

Step 1: Learning about Students in the Whole Class and Two Focus Students

Directions:

An important step in planning instruction is to learn about your students. Select one class, a content area, a subject matter, and two focus students to work with as you complete Task 4. Respond to the prompts about the whole class and the two focus students below.

A. Class Information

Grade Level: 2	Age range of students: 8		
Content Area: Mathematics	Total number of students: 20		
Subject matter: Multiplications	Number of Male Students: 12		
	Number of Female Students: 8		
Percentage of students receiving free or reduced lunch: 10%			
Areas in which student live (check all that apply) <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural			
Ethnicity of students <i>(give numbers)</i>	<u>1</u> African American or Black <u>1</u> American Indian/Alaskan Native <u>1</u> Asian or Pacific Islander <u>15</u> White <u>2</u> Hispanic or Latino Other (Specify) _____		
Language proficiency of students <i>(give numbers)</i>	<u>19</u> Fluent English Proficient <u>1</u> English Learner		
Identified special need categories represented <i>(give numbers)</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>2</u> Specific Learning Disability Hard of Hearing Deaf Deaf-Blind <u>1</u> Other Health Impaired Multiple Disabilities </td> <td style="width: 50%; vertical-align: top;"> <u>2</u> Speech/Language Impaired <u>3</u> Visually Impaired Orthopedically Impaired Emotionally Disturbed Mental Retardation Autistic Brian Injury Established Medical Disability (0-5 years) </td> </tr> </table>	<u>2</u> Specific Learning Disability Hard of Hearing Deaf Deaf-Blind <u>1</u> Other Health Impaired Multiple Disabilities	<u>2</u> Speech/Language Impaired <u>3</u> Visually Impaired Orthopedically Impaired Emotionally Disturbed Mental Retardation Autistic Brian Injury Established Medical Disability (0-5 years)
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Assessor comments are in the sidebars.

B. Learning About the Whole Class:

Student Characteristics

Directions:

Provide a general description of what you learned about each identified student characteristics for this class, and describe how you will use this information in planning academic instruction in your selected subject matter.

Linguistic background:

<i>Provide a general description of what you learned about students' linguistic background.</i>	<i>Describe how you will use this information in planning academic instruction in your selected subject matter.</i>
English speakers/1 Spanish speaker last year; this year is an English speaker.	Draw pictures as necessary or use visuals.

Academic language abilities, content knowledge, and skills related to this subject matter:

<i>Provide a general description of what you learned about students' academic language abilities, content knowledge, and skills related to this subject matter.</i>	<i>Describe how you will use this information in planning academic instruction in your selected subject matter.</i>
Students would benefit from hands-on experiences using math manipulatives to learn multiplication.	Use math manipulatives in lesson.

Cultural and health considerations:

No connection to cultural diversity among students in class or special needs students

<i>Provide a general description of what you learned about students' cultural and health considerations.</i>	<i>Describe how you will use this information in planning academic instruction in your selected subject matter.</i>
None.	None.

Interests and aspirations:

<i>Provide a general description of what you learned about students' interests and aspirations.</i>	<i>Describe how you will use this information in planning academic instruction in your selected subject matter.</i>
None.	None.

Assessor comments are in the sidebars.

Developmental Factors That May Influence Instruction.

Directions:

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class. Tell how you will use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter.

Physical Development

<i>Little information no reference to students with special needs</i>	<i>Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.</i>	<i>How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?</i>
	Are able to use manipulatives independently.	Use manipulatives at student’s desks.

Social Development

<i>Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.</i>	<i>How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?</i>
Are able to work in groups.	Use groups when necessary.

Emotional Development

<i>Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.</i>	<i>How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?</i>
Need positive encouragement in class management and during lessons taught as students acquire new knowledge.	Provide positive encouragement and praise during lesson.

C. Focus Students

Directions:

Select two students from the class you described above. Select one student who is an English learner and one student who has an identified special need and who presents a different instructional challenge. Consider your selected content area when describing what you learned about the two focus students. Complete the table below. In each box include:

- a description of what you learned for each of the students, and
- an explanation of how the information will influence your academic instructional planning, including assessment.

Student 1: An English learner

Gender: Female
Age: 8

1. Why did you select this student?

The only ELL student.

2. What did you learn about this student’s linguistic background?

Spanish is first language; is speaking, reading, and writing in English at this time.

3. What did you learn about this student’s academic language abilities related to this subject matter?

Understands math vocabulary well.

4. What did you learn about this student’s content knowledge and skills in this subject matter?

Works at grade level.

5. What did you learn about this student’s physical, social, and emotional development relevant to this academic content area?

Fully capable in all areas.

6. What did you learn about this student’s cultural background including family and home relevant to this academic content area?

Parents from Mexico and speak Spanish at home. Parents’ help with math homework, numbers are universal compared to language.

Assessor comments are in the sidebars.

7. *What did you learn about this student's special considerations, including health issues relevant to this academic content area?*

None.

8. *What did you learn about this student's interests and aspirations relevant to this academic content area?*

None.

9. **Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, etc.).**

None.

Student 2: A student with an identified special need

Gender: Male

Age: 8

1. **Why did you select this student?**

Receives support from the resource specialist for Math and Language Arts and has difficulty learning.

2. **How is the instructional challenge that he or she presents different from that of the other student?**

Due to drug addiction of student's mother, this student has learning difficulties.

3. *What did you learn about this student's linguistic background?*

English speaker.

4. *What did you learn about this student's academic language abilities related to this subject matter?*

Doesn't fully understand all math vocabulary and concepts.

5. *What did you learn about this student's content knowledge and skills in this subject matter?*

Below grade level by at least 1 grade level.

Little
or no
infor-
mation

6. What did you learn about this student's **physical, social, and emotional development relevant to this academic content area?**

Physically and socially capable, emotionally frustrated easily with new material.

7. What did you learn about this student's **cultural background including family and home relevant to this academic content area?**

Lacks parental help with homework.

8. What did you learn about this student's **special considerations, including health issues relevant to this academic content area?**

None.

Little
or
infor-
mation

9. What did you learn about this student's **interests and aspirations relevant to this academic content area?**

None.

10. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, etc.).

None.

Step 2: Learning Environment and Academic Instructional Planning for the Whole Class

A. Information about the Learning Environment

Directions:

Consider what you learned about your students in Step 1. Respond to the prompts below about the learning environment. For each prompt include:

- a description of what you do to establish and/or maintain an effective environment for learning, and
- a rationale for why the decisions are appropriate for the class.

1. In what ways do you establish and maintain a positive climate for learning?

I use positive encouragement for trying to participate in all academic areas. Students need to feel accepted and that mistakes are acceptable in a learning environment.

2. In what ways do you establish and maintain rapport with all students and their families?

Limited information in prior section

I take individual interest in all students by giving each student encouragement and praise as I circulate throughout the classroom during the day. I take each student’s strengths and weaknesses into account as I find ways to convey to students where they need to continue working and areas they have successfully achieved learning goals. During conferences and other parent involvement activities, I let the parents take the lead with their issues or concerns to give them the opportunity to bring up what their issues are. I offer positive examples of their child’s successes in the classroom. I try to help parents feel comfortable during teacher/parent interactions by being warm and friendly as I continue to maintain confidentiality in front of parties that are not directly affected by the conversation.

3. In what ways do you encourage students to take responsibility for their own learning and to work responsibly with others and independently?

Positive climate

I encourage students to take responsibility for their own learning by having them look for ways to correct their own mistakes with minimal help from me when possible. Rather than re-teach a subject, I help the students look for areas they were successful in, and attempt to make corrections using what they already know and have been successful learning. Afterwards I praise them for finding their own mistakes, every student smiles brightly when they have solved their own problems and have been able to help themselves learn from their own mistakes. I ask how they feel, and they all respond with a big smile, “Good!” To help them work well with others I tell them that we are all here to learn and part of learning is making mistake, and sometimes we

need help from each other to be successful. Eight year olds respond well to this and are quite helpful to each other in small or large group situations.

4. In what ways do you establish clear expectations for academic and social behavior and respond to behavior that does not meet those expectations?

Before starting a lesson, I begin by telling the class we are ready to begin and they all have a job at school, to learn! If they are not meeting my expectations, I remind them in the middle of the lesson that they are not doing their job, and I expect everyone to do their job in school. They quickly focus in and get back to the task at hand.

5. Discuss the classroom routines and procedures that you use, including how you establish and maintain them.

Routines and procedures

Students have their materials passed out to them or have them in their desks, and are instructed in a whole group how to complete the assignment as a whole group or individually. Students either return their materials to their desks when finished, or get up from their seats to place the materials into a collection basket in the classroom. Students are called on to participate in whole group discussions using a can of wooden sticks that have each student's name on a stick, one for each student. Students are expected to participate when called on, but only after I have waited at least one minute or longer to give them the opportunity to think about the answer they need to provide. Students are expected to remain quiet and pay attention during instruction and when students are working independently at their desks. If students do not remain quiet, they are told by myself to pull their card to expose their yellow card, which is their warning to remain respectful and quiet. Most students do not have to have their card pulled, and if they do the warning alone is usually enough to get them to remain on-task and quiet to ensure that others can focus and concentrate in a quiet learning environment.

Not evidenced in video response

B. Information about Academic Instructional Planning

Directions:

As you begin to think about the lesson that you will present to this class of students, consider what you learned about them and what you want them to learn in the lesson. Respond to the prompts below about your plan for instruction for the whole class.

1. At what point in the sequence of the unit is this lesson? Check one:

	at the beginning of the unit of study
	between the beginning and the end of the unit of study
X	at the end of the unit of study

Math standards and learning goals

2. List the state-adopted academic content standard(s) for students you will address in the lesson.

3.0 Students model and solve simple problems involving multiplications
 3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

3. What is (are) the academic learning goal(s)? What specifically do you expect students to know or be able to do as a result of the lesson?

Students will be able to model a multiplication problem using tiles and graph paper. To be able to write and solve the multiplication problem modeled.

4. How is (are) the academic learning goal(s) related to the state-adopted academic content standards for students?

Students model and solve multiplication problems.

5. How will the content of the lesson build on what the students already know and are able to do?

Students have worked in district adopted math workbooks as they were introduced to multiplication using groupings and arrays. This lesson provides an opportunity for students to use manipulative to model their arrays, and to use as they solve the problems.

6. How does the content of the lesson connect to the content of preceding and subsequent lessons?

This lesson connects back to the introduction in multiplication they received from their math text workbook. The use of manipulatives to model multiplication problems provide the students with an opportunity to build a greater sense of multiplication concepts using a hands-on experience.

7. What difficulties do you anticipate students may have with the lesson content? Why?

When a problem is given to them in different format than what they have recently been exposed to, the students may not be able to demonstrate their full knowledge of the multiplication concept. Multiplication was introduced to the students one week ago.

8. What evidence will you collect during the lesson and/or at the end of the lesson that will show the extent to which the students have made progress toward the academic learning goal(s)?

The graph paper that was cut to represent the model of tiles arranged to display given multiplication problems, including the math problem written out and solved using numbers.

9. Think about how you will sequence your instruction of the academic content to be covered in this lesson. Describe your plan for instruction in the order in which it will be implemented. Address each of the following and provide a rationale for each of your decisions:

- Communicating the academic learning goal(s) to the students
- Instructional strategies
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room
- Progress monitoring of student learning

Instruction Plan	Rationale
I plan to explain to the students that they will use the tiles and graph paper to make models of the rows, and how many in each row, just like the ones they've seen in the previous lessons learned in their math books.	Using manipulatives helps students to better learn math concepts to ensure long term memory takes place.
I will model a math problem on overhead using tiles/blocks to show students what to do with their own tiles. I will draw pictures on board, or label overhead projections to help explain the arrays and what the multiplication problems look like.	Modeling helps students understand what to do, and to understand a lesson.
Students will make their own models using graph paper and tiles as they work on each multiplication problem. Students will trace around each set of tiles then remove tiles, and cut out graph paper sections that represent each math problem given.	Students learn concepts when they use manipulatives, which contributes to long-term memory and permanent learning.

Instructional strategies

<p><i>Pro- gress moni- toring</i></p>	<p>Most of the class will work independently; two groups of two will work together. Overhead projector, graph paper, and tiles/blocks, pencils, scissors.</p> <p>I will stop at each problem and circulate the classroom to check for understanding, as well as call on students to participate to ensure they are on task and understanding the lesson.</p>	<p>Small group adaptations are useful to help students that need extra support while learning.</p> <p>The use of an overhead helps the teacher model lesson, students need their own tiles, paper, pencils, and scissors to complete lesson. It is important to check for understanding because modifying the lesson may become necessary if students are not learning or are not able to follow teacher instructions.</p>
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10. Discuss the specific classroom routines and procedures you will use in this lesson to maximize instructional time.

11. In what ways will you ensure the active and equitable participation of all students during the lesson?

12. In what ways will you ensure the active and equitable participation of all students during the lesson?

13. Given the difficulties you anticipate students may have with the content, what additional steps could you take to foster access and comprehension for the students?

Continued practice with the tiles and repeated exposure to the use of manipulatives will help students comprehend the lesson.

14. In what ways will you share the results of the instruction with students and/or families?

Students will be able to use the cut graph paper sheets to review multiplication problems at their desks and with their families after they are taken home.

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Step 3: Lesson Adaptations for the Two Focus Students

Directions:

Consider what you have learned about the two focus students in Step 1 and the implications for instruction that you identified for each of them. For the two students, determine what adaptations you will make to this lesson that you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for instruction, indicate that decision.

A. Adaptation for Student 1: An English learner

- 1. What adaptations to the instructional plan will you make for the student?**

Work with a partner.

- 2. Why are these adaptations appropriate for the student?**

To facilitate another opportunity for the student to speak English.

- 3. For the part(s) of the plan for instruction that you are not adapting, why are they appropriate for the student as planned?**

Student also needs to make models and cut graph paper as they work math problems.

B. Adaptation for Student 2: A student with an identified special need

Minimal adaptation

- 1. What adaptations to the instructional plan will you make for the student?**

Work with a partner.

- 2. Why are these adaptations appropriate for the student?**

To provide one-on-one help to maintain focus of student and to further model lesson using tiles.

- 3. For the part(s) of the plan for instruction that you are not adapting, why are they appropriate for the student as planned?**

Same as student 1.

Step 4: Teaching and Videotaping the Lesson: Whole Class, including Two Focus Students

Directions:

Make a videotape of you teaching the lesson to the class of students.

Check to see that you have permission slips for any student and/or adult who will be seen on the videotape before beginning the lesson. Students who do not have permission to be videotaped may participate in the lesson off-camera.

In video, teacher states and draws 'rows' as 'columns' "5 rows up and down"

Write a brief paragraph containing information about your teaching context that you believe would be helpful for assessors to know when viewing the video. You might want to include details of any state or district mandates that may shape your teaching (including required curricula, standardized tests, pacing, texts, etc.). You might also include information regarding the degree to which you have access to current technologies.

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Empty rectangular box for writing the paragraph.

Submit a simple floor plan of your classroom.

Step 5: Analyzing the Lesson

Directions:

Review the videotape of the lesson. Collect and score all of the evidence of student academic learning from the lesson. Submit copies of three assessment responses that represent the range of achievement within the class. Review carefully the evidence of student learning for the two focus students. Label the two focus students' responses as Student 1 and Student 2. Submit copies of the two focus students' evidence. Think about the teaching of the lesson and what you learned from this lesson about the class and about the two focus students. Answer the questions below.

- 1. Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?**

Yes, except I reviewed on board past lessons taught to help some students see the connections between this lesson and past lessons taught.

- 2. How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities? Cite specific examples.**

I waited appropriate amounts of time for the students to respond. I gave the students ample time to make their models and cut out their graph paper. Rather than going too fast, I slowed down to ensure the students could understand as I modeled the tiles on overhead.

- 3. To what extent did the class as a whole achieve the academic learning goals of the lesson?**

Activity, not learning goal

All but one student achieved the learning goals of making the model and cutting out the graph paper.

- 4. In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?**

Classroom environment

The tables are grouped in a circular form and the students face each other. They are able to see everyone else working and can all see the board well. I expect all students to be courteous and respectful to each other when a student participates orally in class. The students are respectful to each other. I understand when certain students feel anxious when participating and try to let them know that we are all here to learn, and everyone makes mistakes including myself.

Assessor comments are in the sidebars.

Think about the components for the lesson and the evidence of student academic learning that you have reviewed. Respond for your whole class, and for each of the two focus students.

A. For the Whole Class

Minimal
or no
reflection

- 1. In what ways was your lesson effective and what might you do differently to improve the lesson? (Refer to the components of your plan for the instructional sequence in question 8 of Step 2.)**

Using manipulatives was successful. Using more class time to do this type of lesson will help them learn math concepts.

- 2. How well did the lesson connect with the students' background and developmental information? Cite specific examples.**

The students worked with arrays in recent lessons in math workbooks, using tiles gave them a different way of learning to do multiplication.

- 3. What will you do for the student(s) who did not achieve the academic learning goals?**

Continue to expose the students to the use of making models with tiles and solving the problem with numbers.

- 4. What are your next steps with the class and the focus students?**

Continue working in math text and using manipulatives when possible.

B. For Student 1: An English learner

- 1. In what ways was your lesson effective and what might you do differently to improve the lesson? (Refer to the components of your plan for the instructional sequence in question 8 of Step 2.)**

Same.

- 2. How well did the lesson connect with the students' background and developmental information? Cite specific examples.**

Same.

- 3. To what extent did the student make progress toward the academic learning goals? Cite specific examples from the evidence of student learning that you reviewed.

Achieved learning goals.

- 4. What will you do for the student(s) who did not achieve the academic learning goals?

N/A

- 5. What are your next steps with the class and the focus students?

Same as whole class.

- 6. What would be your next steps in planning to facilitate this student’s English Language Development?

Inaccurate understanding of instructional practices for ELD

Exposure to speaking the English language, however this student only needs help with more vocabulary, not communication or understanding of most concepts.

C. Student 2: A student with an identified special need

- 1. In what ways was your lesson effective and what might you do differently to improve the lesson? (Refer to the components of your plan for the instructional sequence in question 8 of Step 2.)

Same.

AESL Analysis of student learning

- 2. How well did the lesson connect with the students’ background and developmental information? Cite specific examples.

This student has great difficulty working on new material on his own, using manipulatives with a partner helped him want to participate and try to learn multiplication.

- 3. To what extent did the student make progress toward the academic learning goals? Cite specific examples from the evidence of student learning that you reviewed.

With a partner, he was able to participate in achieving the learning goals.

4. **What will you do for the student(s) who did not achieve the academic learning goals?**

Same as whole class.

5. **What are your next steps with the class and the focus students?**

Same as whole class.

Step 6: Reflection after Instruction

Directions:

Read your response for Steps 1 to 5. Consider what you have learned in Task 4 about the lesson, the student learning as a result of the lesson, and your analysis of the lesson and the student learning. Answer the questions below.

- 1. Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons?**

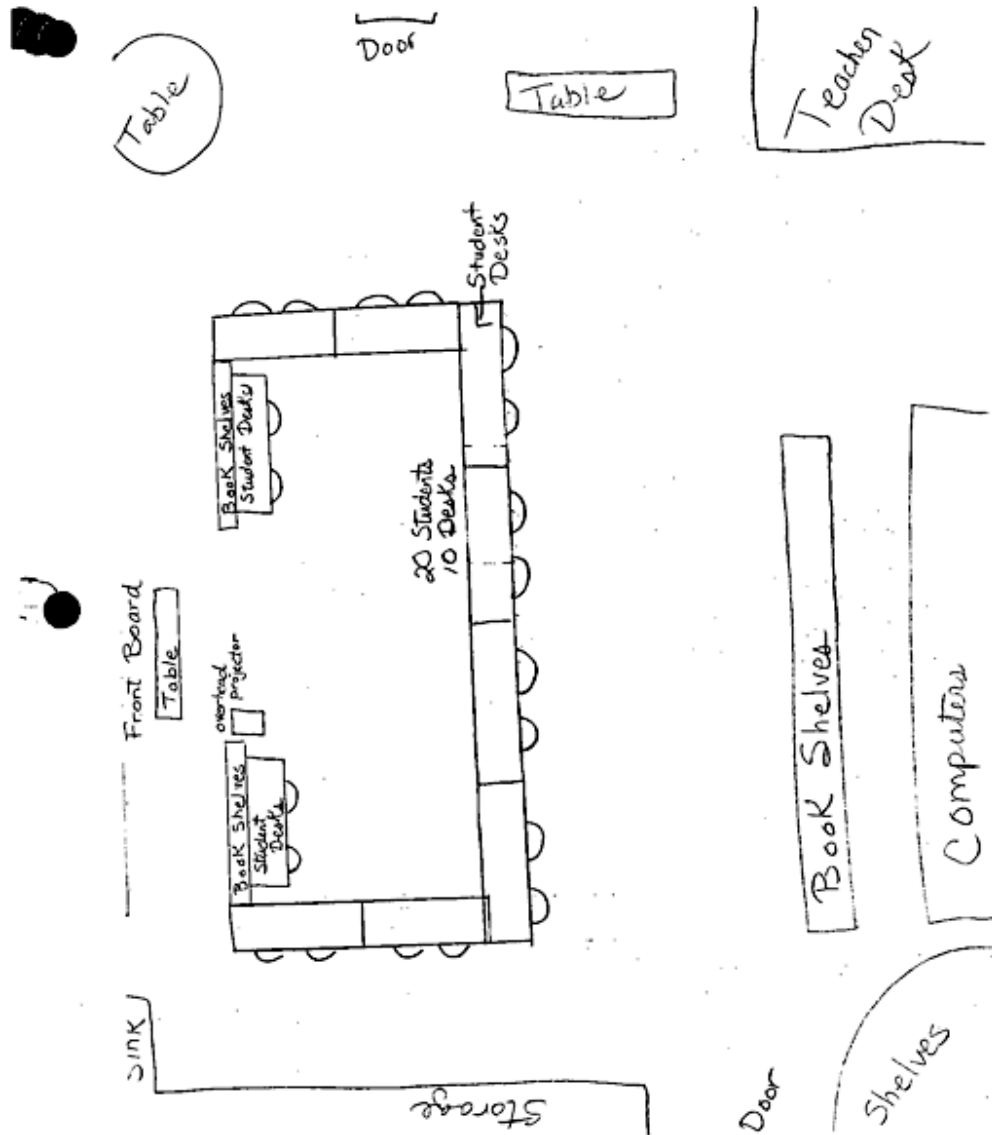
I would like to use manipulatives as soon as I introduce a new math concept when I have the opportunity to teach in my own classroom, without the constraints of meeting my master teacher's current academic lesson plans.

- 2. After reflecting upon this instructional experience in Task 4, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.**

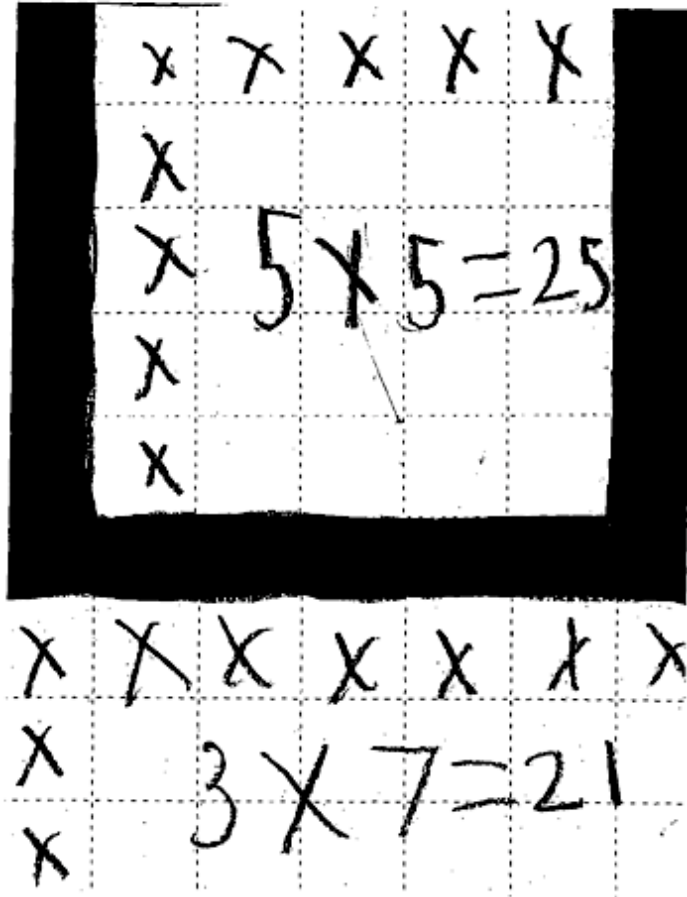
I have learned the value of peer tutoring in small or partnered groups. Students that have learning difficulties due to various reasons need adaptations to help them learn. I plan to implement this by continuing to utilize group work, one-on-one support, parent help when possible, and a continued use of various teaching strategies including manipulatives and repeated exposure to concepts being taught.

- 3. What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?**

I plan to attend staff in-services, read current texts concerning new ways to differentiate instruction, consult other teachers in my grade level, and consult current internet resources to help increase my own knowledge and skills. Through the years of growing as a professional and continued focus on learning new teaching strategies, I will become more effective in teaching as the years go by. I plan to always look for ways to get through to my students to help them learn, no matter what obstacles they bring with to the classroom.



Assessor comments are in the sidebars.



3
X
5
=
15

5 x 5 = 25

3 x 7 = 21

