure is included.	Closure is perfunctory; teacher restates lesson objectives to the class.	Closure requires students to restate what they learned and to make connections to objectives.	Closure requires students to synthesize or apply their new knowledge/skill in a meaningful, relevant way.
	0 pts	3 pts	3.5 pts	4 pts
Assessment of Academic Learning Objectives	No assessment of student mastery of academic learning objectives is described or assessment is unrelated to objectives and standards.	Assessment is related to objectives and standards, but provides little useful information for evaluating student learning and planning further instruction.	Assessment is related to objectives and standards. Assessment provides useful information for evaluating student learning and planning further instruction for some students.	Assessment is directly related to objectives and standards. Assessment provides useful information for evaluating student learning and planning further instruction for all students. If applicable, rubrics and/or scoring sheets are included.
Assessment of Language Learning Objectives	No assessment of student mastery of language learning objectives is described or assessment is unrelated to objectives and standards.			
	2 pts	4 pts	5 pts	6 pts
Annotations	No annotations are included.	Annotations record teacher and student reactions in general terms to some instructional activities.	Annotations record specific teacher and student reactions to each instructional activity. Annotations are focused on the procedural aspects of the lesson plan.	Annotations record specific teacher and student reactions to each instructional activity. Annotations provide feedback on the efficacy of the procedures of the lesson in having students make progress toward lesson objectives. The efficacies of additional areas of the

				lesson plan (e.g., assessment areas, strategies for special populations, etc.) are also noted with annotations.
	0 pts	4 pts	5 pts	6 pts
Reflection	No reflection is included.	Reflection is superficial and simply states what went well and what went poorly during lesson.	Reflection describes what went well/poorly, but also considers teacher's role in student success/difficulty.	Reflection focuses on student learning and on strategies for increasing instructional effectiveness.
	0 pts	2 pts	3 pts	4 pts
				/60 points
Feedback Form from Master Teacher				/10 points
Total points				/70 points
Total points divided by 2				/35 points
Comments:				

SLPP Part III Self-Assessment

Excellent preparation for and participation in the SLPP group discussion looks like this:

- I prepared for the discussion by describing the measures I took to address student diversity during lesson preparation, while teaching, and in the assessments (formative and/or summative).
- I shared how I created an inclusive and assessable learning environment for ALL students (e.g., special needs, English learners, GATE).
- I shared to what extent my students met the academic learning objectives, effectiveness of the resources and student activities, effectiveness of assessment strategy or instrument(s), and detailed criticism of lesson analyzing evidence **from the artifacts**.
- **I prepared for the discussion by explicitly sharing how I would continually improve at least 2-3 components of my lesson.**
- I listened to the ideas presented by others in a respectful manner and asked insightful questions when the opportunity arose.
- I offered my opinions, feedback, reflections, and anecdotes regularly to further the group's conversation and did so without dominating the group's discussion.
- I was mentally present and focused for my group's discussion.

10 points – I met all 7 of the above descriptors
9 points – I met 6 of the above descriptors
8 points – I met 5 of the above descriptors
7 points – I met 4 of the above descriptors
6 points – I met 3 of the above descriptors
5 points – I met 2 of the above descriptors

After reflecting on my discussion and preparation, I believe that I have earned the following score:

Here are 3-4 pieces of specific evidence to support my self-assessment.