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Brooklyn Education Center Deconstructing Lesson Plans

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Lesson Plan

Lesson Plan

Student Teacher	
Subject/Content Area(s)	Grade Level(s)
Essential Question, Topic, or Theme:	

STAGE 1 – DESIRED RESULTS

New York State Standards and / or Common Core Standards: (Include standard number, performance indicator, and text) YOU MUST HAVE <u>AT LEAST</u> TWO LEARNING STANDARDS.

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- Processes Vocabulary: (Verbs describing action to be taken; for example., infer, compare, justify)
- Content Vocabulary: (Words specific to subject being taught e.g., ELA, Math)
- (Visual Arts must include selected Elements and Principles of Design)

Learning Objectives/Outcomes: (What will students know and be able to do? Use language function (process vocabulary) to help state in measurable and observable terms.)

STAGE 2 – ASSESSMENT: MEAS	SURING LEARNER OUTCOMES	MIN.
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On multiple pages, analyze and evaluate student outcomes (including any assessment data). Reflect on the lesson's strengths and weaknesses and how you will modify or continue with subsequent instruction based on what you learned from this lesson.

Sources: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005) edTPA, Stanford University (Board of Trustees, 2012)

Writing your Introduction

STAGE 3 – LEARNING PLAN AND LEARNING TASKS	INSTRUCTIONAL STRATEGIES:	MIN.
Introduction/Focus Activity: How will you:		
 engage the learners make a connection to previous classroom learning, and activate background knowledge? 		

When writing a lesson plan, it is important to develop the Introduction/ Focus Activity that will engage the learner by starting off with a HOOK that grabs their attention and is also meaningful to their real lives. Many teacher tend to work backwards in developing this part of the lesson and design the HOOK around the **lesson** itself instead of the intended **audience**. We always encourage teachers to remember this phrase:

"You do not know WHAT you are teaching,

until you know WHO you are teaching."

Interestingly, once you develop this skill, you will find that it is much easier to create Lesson Plans that engage the students and facilitate effective learning. As you continue to do this with your class throughout the year, you will have fine-tuned your rapport with your students and be able to promote a self-directed learning environment that meets your annual goals.

We are a VISUAL SOCIETY:



How do we receive most of the information in our daily lives? Generally, people do not sit down and read books unless it is a requirement in a class. Instead we tend to watch television or online videos that convey the information in short clips with a lot of visual reinforcement. Writing our ideas and strategies in a lesson plan without relying on visual reinforcement can seem tricky and unfamiliar. This class is designed to help you translate your visual teaching style into writing. Doing this will help you to develop the skills needed to quickly write effective lesson plans.

Translating the Visual to WRITING:

Documentation is one of the most important skills a teacher must develop. Lesson plans, portfolios and communication with parents/guardians are requirements of the job. Teachers are often evaluated by principals for their ability to clearly communicate. Great ideas that cannot be communicated in writing lose their value when they cannot be understood by a broad audience. Communication is a different skill than academic writing and many new teachers need support in developing this professional skill.



What does it mean to study COMMUNICATIONS?

Radio announcers must rely on writing for a listening audience. They do not have the ability to use visual reinforcement. Most people who go into Radio will be Communications Majors. In Radio they must be able to develop scripts and commentary in order develop a rapport with the listening audience and also to sell radio ads that economically support the station. Not only do Radio managers have to develop an attention grabbing ad that stands out from the "patter", they need to do this in 30 second spots. They are **experts** at creating a strong written hook and **writing for communication**. These skills are ones that can be used in developing lesson plans by first focusing on your **Introduction**.



Writing a Script

How Do You Write a 30-Second Radio Ad?

There is no formula for writing a 30-second radio ad. There is no one "right" way. Here is a bare bones, 7-step structure that will enable you write a serviceable radio commercial quickly...assuming you have adequate knowledge of the product or service being advertised.

Step 1: Identify the Call to Action.

The Call to Action is the one action you want the targeted listener to take as a result of hearing your ad.

Because the Call to Action almost always belongs at the end of the spot, with this method you're beginning by writing your ad's ending. In fact, when writing radio copy, I almost always begin with the Call to Action and then work backward.

Step 2: Determine Your Approach.

My favorite approach is Robert Collier's copywriting dictum that successful advertising enters a conversation the targeted consumer already is having.

Why is it my favorite?

Because it's easier to quickly establish rapport by going where the consumer is, rather than trying to coax the consumer to come to you.

With certain campaigns, you need to start the conversation. This most frequently occurs when introducing a new product or service...which may require you to make the listener aware of a problem they didn't know existed.

Step 3: Establish Empathy.

Radio advertising solves problems. Those problems are the consumers'. Make it clear that you really do feel their pain, that you understand the problem and its ramifications.

Step 4: Amplify the Pain.

After you've identified the targeted listener's pain point, don't move on to your sales pitch. Instead, build upon that pain. It's not enough simply to identify the problem. Remind the consumer how serious that problem is to them.

Step 5: Offer the Solution.

There's no point in highlighting the problem without making it clear that you have the solution for them.

Step 6: Write an Opening Line that Reflects Your Approach. Most copywriters begin with the first line of the commercial.

Step 7: Make Sure Your Story Flows Naturally and Easily.

Even a 30-second, single-voice radio spot that speaks directly to the consumer needs to be a story.

If you were to break up your copy into paragraphs (as you'll see in the example below), each paragraph is the equivalent of a chapter in a book or a scene in a story.

The story isn't stitched together. Instead, it flows easily and naturally.

Let's Put This All Together.

Here's a sample commercial script that took me 10 minutes to write. It took me twice as long just to describe the process for you. Can you spot each of the 7 copywriting steps? You know who thinks Toe Fungus is funny?

People who've never had it.

Have you ever had Toe Fungus?

Then you know what it's really like: the embarrassing smell.

The unbearable itching.

And, of course, never knowing when another toe will fall off.

Toe Fungus No More neutralizes the smell and gets rid of the itching.

And when used as directed, Toe Fungus No More helps you keep the rest of your toes.

So if you're ready to leave behind the pain and embarrassment of Toe Fungus forever,

go to ToeFungusNoMore.com for a free month's supply of Toe Fungus No More.

Outline for Analyzing your Introduction



Math Lesson Intro

- Learning goal: Students will be able to add and subtract fractions.
- Bloom's Taxonomy and State Standards:



New York State Common Core Standards:

(Just look up subject & grade)

Grade 5 » Number & Operations—Fractions Standards in this domain:

- CCSS.MATH.CONTENT.5.NF.A.1
- CCSS.MATH.CONTENT.5.NF.A.2
- CCSS.MATH.CONTENT.5.NF.B.3



Note: detailed explanations at the end of the handout.

• Build Rapport through Prior Knowledge Questions

What does a fraction look like? Have you ever used a fraction before? What do we call the numbers on top? Numerators. What do we call the numbers on the bottom? Denominators.

Let's write some fractions on the board and look at them. Who knows how to write a fraction?

• Identify the area of need.

Are fractions sometimes confusing? When is it confusing to you? Is it when the denominators are different? When we try to add the fractions below, it is a little challenging, isn't it?

$$\frac{2}{15} + \frac{3}{5} = ?$$

- Restate the Learning goal
- Use repetition to scaffold for understanding:

Key vocabulary words: Fraction, numerator, denominator, add, subtract, multiply and divide. Adding fractions with different denominators. Denominator. Denominator.

• Flow of Presentation

Write it out and then practice your "script."

Overview of Class

Ms. Finnegan is a new Math teacher whose class includes 34 students with diverse characteristics and needs. The majority of students come from one culture, which reflects the composition of the school population as a whole. Recently, the community has become home to a growing immigrant population. This shift in demographics has resulted in some tension at the school between groups of students. The principal asked teachers to make it a priority to create inclusive classroom environments and provided professional development sessions and faculty in-service training to support them in their efforts.

Ms. Finnegan has a goal of learning as much as possible about her students and their backgrounds, interests, and needs. During the first few weeks of school, Ms. Finnegan administers a student interest survey and each day she makes notes in her journal about classroom activities, student interactions, and students' responses to various instructional approaches. She also frequently reviews assessment data. Her review of data from students' is listed with the class description below.

Ms. Finnegan is planning a lesson on Fractions. She plans to have students work in small groups for some lesson activities. As part of the planning process, Ms. Finnegan is reflecting on the notes in her journal and considering various strategies for ensuring that instruction is culturally responsive and helps her students understand and apply their learning in future lessons.

Source: <u>http://www.nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_SR</u> <u>I_201.htm</u>

Group 1



• Her review of data from students' most recent standardized Math assessment indicates that, of her 34 students, 20 have achieved the level of proficient in Mathematics

Group 2



Diversity

Consider: gender, culture, family dynamics, IEP

- 10 African American Students, 8 Arabic Students, 10 Caucasion Students, 7 Spanish Students
- 14 boys 20 girls
- 6 students are ELL learners, 8 students have been diagnosed with ADHD
- 4 students are in foster homes, 7 students are an only child, 2 students are raised by grandparents, 8 students are raised by a single mom and have one sibling and 13 students are raised by both parents with sibilings.

Interests

Hobbies, favorite books or characters, sports, etc

- Harry Potter, The Hunger Games Series, Play Station 3 and 4
- baseball, basketball, 12 students are on the after school football team
- 10 students participate in the school band and play different instruments

Strengths

Work well with others in cooperative groups

Need support in the area of

Understanding basic Math concepts

 Her review of data from students' most recent standardized Math assessment indicates that, of her 34 students, only ten have achieved the level of proficient in Mathematics

Group 3



Diversity

Consider: gender, culture, family dynamics, IEP

- 10 African American Students, 8 Arabic Students, 10 Caucasian Students, 7 Spanish Students
- 4 men and 30 women
- 8 students are ELL learners
- 15 women in the class are single moms with 2 or more children, 1 of the men is a single dad. 8 of the women are single and have no children. 4 of the women are married with children, 2 men are married with children. 4 of the women are married and have no children.

Interests

Hobbies, favorite books or characters, sports, etc.

- 10 of the women are from a local church that participates in homeless outreach
- all of the men are interested in soccer
- all of the students are teachers or teaching candidates
- Breaking Bad, Empire, Scandal, House of Cards
- 30 of the students are interested in politics and voted for Clinton

Strengths

The students are mature and cooperative

Need support in the area of

Most of the students have not taken Math for more than 5 years.

Pick two materials for your lesson plan. Why did you choose them?











Ideas for Teaching Fractions with Legos









Once you know your audience and have outlined ideas that will engage the students, you can now make selections of the materials you will use to teach the learning goal. Working from the students first, gives teachers valuable insights about how to best approach the learning goals for this lesson and future lesson plans.

Start with the Introduction:

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REFLECTION

On multiple pages, analyze and evaluate student outcomes (including any assessment data). Reflect on the lesson's strengths and weaknesses and how you will modify or continue with subsequent instruction based on what you learned from this lesson.

Reflection

Strengths	Weaknesses	What worked the best?

Teachers should keep a **Reflective Journal** in which they document the students' progress and also analyze their own teaching methods. Analyzing the students' strengths and weaknesses helps you keep track of student progress and if learning is proceeding as expected. Use the journal to track which strategies used in your lessons most engaged the students. This will help to eliminate ineffective strategies while improving upon the ones that worked. There is a blank template for you to use to create a Reflective Journal at the end of this booklet.

HINT! Below are the first few of the descriptions of the New York State Common Core Standards that were listed above. Keep in mind you generally can just apply the standard to your lesson plan based on the content area you are teaching. Do not over think these descriptions. You do not need to write these descriptions in the lesson plan. The State has already analyzed and created them for you. Just look up the grade and the subject you plan to teach and then use the standards. Read over the standards to familiarize yourself with them so you can focus on them and communicate the goals clearly.

Remember, they are like a FIT BIT!

12:45 HOX2 9 76

http://www.p12.nysed.gov/ciai/common core standards/

Fifth Grade Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

CCSS.MATH.CONTENT.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)

CCSS.MATH.CONTENT.5.NF.A.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. Apply and extend previous understandings of multiplication and division.

Lunch Activity

Pick one area of interest below and think about how many different ways you can use it to create a lesson that engages your audience.

Could I use Music when teaching

- Math:
- Science:
- Social Studies:
- English:

How?

Could I use Soccer when teaching

- Math:
- Science:
- Social Studies:
- English:

How?

Could I use Cooking when teaching

- Math:
- Science:
- Social Studies:
- English:

How?

Part 2 Deconstructing the Lesson Plan

Lesson Plan

Lesson Plan

Student Teacher

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Essential Question, Topic, or Theme: _____

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- (Visual Arts must include selected Elements and Principles of Design)

Learning Objectives/Outcomes: (What will students know and be able to do? Use language function (process vocabulary) to help state in measurable and observable terms.)

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Learning Objectives/Outcomes

What will students know and be able to do?

Key Points to Remember:

- 1. Teachers need to ask themselves:
 - a. What do I want my students to **be able to do** at the end of the lesson?
 - b. How will I know if they can do it? Is it MEASUREABLE?
 - c. What will I do to help them master the objective?

2. ACADEMIC LANGUAGE

- Processes Vocabulary: Verbs describing action to be taken; for example., infer, compare, justify **ADD**, **SUBTRACT**
- Content Vocabulary: Words specific to subject being taught e.g., ELA, Math **FRACTIONS, NUMERATOR, DENOMINATOR**

Non Measurable Terms: comprehend, enjoy, feel, increase *(from what to what?),* know, listen, learn, realize, manipulate *(how?),* participate *(how?),* understand

MEASURABLE GOALS

Be mindful of both "lesson goals" and "annual goals." Your lesson goals should be building to your year-end goals.

Action	Quality	Criteria
Add, Alphabetize. Answer	Independently	Location
	With prompting	During lunch
Choose, Compare, Compile,	– Verbal	In a large group
Complete, Compose, Contrast,	– Visual	In a 1.1 setting
Contribute, Count, Correct	– Physical	During free/play time
count, Create	– Gestural	Across environments
Decede Define Demonstrate	Limited	During time readings
Describe Determine Divide	In the correct order	In a sharing routine
Describe, Determine, Divide	With correct capitalization	in the community
Edit, Explain, Follow,	L L	Givens
Generate,	With correct punctuation of	Given <u>paragraphs</u>
	periods, questions marks,	Given pictures
Identify, Include Infer,	commas	Given words or letters
Justify, Label, List	With a main idea and (#) of	Given a topic
Make, Match, Name	supporting details	Given a story starter
		Given CVC words
Organize, Outline	With minimal assistance	Given a calculator Given a model
Paraphrase, Point out,	Instantly and correctly	Given a writing prompt
Pronounce	On the first attempt	
		Misc
Read, Record, Retell	At a level judged satisfactory	With typical peers
Say, Select, Self-correct, Share,	by teacher	With two hands
Solve, Speak, Spell,	With no more than one	With L/R hand
Summarize, Sum, Subtract	redirection	Through use of
Tura Waita Valuntaan		strategy/behavior
i ype, write, volunteer	with a score of from the	In (type of) writing
		in grade levely test material

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Sources: Understanding by Design, Unit

Tracking Progress through Assessment

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Different Definitions of Assessment:

All types of assessment check students' understanding.

Assessment is not just done at the END of the lesson, they are done all the way through the lesson to see if learning is proceeding as expected.

An informal assessment: These are "informal" check-ins to assess a student's performance. They can include student-teacher conversations, observations, whiteboard responses, peer-conversations, anything that you can SEE to measure student performance but you don't necessarily have students write down, hand in or "grade."

A formal assessment: is really anything that is written down and can be collected. It can occur at ANY point in a lesson or during a unit. It's NOT necessarily talking about tests, quizzes or anything "major." A formal assessment can be an exit ticket at the end of the lesson that I can look at and see how my students performed. *Again, it must be measureable.*

A formative assessment: is something you'll use to form your instruction. That's all it means. It can consist of BOTH informal and formal assessments.

For example: if during the lesson I notice that ALL students respond incorrectly to a question on white – boards (informal), I may re-visit it by going through it again or explain similar types of problems.

I can also use "sticky note" or exit ticket responses (all are forms of **formal** assessments) to plan instruction if I realize the same thing. Maybe I thought the students were performing well, but collected that hard evidence (**formal**) and realized they didn't. So I'm going to respond to that and plan.

A summative assessment: does tend to happen at the END of the unit plan such as a test or project (but they don't necessarily have to be) to see how the students mastered the objectives during the unit.

Ongoing Assessment

 PreAssessment (<i>Finding Out</i>) Pretest Inventory KWL Checklist Observation Self -evaluation Asking the students questions Prior Knowledge 	Formative Assessment (Keeping Track & Checking up) • Conference • Peer Evaluation • 3 minute pause • Observation • Talkaround • Class Discussion • Guiding Questions • Portfolio Check • Quiz • Journal Entry • Self- Evaluation • Rubric		Summative Assessment (Making Sure) • Unit Test • Performance Task • Essay • Writing Example • Rubric • Finished project • Product • Exhibit • Demostration • Portfolio Review
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Consider some ways that you could create meaningful assessments throughout the lesson. Be sure to also consider the accommodations needed for students with IEPs. And be mindful of how these build toward your annual learning goals.

➢ PreAssessmet:

- Formative Assessment:
- Summative Assessment:

Quick and Easy



Formative Assessments

Assessments FOR learning happens while learning is still underway.

Hand Signals	Ask students to display a designated hand signal to indicate their understand of a specific concept, principal or process. Thumbs Up or Thumbs down, 5 Fingers 1-5 scale
Index Card	Distribute index cards and ask students to write on both sides, with these instructions. Side 1: Based on our study of list a big idea that you understand. Side 2 Identify something aboutthat you do not yet fully understand.
One Minute Essay	A one-minute essay question is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Analogy Prompt	Present students with a an analogy prompt: A designated concept, principal or process is likebecause Analogies are a great way to assess what your student know in a fun way.
Concept Map	Any of several forms of graphical organizers with allow learns to perceive relationships between concepts through diagramming key words representing those concepts. Http://www.graphic.org/concept.html
"Brain Dumps" 3 minute Pause Or Turn to your partner	 The 3-minute pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. I changed my attitude about I became more aware of I was surprised about I felt I related to This reminds me of This reminds me of
Exit Card	Exit Cards are written student responses to questions posed at the end of a class or learning activity or at the end of the day.
Journal Entry	Students record in their journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has grained an understanding of the topic, lesson or concept that was taught.





Rubrics are a powerful tool in assessment because, not only can they be used as a form of summative assessment, they can also be used to develop the Guided Practice part of the lesson. If students understand what is being evaluated in their work it can help them to focus on meeting their learning goals specifically. It is very easy to create a rubric online with a Rubric Generator. We recommend this website: rubric-maker.com <u>http://rubric-maker.com/</u> You can use this site to generate a basic rubric for project and level and then add details specific to your learning goal.

	sindun galit					
•	Needs	Fair	600d	Excellent		
DUNCHUOHION Student uses appropriate punctuation.	1	2	3	4		
Speling Student writes some sight words correctly and uses best guess spelling	I	2	з	4		
capitalization Student uses capital letter to begin sentences. Student uses capital letters for names.	Ĩ.	2	з	4		
Sentences Student's sentences are complete make sense. Student uses subject/ verb agreement.	I	2	3	4		
content/ideas Students writes an topic and adds same detail.	I.	2	3	4		
neatness Students uses nice handwriting and has spaces between words.	1	2	3	4		
independence Students is able to write independently without extra teacher prompting of support.	I.	2	з	4		

Concept Mapping

Concept Maps are a good way to use chunking strategies to organize ideas and information in manageable sections as students learn. By separating the ideas into "different categories," they are then able to connect the details to the "bigger picture" in a more meaningful way. Students should *make their own* Concept Maps during the Guided Instruction part of the class.







2	m	0	
a		E	

Date:



	-	
1	8	
COALBOOK		

Gradual Release Model



Gradual Release Model

I do Direct Instruction: The teacher MODELS the skill or strategy and is VERY explicit (meta) with their instruction and does a lot of think-alouds: "I'm going to do this because..."); this is a crucial (and yes awkward part of the lesson,) but it needs to be done. Remember, you are not just demonstrating the skill you are teaching, you are also modeling your thinking process as you do it.

We do Guided Practice: You invite the students in to practice WITH YOU. It's guided which means you walk them through it. You don't just "let them go"; you're still holding their hand and clearing up misconceptions.

This may involve white-board work where they're working together (and with you) to solve problems that you have just posed. Or if it's an ELA lesson, they're coming up to the board to help you with the anchor chart.

We do (together) Guided Practice: The students will partner (or group) up and solve posed problems. You're still in the room, but you take more of a hands – off/ guide approach. You walk around and check-in with students to see how they do. Based on this, you may call students back together after some period of time to address any further misconceptions you noticed or to have students share their experiences.

You do (alone) Independent Practice: At the end, after you feel that students are "ready", you have them complete some form of independent assessment (whatever that looks like) to hand in so you can see how they did. Based on the results, this should help drive your instruction for the next lesson. Students should be able to demonstrate understanding by independently performing an assessment activity.

Remember: assessment must be measureable!

This is to evaluate understanding before the student files it away in long term memory. Mistakes made at this level are often stuck in long term memory and are difficult to unlearn later.

Lesson Plan

Lesson Plan

Student Teacher	
Subject/Content Area(s)	Grade Level(s)

Essential Question, Topic, or Theme: _____

STAGE 1 – DESIRED RESULTS

New York State Standards and / or Common Core Standards: (Include standard number, performance indicator, and text) YOU MUST HAVE <u>AT LEAST</u> TWO LEARNING STANDARDS.

Academic Language: (What terms will you and your students use?)

- Processes Vocabulary: (Verbs describing action to be taken; for example: infer, compare, justify)
- Content Vocabulary: (Words specific to subject being taught e.g., ELA, Math)
- (Visual Arts must include selected Elements and Principles of Design)

Learning Objectives/Outcomes: (What will students know and be able to do? Use language function (process vocabulary) to help state in measurable and observable terms.)

STAGE 2 – ASSESSMENT: MEASURING LEARNER OUTCOMES		
Informal (Formative) Assessments: An informal assessment is more qualitative and ongoing in nature, such as observation, quick peer or self-evaluation, inventories, checklists, rating scales, and rubrics that measure performance, participation, and discussion.	Formal (Summative) Assessments: A formal assessment can be standardized but frequently is a major written work, such as a test, quiz, or research paper administered at the end of a length of study. It can also include a substantial task measured with rubrics or portfolio assessments. It is larger in scope than an informal assessment and it has implications for final grades, academic placement, or student profiles.	

Evaluation Criteria: (What features or qualities			Evaluation Criteria: (What features or qualities				
will	demonstrate	student	understanding?	will	demonstrate	student	understanding?
Speci	fically identify tl	hem.)		Spec	ifically identify t	hem.)	

STAGE 3 – LEARNING PLAN	AND LEARNING TASKS	INSTR	UCTIONAL STRATEGIES:	MIN.
Introduction/Focus Activity: (How make a connection to previous cla background knowledge?)				
Delivery of Content (How will you t	each new information?):			
Guided Practice: (With assistance fro apply what they learned? Informal here to check for student understan	om you, how will your students assessments should be used ding.)			
Independent Practice: (How will you implement new knowledge? If ap could be used here to check for stud	our students demonstrate and oplicable, formal assessments lent understanding.)			
Closure: (How will you review and link all the learning together at the end?)				
Materials/Resources/Technology: (Where applicable)			
MODIFICATIONS				
Student 1 (or students with similar needs)Student 2 (or students with since needs)		<u>milar</u>	Student 3 (or students with similar needs)	
Instruction:	Instruction:		Instruction:	
Materials:	Materials:		Materials:	
Assessments:	Assessments:		Assessments:	

REFLECTION

On multiple pages, analyze and evaluate student outcomes (including any assessment data). Reflect on the lesson's strengths and weaknesses and how you will modify or continue with subsequent instruction based on what you learned from this lesson.

Sources: Understanding by Design, Unit

Materials/Resources/Technology: (Where applicable)

Lesson Plan Step #4 - Guided Practice

How Students Demonstrate Their Understanding by Beth Lewis Updated March 02, 2017 Edited By: Janelle Cox



Writing a Guided Practice section is an important step in writing an effective and strong lesson plan for the elementary school classroom, after defining the Learning Goal, Audience, and Direct Instruction.

In the Guided Practice section of your written lesson plan, outline how your students will **demonstrate** that they have grasped the skills, concepts, and modeling that you presented to them in the Direct Instruction portion of the lesson.

While you circulate the classroom and provide some assistance for a given activity (worksheet, illustration, experiment, discussion, or another assignment), the students should be able to perform the task and be held accountable for the lesson's information.

The Guided Practice activities can be defined as either individual or cooperative learning.

As a teacher, you should observe the students' level of mastery of the material in order to inform your future teaching. Additionally, provide focused support for individuals needing extra help to reach the learning goals. Correct any mistakes that you observe.

EXAMPLES OF GUIDED PRACTICE IN YOUR LESSON PLAN

- Students will split into pairs to work together on drawing.
- On a piece of paper, students will draw a picture of plants, incorporating characteristics they learned about in this lesson (listed on board).
- On the other side of the paper, students will draw a picture of animals, incorporating characteristics they learned about in this lesson (listed on board).
- Students complete a book review that corresponds to what they are reading.
- Students edit and rewrite an essay.
- Students follow guided reading procedures as they are instructed by their teacher.

COMMON QUESTIONS FOR GUIDED PRACTICE

Is homework considered guided practice? Often new teachers mistake guided practice as independent practice.

However, guided practice is NOT considered to be independent practice, therefore, homework is not a part of guided practice.

Do you have to model before you give independent practice? Yes, you do. Guided practice is modeling for the students. It is essentially the easiest part of the lesson because you are just doing the learning objective.

Are guided practice questions necessary? Although they are not necessary, they are a valuable teaching tool. Guided questions are a great way to help students understand a concept and it also help you, the teacher know if students are comprehending what you are teaching them.

Is guided practice considered modeling? Guided practice is where the students take what they have learned and put it to the test with the help of the teacher. It can be a hands-on activity where students demonstrate their ability and knowledge of the subject matter and where the teacher is there to watch them, model for them, and guide them to find a solution.

Does it have to be a cooperative activity can be it be an individual activity? As long as students are demonstrating their understanding of the concept it can be either or.

Sample Lesson Plan for Group 1 Fractions

Lesson Plan

Student Teacher Mr. Jones

Subject/Content Area(s)	Math	Grade Level(s) 4 th
Essential Question, Topic, or Theme:	Fractions	

STAGE 1 – DESIRED RESULTS

New York State Standards and / or Common Core Standards: (Include standard number, performance indicator, and text)

CCSS.MATH.CONTENT.4.NF.A.1

Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

CCSS.MATH.CONTENT.4.NF.A.2

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Academic Language: (What terms will you and your students use?)

Processes Vocabulary: (Verbs describing action to be taken; for example., infer, compare, justify)

• Add, subtract, sum, addition, subtraction, compare

Content Vocabulary: (Words specific to subject being taught e.g., ELA, Math)

• Fraction, equivalent, numerator, denominator, minus, plus, equals

Learning Objectives/Outcomes: (What will students know and be able to do? Use language function (process vocabulary) to help state in measurable and observable terms.)

I can generate equivalent fractions using visual models

(This is my objective and therefore all instruction, practice and assessment will focus on this)

STAGE 2 – ASSESSMENT: MEASURING LEARNER OUTCOMES		
 Informal (Formative) Assessments: An informal assessment is more qualitative and ongoing in nature, such as observation, quick peer or self-evaluation, inventories, checklists, rating scales, and rubrics that measure performance, participation, and discussion. Conversation / dialogue during guided practice; listen to turn and talk and individual responses White board checks Check in with students during collaborative and independent practice Student presentations during the closure 	Formal (Summative) Assessments: A formal assessment can be standardized but frequently is a major written work, such as a test, quiz, or research paper administered at the end of a length of study. It can also include a substantial task measured with rubrics or portfolio assessments. It is larger in scope than an informal assessment and it has implications for final grades, academic placement, or student profiles. • Exit ticket	
 Student presentations during the closure 		

Evaluation Criteria: (What features or qualities will	Evaluation Criteria: (What features or	
demonstrate student understanding? Specifically	qualities will demonstrate student	
identify them.)	understanding? Specifically identify	
	them.)	

STAGE 3 – LEARNING PLAN AND LEARNING TASKS	INSTRUCTIONAL STRATEGIES:	MIN.
Activity: (How will you engage the learners, make a connection to previous classroom learning, and activate background knowledge?)	 Teacher will (W) sight students to come to the carbet where the book Apple Fractions, by Jerry Pallotta will be displayed on the easel. *TW inform students that they will begin a unit on fractions starting today and that s/he wants to know what they remember from third grade. At this point the teacher isn't looking for specific information; s/he just wants to get a feel for their prior knowledge and will make connections as they go. *TW write the word "FRACTIONS" on the board and give students a minute (on the clock) to close their eyes and think. After they will share anything they remember with their partners. TW ask for volunteers to answer and/or come up and record their responses on the board; TW allow duplicate responses by having students just write a check mark if it's already been said. Depending on the answers, this will help guide your discussion during the reading and lesson. *The class will have a quick group discussion about the responses and address any misconceptions (e.g. not understanding numerator or denominator which probably will happen,) and then inform students that s/he will now read a book entitled <u>Apple Fractions</u>, by Jerry Pallotta. During the reading students are to think about the math involved, to reaffirm what they already knew, or to pick out any new information beforehand or scaffold it afterward: Fraction: A fraction is a part of a whole thing; divide and share <u>equally; ½;</u> 1/3; ¼; 1/5; 1/6; 1/7; 1/8; 1/9 Numerator: top number of a fraction*; selected part Denominator: the bottom number of a fraction*; total number of equal parts *Make explicit the connections between the numerator as the "selected "and the donominator as the total number of a graction *; total number of equal parts 	es

	important for fraction study (i.e. ¾ is 3 "pieces" of an apple that has been cut into 4 equal parts); constantly ask the question "How many total parts do I have?" and connect it to the denominator. You will still have students who don't make the connection and/or misunderstand these math concepts. (For ELLS the diagrams and labeling will be crucial.)	
	After reading the book, have a class conversation about the math – related subject material and /or clear up any misconceptions that the students had. Then you will inform them that their prior knowledge of fractions will be helpful as you complete today's lesson.	
	To pique students' interest in today's lesson the teacher will ask the question Is it possible to cut two separate apples into different pieces and still eat the same amount of apple?	
	Class will engage in a brief discussion.	
	TW explain that "Yes, you can" and explain that today the children will find out how. S/he will point students' attention to the Objectives Board and read "I can generate equivalent fractions using visual models " and the students will chorally repeat the objective as well.	
	*TW tell students that s/he will show the students how to do that and then they'll practice together	
	*At some point in the lesson, the teacher should include math fact practice for the students, because it's essential foundational information for all math instruction	
Delivery of Content	I do – ("Teacher Talk Time" MINI LESSON)	
(How will you teach new information?):	*TW write "EQUIVALENT FRACTIONS" on a clean sheet on the anchor chart up at the top and will space for examples/ explanations; teacher will circle the word "EQUIVALENT" and write "SAME" while explaining that they will find fractions that are the same (This will help build students' vocabulary especially struggling learners and ELLS)	10- 15 min
	*TW take out fraction tiles and display them under the Doc Cam (virtually on Smart Board if available)	
	Start with 1 whole and say <i>Hmmm I have 1 whole here; I wonder what fractions are the same as 1 whole?</i> (Students will want to shout out at this point, but refrain from engaging them) <i>I'll pick up ½ to start with. If I lay ½ down I(or line up) on the 1 whole, I notice it's not big enough. Let me grab the other ½ tile.</i> (Lay it down) <i>I notice that it's exactly the same size even though it's broken up differently.</i>	

	Go over to the anchor chart and draw (or put up the fraction tiles) and write 1 whole = 2/2; and then return to the doc cam.	
	TW say I have my ½ tiles here, I wonder if I take just one of them, will I be able to find other fractions that are the same size?	
	TW repeat modeling with the ¼, 1/6, 1/8, and 1/12 tiles. Every time you show the equivalent fractions add them to the anchor chart	
	$y_2 = 2/4 = 3/6^* = 4/8^* = 6/12^*$	
	(You may show just a few examples and then finish this during the guided practice where you invite students to help)	
	TW ask students if they are ready to try?	
	This will lead into the guided practice where they're still at the carpet and you will provide a lot of talking /s scaffolding, but invite the students to try. <u>Remember this lesson is about generating equivalent fractions using the tiles so this is what you want students to be able to do by the end.</u>	
Guided Practice: (With assistance from you, how will your students apply what they learned? Informal	We do— *TW ask students to come up and model the math using the fraction tiles as you (or a volunteer) adds to the anchor chart.	10- 15 min
	Students will turn and talk to their partners to discuss/ make predictions about how many tiles it will take to equal another.	
assessments should be used here to	½= 2/4 = 3/6 = 4/8 = 6/12	
check for student understanding.)	Then you'll switch into 1/3; you'll ask the students to put up the thirds tile and start forming the equivalent fractions as you add those to the anchor charts	
	1/3 = 2/6= 3/9 = 4/12	
	*TW then ask a student to lay down 2/3 (for example) and ask for predictions; students will model that as well (this is about trial and error) as students generate answers; you will constantly remind them that they are forming equivalent – or same – fractions with different tiles	
	2/3 = 4/6 = 6/ 9 = 8/12	
	This is also an opportunity for students to write responses on white boards as they make predictions so you can gauge their understanding of the material.	30- 40 min

*Alternatively, students could take notes / solve problems in their math notebooks at this time; the idea is that the notes that they take will serve as a guide (or resource) to use when they are completing the work independently.
You do together (collaborative) –
THIS WILL TAKE A SIGNIFICANT AMOUNT OF TIME AND IS WHERE REAL STUDENT LEARNING TAKES PLACE
You'll have a discussion about any observations (or confusions) that the students may have and tell them that will now practice in partners to find as many equivalent fractions as they can. They will use the fraction tiles and will write down in their note books all the possible combinations that they find. If students start to notice the math involved (multiplying) allow them to go beyond the fraction tiles, but you still want them to model the math; they can write down additional answers after (this will be brought to the closure discussion and will set the foundation for additional lessons)
Students will work in partners and will need to use the ½, 1/3, ¼, 1/5, 1/6, 1/8, 1/10, and 1/12 tiles and will practice all combinations. This doesn't need to take too long; you just want students to get experience with the process of finding the equivalent fractions. They get to explore and "play" with the math tools.
*TW will allow students to work as s/he circles the room to help students as they work.
*TW review expectations for working in partners and groups.
After some time teacher will assign partner pairs (who can become groups if needed) to be responsible for finding and presenting all equivalent fractions for the following:
The idea is that the students will be able to say that:
½ = 2/4, 3/6, 4/8, 6/12 AND 2/2 = 3/3, 4/4, 5/5, 6/6, etc.
1/2, 2/2 =
1/3, 2/3, 3/3 =
1/4, 2/4, 3/4, 4/4 =
1/5, 2/5, 3/5, 4/5, 5/5 =
1/6, 2/6, 3/6, 4/6, 5/6, 6/6, =

	1/8, 2/8, 3/8, 4/8, 5/8, 6/8, 7/8, 8/8=	
	1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10=	
	1/12, 2/12, 3/12, 4/12, 5/12, 6/12, 7/12, 8/12, 9/12, 10/12, 11/12, 12/12=	
	*SEE CLOSURE	
	*During this time I would also use prior assessment data to work with small groups of students while others complete math activities	
Independent	You do (independent) –	
Practice:(How willyourstudentsdemonstrateand	Students will complete an exit ticket (attached) where they color to show equivalent fractions and will evaluate their understanding of the lesson.	
implement new knowledge? If applicable, formal	Remember the objective is to see whether or not they can generate equivalent fractions using the visual model. You want to assess whether or not they can SEE if two fractions are visually the same.	5-10 min
assessments could be used here to check for student understanding.)	Students will then color a green circle on their paper if they felt that they really understood the lesson; yellow if they kind of understand (but still struggle) or red if they completely missed the point.	
	Students will hand in* their exit tickets for assessment (SEE BELOW)	
Closure: (How will you review and link all the learning together at the end?)	The closure should be a quick re- cap of the lesson, refer back to the objectives and a chance for final thoughts / observations. If your exit ticket is quick (i.e. a few questions) you could display the answers and ask students how they did. Depending on the class, and time constraints, students could switch to a RED PEN and correct their responses. I prefer this as they get instant feedback of their performance.)	5 min
	*TW bring class back together for a discussion about equivalent fractions, their observations (i.e. <i>I had trouble putting the fifth tiles on top of the half tiles, they didn't seem to "fit"; I noticed that there was a math pattern involving multiplication (or skip counting), etc.);</i> assigned partners/ groups can present their findings for their assigned equivalent fractions. You will add these to the anchor charts.	
	*TW will refer back to the objective of generating equivalent fractions and ask students how they feel about today's lesson and students will respond with thumbs up or thumbs down.	

*Teacher co fractions: <u>ht</u>	*Teacher could close with a quick song that shows and explains equivalent fractions: <u>https://www.youtube.com/watch?v=hNCfrlVl3tA</u>		
Materials/Resources/Technology	(Where applicable)		
Doc cam, Smart board, computer, <u>Apple Fractions</u> , by Jerry Pallota, student copies of fraction tiles; math exit ticket; white boards; anchor chart; crayons / markers			
MODIFICATIONS			
Student 1 (or students with Student 2 (or students with similar Student 3 (or students with			
<u>similar needs)</u>	<u>needs)</u>	<u>similar needs)</u>	
Instruction:	Instruction:	Instruction:	
Materials:	Materials:	Materials:	
Assessments:	Assessments:	Assessments:	

REFLECTION

On multiple pages, analyze and evaluate student outcomes (including any assessment data). Reflect on the lesson's strengths and weaknesses and how you will modify or continue with subsequent instruction based on what you learned from this lesson.

Sources: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

edTPA, Stanford University (Board of Trustees, 2012)





Which students stood out today? Who captured my attention? Why?

What did not work or could have been more effective? What was missing or needed?

What worked really well today?

What is important for me to do tomorrow? This week?

If I had to pick a work or phrase for today - what would it be?

Anything else?