

**Why Do I Need to Create a Lesson Plan?**  
Preparing pre-service teachers for the classroom

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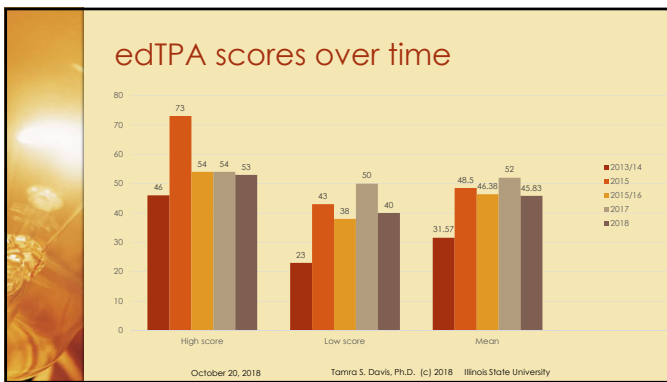
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**Pilot Years**

- 2013/2014—1 out of 7 would have passed
  - No rubric had a proficient average
- 2015—8 for 8 with passing score
  - Rubrics 10, 13, and 14 below proficient
    - Analyzing Teaching Effectiveness
    - Student Understanding and Use of Feedback\*
    - Analyzing Students' Language Use and Business-Related Learning
    - \*lowest rubric

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**Consequential Semesters**

- Fall 2015 and Spring 2016—8 for 8 passing score (35 passing score)
  - 8, 9, 10, and 14 below proficient
    - Deepening Student Learning\*
    - Subject-Specific Pedagogy for BE
    - Analyzing Teaching Effectiveness
    - Analyzing Students' Language Use and Business-Related Learning
- Spring 2017—2 for 2 passing score (35 passing score)
  - All rubrics were proficient

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- Spring 2018—6 for 6 passing score (37 passing score)
  - Rubrics 3, 8, 10, and 13
    - Using Knowledge of Students to Inform Teaching and Learning
    - Deepening Student Learning
    - Analyzing Teaching Effectiveness
    - Student Understanding and Use of Feedback\*
- Spring 2019—39 passing score
- Spring 2020—41 passing score

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**HOW I TEACH OUR METHODS CLASSES**

**Based upon analysis of edTPA scores since 2013**

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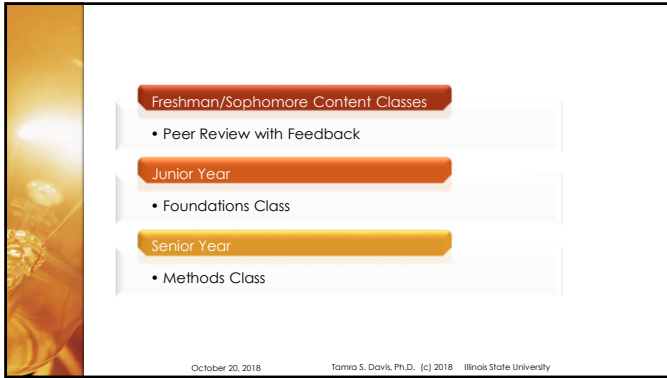
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Freshman/Sophomore Content Classes

- Peer Review with Feedback

Junior Year

- Foundations Class

Senior Year

- Methods Class

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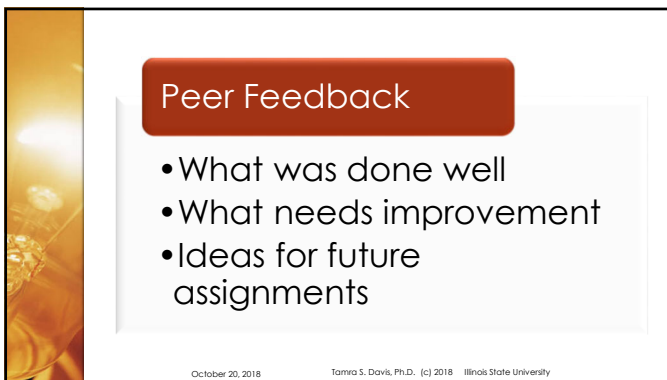
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Peer Feedback

- What was done well
- What needs improvement
- Ideas for future assignments

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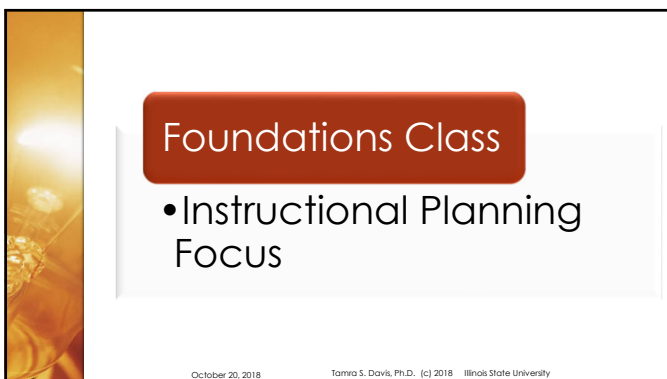
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Foundations Class

- Instructional Planning Focus

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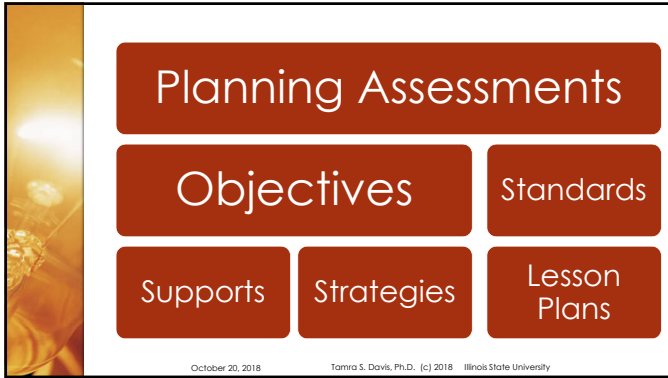
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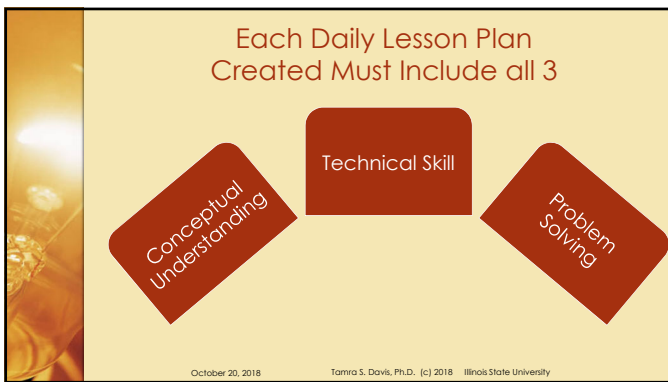
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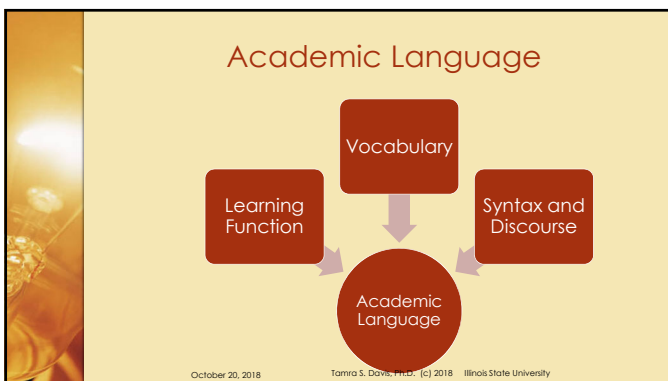
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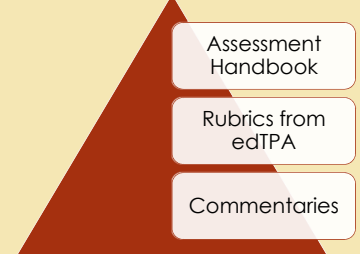
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What the Foundations Students Do Not See Until the End of the Semester



- Assessment Handbook
- Rubrics from edTPA
- Commentaries

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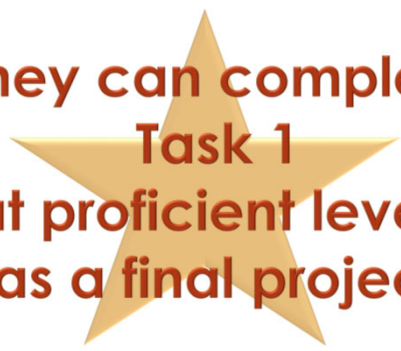
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They can complete  
**Task 1**  
at proficient levels  
as a final project



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Methods Class

- Focused on Preparing for Student Teaching

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Planning

Instruction

Assessment

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Planning

- 10 day learning unit
- 3 day detailed lesson plans
- Writing Prompts

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Instruction

- 3 25-minute teaching segments
- Observation Simulation
- Writing Prompts

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**Assessment**

- Graded formative assessment
- Writing Prompts

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**Putting it all together**

- Lesson Plan Template
- Thinking/Writing Organizers

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**Class Outline by Weeks**

**1 & 2**

- Central Focus
- Standards

**3 & 4**

- Academic Language
  - Language Function
  - Vocabulary
  - Syntax and Discourse

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**Class Outline by Weeks**

5 & 6

- Creating Assessments
- Writing Objectives

7 & 8

- Instructional Strategies
- Diversity and Differentiation

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**Class Outline by Weeks**

5 & 6

- Creating Assessments
- Writing Objectives

7 & 8

- Instructional Strategies
- Diversity and Differentiation

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**Class Outline by Weeks**

9 - 11

- Teaching
- Evaluating Instruction

12

- Reflection

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Class Outline by Weeks

13 •Peer Feedback

14 •Professor Feedback

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Class Outline by Weeks

15 & 16

- Grading Systems
- Being a Student Teacher
- Life as a First-Year Teacher

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•Questions?

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# Lesson Plan Template

Name:  
Subject/Topic:

Lesson Date  
Grade:

Central Focus of the Lesson/Learning Segment:

Standards (include the full code and text for each standard covered):

Academic and Content Language:

Vocabulary:	Language Function(s):	Syntax and/or Discourse:
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Planned Language Supports to address Academic Language:

Objectives:

1. Full objective
2. Full objective

Assessments (match to each objective; attach any assessment activity/sheets):

1. Assessment
2. Assessment

Prior Knowledge and Anticipated Areas of Misunderstanding:

Materials (Attach copies of ALL worksheets and/or other printed materials; include PPT or SMARTBoard App, etc.):

Technology (list the tech you will be using):

I tested the technology with the equipment being used: \_\_\_\_\_ (date)  
Internet Sources (if any):

Teaching Models (check one or more):

\_\_\_\_\_ Direct Supervision                      \_\_\_\_\_ Cooperative Learning                      \_\_\_\_\_ Other  
\_\_\_\_\_ Discussion                                      \_\_\_\_\_ Inquiry    Describe:

Instructional Strategies (What approaches will you take? What are YOU doing?):

Learning Tasks (How will students be actively involved? What will THEY be doing?):

Grouping (check one or more):

\_\_\_\_\_ Whole Group                                      \_\_\_\_\_ Small Group Homogeneous  
\_\_\_\_\_ Flexible    \_\_\_\_\_ Small Group Heterogeneous  
\_\_\_\_\_ Pairs    \_\_\_\_\_ Other (Describe):

Explain how you will organize groups and why:

**Getting Started** (Where will the students be? How will you get them there? Where are the materials?):

**Procedures:**

**Anticipatory Set** (How is prior knowledge activated in this lesson?):

1. \_\_\_\_\_
2. \_\_\_\_\_ Include modeling and engagement activities
3. \_\_\_\_\_ Include the questions you will ask during the class

Keep going . . . You will need more!

**Closure** (How are you going to connect to future learning?):

**Transitions** (Place in procedures where appropriate. How will you transition to the next lesson/activity?):

**Addressing Diversity** (How are YOU addressing the diverse learning needs of students in this class? You MUST answer at least one of the following questions, but may answer more. The specific learning needs of your students will determine how you differentiate your lesson). DELETE the questions you do not answer.

1. What student, community, or cultural assets will you draw upon during this lesson?
2. What UDL Principles will you incorporate? Specify what you have done within your lesson to meet one or more of these principles:
  - a. Multiple means of representation:
  - b. Multiple means of action and expression:
  - c. Multiple means of engagement:
3. If you have a student with an IEP or 504, provide the following:
  - a. What accommodations will you make (not changing level of difficulty—only how student will access and demonstrate knowledge):
  - b. What modifications will you make (changed level of difficulty; using IEP requirements and embedding them into classroom instruction)?

**Reflection** (answer at least THREE of the following questions):

1. What went well? Why?
2. What did not go as you planned/expected? Why?
3. If you were to teach this lesson again to the same group of students what changes would you make to your instructional strategies that would improve student learning? Why?
4. Did the students meet the objectives? How do you know?
5. How did you use feedback from the students to make instructional decisions while you were teaching the lesson?
6. How effective were your assessment tools in helping you monitor student progress? What modifications would you make to help students better demonstrate their learning?
7. How did the feedback you gave students help address their needs in relation to the objectives?
8. Analyze your biggest challenge during this lesson. What did you learn from it? How will that impact future lessons?
9. Based on the results of this lesson, what are your next steps?
10. Identify the activity in today's lesson that most resonated with you. Why was this activity so powerful?

# Thinking Organizers: Tools for Candidates to Organize and Record Their Thinking During Both Formative and Summative edTPA Experiences

**Purpose:** As teacher candidates undergo the edTPA assessment process, they can experience difficulty keeping track of the reasoning and thinking behind all of the decisions that they made during the process. These thinking organizers provide an avenue through which candidates can record their thoughts, reasoning, and evidence of practice throughout the edTPA process and then have easy access to that information when they are ready to write their commentaries.

These thinking organizers were created by Elisa Palmer (edTPA coordinator, Illinois State University) to assist candidates with the organization of their thoughts prior to writing their official responses to the edTPA commentary prompts. These supports provide a table for each commentary question that the candidate fills in with his or her thoughts. The teacher candidate can then use that table to write his or her official response to that question.

Use of the thinking organizers is not limited to work on the summative edTPA portfolio. Instructors can use the tables in formative experiences leading up to the summative edTPA portfolio creation. For example, a course may have an assignment or clinical experience that requires reflections upon professional practice. The course instructor can utilize some of the thinking organizers and adapt them to the particular questions asked in that assignment or clinical reflection.

Overall, the thinking organizers are helpful in aiding teacher candidates in their documentation of their thinking and reasoning throughout the completion of their edTPA portfolio as well as providing a tool for creating and organizing responses in formative course work.



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UNIVERSITY**

*Illinois' first public university.*

Thinking organizers are available for the following edTPA handbooks:

- Agriculture
- Business Education
- Early Childhood
- Elementary Education
- Elementary Literacy
- Elementary Mathematics
- English as an Additional Language
- Family and Consumer Sciences
- Health Education
- K-12 Physical Education
- K-12 Performing Arts
- Middle Childhood English Language Arts
- Middle Childhood Mathematics
- Middle Childhood Science
- Middle Childhood Social Studies
- Secondary English-Language Arts
- Secondary History/Social Studies
- Secondary Mathematics
- Secondary Science
- Special Education
- Technology and Engineering Education
- Visual Arts
- World Languages

2015-16 edTPA Thinking Organizer Editing Team

Judy Boisen, Northern Illinois University  
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Jessie Dugan, University of Wisconsin Whitewater  
Angel Hessel, University of Wisconsin Milwaukee  
Elisa Palmer, Illinois State University

Commentary prompts used in the thinking organizers are from edTPA handbooks and used with permission. Copyright © 2015 Board of Trustees of the Leland Stanford Junior University. All rights reserved. edTPA is a trademark of Stanford or its affiliates. Use, reproduction, copying, or redistribution of trademarks without the written permission of Stanford or its affiliates is prohibited. The Thinking Organizers have been developed by Illinois State and are not endorsed by the Stanford Center for Assessment, Learning and Equity (SCALE).



## Planning Commentary Thinking Organizers and Helpful Hints (Business Education Version)

***Please note: The purpose of this thinking organizer is to help you gather and organize your thoughts in preparation for writing your planning commentary. You will still need to write your answers in paragraph form in the official edTPA planning commentary template.***

### 1. Central Focus

- a. **Describe the central focus and purpose for the content you will teach in the learning segment.**

Sentence starters:

The central focus of this learning segment is ...

I am teaching this content because...

- b. **Given the central focus, describe how the standards and learning objectives within your learning segment address business-related**
- **conceptual understanding,**
  - **technical skills, AND**
  - **problem-solving strategies.**



Organize your response:

List the standard or learning objective	Identify if it is related to business - related conceptual understanding, technical skills, or problem solving strategies.	Explain how these are connected.





- c. **Explain how your plans build on each other to help students make connections between business-related concepts, technical skills, and problem-solving strategies to deepen their learning of business education through the completion of a project or product.**

Organize your response:

Identify the fact, concept, interpretation/analysis skill, or practice of building/supporting arguments being addressed	How addressed in Lesson 1	Explain how Lesson 2 builds on Lesson 1	Explain how Lesson 3 builds on Lesson 2

**2. Knowledge of Students to Inform Teaching**

**For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.**

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted student

- a. **Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.**



Organize your response:

Students	Related content already learned	Related skills students already have	What the students are learning to do related to the learning segment
Class as a whole			
Students with IEPs			
Students with 504 plans			
Other groups of learners			



**b. Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?**

Organize your response:

Students	Students’ everyday experiences related to the learning segment	Students’ cultural backgrounds related to the learning segment	Students’ practices related to the learning segment	Students’ interests related to the learning segment
Class as a whole				
Students with IEPs				
Students with 504 plans				
Other groups of learners				

Notes: Stay positive – discuss your students’ assets  
 Keep the learning segment in mind – only discuss student assets related to the learning segment



**3. Supporting Students' Learning of Business Education**

- a. Justify how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior learning, assets, and research/theory.**

Organize your answer:

Chosen learning task or material (or adaptation of either)	Associated student learning or asset	Why did you make this choice?	What research supports this choice?	How does the research support this choice?

- b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and groups of students with specific learning needs.**

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge.

Organize your answer:

Instructional/planned support	How is this tied to the learning objective?	Why is this appropriate for the whole class or what particular group of students is this designed for?



**c. Describe common preconceptions, errors, or misunderstandings within your content focus and how you will address them.**

Organize your answer:

Common preconception, error, or misunderstanding	How will you identify if students have this preconception, error, or misunderstanding?	How will you address it during instruction?

**4. Supporting Development in Business Education Through Language**

**a. Language Function. Identify one language function essential for students to engage in learning tasks related to your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.**

Analyze	Argue	Categorize	Compare/contrast	Describe
Design	Evaluate	Explain	Interpret	Summarize

Sentence starter: “The language function essential for student learning within my central focus is \_\_\_\_\_.”

**b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function. Identify the lesson in which the learning task occurs. (Give the lesson/day and number.)**

Sentence starter: “The key learning task that gives student the opportunity to practice using the language function is \_\_\_\_\_. This task occurs on day \_\_\_\_\_ in lesson \_\_\_\_\_.”



**c. Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary and/or symbols
- Plus at least one of the following:
  - Syntax
  - Discourse

Consider the range of students' understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them

Organizing your response:

Language demand	What do students already know?	What are they struggling with?	What is new to them?
Vocabulary			
Symbols			
Syntax			
Discourse			



**d. Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompts.

- Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

Organizing your response:

Language demand	Language support planned	How does this language support help students use the language function?
Vocabulary and/or symbols		
Syntax and/or discourse		



**5. Monitoring Student Learning**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' business-related conceptual understanding, technical skills, AND problem-solving strategies throughout the learning segment.

Organize your response:

Area of Targeted Student Learning	Description of assessments designed to monitor the targeted student learning.	Explain how this assessment will provide evidence of student mastery of this area of targeted student learning?
Business-related conceptual understanding		
Technical skills		
Problem-solving strategies		





**b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.**

Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

Organize your response:

Description of assessment or assessment adaptations	The student(s) for whom the assessment was designed or adapted	How does this assessment allow this student(s) to demonstrate his/her learning?



**Instruction Commentary Thinking Organizers and Helpful Hints (Business Education Version)**

***Please note: The purpose of this thinking organizer is to help you gather and organize your thoughts in preparation for writing your instruction commentary. You will still need to write your answers in paragraph form in the official edTPA instruction commentary template.***

**1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.**

Sentence starters:

“The lesson shown in the clips is Lesson #\_\_\_\_\_”

OR

“The lesson shown in Clip 1 is Lesson \_\_\_\_\_ and the lesson shown in Clip 2 is Lesson \_\_\_\_\_.”

**2. Promoting a Positive Learning Environment**

**a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?**

Organize your answer:

Characteristic of Positive Learning Environment	Video segment(s) with time stamps that demonstrates this characteristic	How does this clip demonstrate this characteristic?
Mutual respect for students		
Rapport with students		
Responsiveness to students' needs		
Challenging students to engage in learning		



### 3. Engaging Students in Learning

#### a. Explain how your instruction engaged students in developing business-related

- **conceptual understanding,**
- **technical skills, AND**
- **problem-solving strategies.**

Organize your answer:

Student action	Video clip with time stamps that shows this action	How is this action seen in the video?
Students are engaged in developing business-related conceptual understanding		
Students are engaged in developing business-related technical skills		
Students are engaged in developing business-related problem-solving strategies		



**b. Describe how your instruction linked students’ prior learning and personal, cultural, and community assets with new learning.**

Instructional connections between student characteristics and new learning	Video clip with time stamps that shows this connection	How is this connection seen in the video?
Students’ prior learning		
Students’ personal assets		
Students’ cultural assets		
Students’ community assets		

**4. Deepening Student Learning during Instruction**

**a. Explain how you elicited and built on student responses to promote thinking and develop business-related conceptual understanding, technical skills, AND problem-solving strategies.**

Evidence of eliciting responses from students related to...	Video clip (including time stamps)	Describe how you elicited responses and deepened student thinking in this clip
Business- related conceptual understanding		
Developing technical skills		
Developing problem-solving strategies		



**b. Explain how your instructional strategies and materials help students develop business-related conceptual understanding, technical skills, and problem-solving strategies.**

Evidence of incidences of a strategy or material that helped students develop business-related conceptual understanding, a technical skill, or problem-solving strategy.	Video clip (including time stamps)	Describe how the instructional strategy or material helped students develop business-related conceptual understanding, a technical skill, or a problem-solving strategy.

**5. Analyzing Teaching**

Consider the variety of learners in your class who may require different strategies/support (such as students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

**a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?**



Organize your response:

Learning need seen in video	Video segment (Including video # and time stamps)	Proposed change in teaching practice

**b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research.**

Organize your response:

Proposed change in teaching practice	How would this change assist students with achieving the learning objective?	What research is this change based on?	How does this research support your proposed change?



**Assessment Commentary Thinking Organizers and Helpful Hints (Business Education Version)**

***Please note: The purpose of this thinking organizer is to help you gather and organize your thoughts in preparation for writing your assessment commentary. You will still need to write your answers in paragraph form in the official edTPA assessment commentary template. The exception to this is your response to 1b.***

**1. Analyzing Student Learning**

- a. Identify the specific learning objectives measured by the assessment you chose for analysis.**

Organize your answer:

Learning Objective	Explain how this is measured in the assessment

- b. Provide a graphic (table or chart) or narrative summary that summarizes student learning for your whole class/group. Be sure to summarize student learning for all evaluation criteria submitted in Task 3, Part D.**

*Create a table that shows the student learning/performance by question or activity aligned to objective.*



- c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to business-related
- conceptual understanding
  - technical skills
  - problem-solving strategies

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

Organize your answer:

Pattern of student learning observed (what are they doing well or what are they struggling with?)	Is the pattern relative to conceptual understanding, skills or problem-solving strategies?	Students showing this pattern	Evidence from whole class summary	Evidence from student work samples





**2. Feedback to Guide Further Learning**

**b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.**

*Hints: Be sure to provide feedback on to students on both their strengths and their errors.  
Be sure to provide equal feedback to all student work samples.*

Focus student	Description of feedback provided (identify question, page, etc.)	Associated learning objective	How does the feedback address the student's strengths and needs?
1			
2			
3			



**c. How will you support students to understand and use the feedback to further their learning related to the learning objectives, either within the learning segment or at a later time?**

Focus student	How student will understand and use the feedback for further learning to their current work?	How you will support the student in understanding and using the feedback?
1		
2		
3		

**3. Evidence of Language Understanding and Use**

**Explain and provide evidence for the extent to which your students were able to use or struggled to use language (selected function, vocabulary and/or symbols, and additional identified language demands from Task 1) to develop content understandings.**

Organize your response:

Language demand	Evidence of use (be specific)	How does this evidence show the students using the language demand to develop their content understanding?
Selected language function (write it in)		
Vocabulary		
Symbols		
Syntax		
Discourse		



**4. Using Assessment to Inform Instruction**

- a. Based on your analysis of student learning presented in prompts 1 b-c, describe next steps for instruction**
- **for the whole class**
  - **for the 3 focus students and other individuals/groups with specific needs**
  - **Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).**

Students	Next steps for instruction
Whole class	
Focus student 1	
Focus student 2	
Focus student 3	
Individuals with specific needs	
Groups with specific needs	



**b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.**

Next step for instruction	What learning need is this in response to?	Why did you choose this as your next step for instruction?	What research supports this instructional choice?	How does this research support this instructional choice?

# INSTRUCTIONS FOR USING THE OBSERVATION NOTES TEMPLATE

The observation notes template is a tool that has been developed particularly for those observers who are not using a software program for collecting evidence of teaching practice. It is simply a table inserted into a word document that allows use of a laptop during an observation and time-stamping. After the observation, the observer matches the evidence with a component (coding) and then sorts it to group the evidence on a particular component together.

During the observation, enter evidence in the middle column using the down arrow key to move to a new line as you record different pieces of evidence in the classroom. The lines will also expand for you to write more evidence for a given segment of the observation.

Occasionally, you may wish to insert the time an event was observed. A column has been included for this purpose, but you may decide whether to use it or not.

After the observation, code the evidence using the Framework for Teaching Smart Card or similar resource. Enter the Domain and Component in the **D/C** column. If a piece of evidence seems to represent more than one component, then copy it to a new line and code it for both. You may decide that some of your evidence is not significant or representative and you don't want to code it at all.

Sort the evidence by placing your cursor in the **D/C** column. Select the "Table" menu in Word and highlight the "Sort" function. Sort the **D/C** column.

It is possible to add another column and make comments about the level of performance based on the evidence. If you choose to do this, then you may want to reformat the document to a landscape orientation.

Framework learning for observers and teachers, and Observation skills training for observers are highly recommended. Evidence collection will advance teaching practice and student achievement best when it is used in a collaborative system of professional inquiry. The Danielson Group offers services to support your goals. Please visit our website for more information: [www.danielsongroup.org](http://www.danielsongroup.org).



# FORMAL CLASSROOM OBSERVATION

**Teacher:** \_\_\_\_\_  
**Classroom:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Observer:** \_\_\_\_\_

**Notes from the Planning Conference**

**Instructional Outcome:**

**Strategies for formative assessment:**

**Activities Planned:**

TIME	OBSERVATION NOTES	D/C



<b>TIME</b>	<b>OBSERVATION NOTES</b>	<b>D/C</b>

**REFLECTION CONFERENCE**

- **Questions Regarding the Observation:**
  
- **Areas of Strength:**
  
- **Areas for Focus:**
  
- **Next Steps:**
  
- **Resources Available:**

