

Teacher Candidate:

Date:

Subject Area:

Grade:

Cooperating Teacher:

University Supervisor:

School Name:

Section 1: Context for Learning:

Describe your class in detail to reflect how the class description has influenced the lesson design. Your description should include (but not be limited to); number of students, number and levels of **English Learners**; students with **IEP or 504**; **health considerations**; **cultural considerations**; **student interest**, **discipline**, and **management issues**.

Section 2: Planned Supports (Elements listed below should also appear in section 9) (TPE U1.4, U1.6, U3.2, U4.4, U7.2a)

Universal Access/ Universal Design for Learning (UDL)

CA Teaching Commission identifies Universal Access as "equity for all students" (based on the Universal Design for Learning – link below). Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments.

<http://www.udlcenter.org/aboutudl/whatisudl> and udlguidelines.cast.org

Based on your class needs, what Universal Access principles would you incorporate in this lesson? Why? Include technology supports as appropriate.

Representation – Present information and content in different ways

Rationale:

Engagement – Stimulate interest and motivation

Rationale:

Action and Expression – Varying ways students can respond

Rationale:

Section 3: Focus Students (TPE U1.1, U1.6, U3.6, U4.1, U4.2, U4.4)

Select two students from the following options:

1. A student identified as an **English learner** (if there are no identified English learners in your classroom, select a student who was redesignated recently or select a student who needs support for his or her language development).
2. Exceptional Learner: A student identified by the district/school with an **IEP or a 504 plan or a student identified for GATE**.
3. A student from an **underserved population**: students needing greater challenge or support, students who struggle with reading, underperforming students, or those with gaps in academic knowledge).

Provide a rationale for each adaptation (accommodations or modifications) listed. Remember to use asset-based language.

*Elements listed below should also appear in section 9

Description of focus student #1 (English Learner):

Differentiation Strategy:

Description of focus student #2 (Exceptional Learner):

Accommodations:

and/or

Modifications:

Description of focus student #3 (Underserved Population):

Differentiation Strategy:

Section 4: Central Focus and Content Standards (TPE U1.3, U3.1, U7.9, U7.11)

A. What is the **purpose** of this lesson? Is this linked to a unit of study? What connections are there to other subject areas, the students' lives, or contemporary society?

B. **What is your central focus?** A description of the important understandings and core concepts that you want students to develop within the learning segment.

NOTE: Any standard other than language arts needs to be accompanied by a language arts standard. All standards need to be aligned to an ELD standard if ELs are present in the classroom.

1. **State-adopted content standard(s) that you will teach in this lesson (Common Core, NGSS, etc.)**
2. **Language Arts Common Core Standards**
3. **What ELD standard(s) are necessary for EL students to know in order to meet the content standards**

Rationale:

Please provide a rationale for the standard(s) you chose. How does this standard build on previous lessons? What is the alignment between the primary and supplementary standards?

Section 5: Learning Objectives (TPE U1.5, U2.5)

Identify the specific, measurable student learning and language objective(s) that students are expected to achieve that connects with the content standard(s) of the lesson.

Learning Objectives (What will the students know and be able to do by the end of the lesson? (use observable language with measurable verbs):

Rationale:

What is the alignment between the learning objective and the standards?

Section 6: Assessments (TPE U1.8, U3.2, U3.6, U4.1, U4.4, U5.1, U5.3)

Describe how you will assess student progress toward meeting the learning objective(s) identified for this lesson. Include both formative and summative assessments. Remember that formative assessments should also be included in section 9.

Rationale:

How does this assessment allow you to gauge students' proficiency related to the learning and language objectives?

Feedback Strategies:

In what format was feedback provided to students? Describe how you will support students in understanding and using this feedback to further their learning related to learning objectives, either within the learning segment or at a later time

Section 7: Language Demands/ Academic Language (TPE U3.5, U7.1, U7.4, U7.6)

You do not need evidence of all four language demands listed below, but your lessons should address at least ***two***

Vocabulary: Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

Language Function: The content and language focus of the learning task are represented by the active verbs within the learning outcomes. Common language functions in the language arts include identifying main ideas and details; analyzing and interpreting characters and plots; arguing a position or point of view; predicting; evaluating, or interpreting an author's purpose, message, and use of setting, mood, or tone; comparing ideas within and between texts; and so on.

Syntax: The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

Discourse: Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.

Rationale:

Section 8: Materials and Resources

Section 9: Instructional Design (TPE U1.1, U1.3, U3.1, U3.2, U3.3, U3.6, U4.2, U4.3, U4.4, U7.2b, U7.2c, U7.7, U7.1)

Differentiation: Describe the instructional supports during your lesson that address diverse learning needs for all students to meet lesson objectives successfully. Consider the variety of learners in your class who may require different strategies/supports, students with specific language needs, students needing greater challenge or support, students who struggle with reading, underperforming students, or those with gaps in academic knowledge).

Grouping Strategies:

How will students be working in this lesson? What group arrangements will you use? Why?

Describe how you plan to use the following strategies, methods, and activities in your lesson plan design.

Lesson Introduction (How will you set a purpose and help students learn why today's lesson is important to them as readers/writers/learners? How will you pique interest and/or curiosity regarding today's topic? How will you activate and build on prior knowledge and experiences related to the topic? How will you introduce and explain this strategy/skill so that students will understand the how and why?)		
	Activity Description/Teacher Does	Students Do *Remember to include all UDL and Differentiation Strategies*
Instruction (e.g. inquiry, preview, review, etc.)		
Formative Assessment		
Practice Activity or Support		
Formative Assessment	Utilize these additional boxes (gray) if your lesson has more than one formative assessment or practice activity	
Practice Activity or Support		
Closure		
Formal (Summative) Assessment or		

Post-assessment		
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Section 10: TPE(s) Focus

Identify 1-2 TPEs that will be demonstrated in your lesson.

Section 11: Reflection(s) After the Lesson (TPE U6.1, U6.2, U6.3)

- How did your subject matter knowledge and teaching strategies make the lesson content accessible and engaging for all students? (TPE U6.1)
- How did the assessment data (including formative and/or observations) reflect the specific student learning outcomes planned for this lesson? What might you revise in this lesson? (TPE U6.1)
- How might my values and implicit and/or explicit biases have influenced my expectations of student learning outcomes? (TPE 6.2)
- How did you ensure all students feel cared for, supported, accepted, and treated fairly during the lesson? (TPE 6.2)
- Based on this reflection and input provided by colleagues (i.e., CT and Supervisor), what is your professional learning goal to improve your practice? (TPE 6.3)

Glossary of Terms

Term	Definition
English Learner (EL)	A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [ELPAC]) and from additional information when appropriate, is determined to lack

	the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs (CDE).
Reclassified Fluent English Proficient (RFEP)	A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include but are not limited to an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year, the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English (CDE).
Initially Fluent English Proficient (IFEP)	A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English (CDE).
English Only (EO)	A student in kindergarten through grade 12 for whom the only language reported on the HLS is English or American Sign Language (ASL)-(CDE).
Individualized Education Plan (IEP)	The IEP describes the plan for the student's educational program, including current performance levels, student goals, and the educational placement and other services the student will receive (CDE).
504	The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment (CDE).
Universal Design for Learning (UDL)	Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CDE).
Central Focus	The Central Focus of a lesson plan is a description of what the lesson or unit is trying to accomplish. It conveys the core concepts that you want students to develop in the learning section of the lesson plan. The Central Focus should go beyond simply listing skills students will acquire. Instead, it should align with content standards (or Common Core standards) and

	learning objectives. Last but not least, the Central Focus should address the subject-specific components in the learning segment. The Central Focus should describe the following: 1. What you are teaching your students. 2. The purpose of teaching this content. 3. How do the implemented standards or planned learning objectives apply to a learning strategy that you used, any skills that are acquired during the lesson, and any content-area connections? 4. How this lesson plan will work with other lesson plans in a unit to help students make these connections between the skills they develop and your essential strategy (or composing text in meaningful contexts)? -edTPA Examples
Formative Assessment	The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: ○ help students identify their strengths and weaknesses and target areas that need work ○ help faculty recognize where students are struggling and address problems immediately -CMU
Summative Assessment	The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include: ○ a midterm exam ○ a final project ○ a paper -CMU