SLIDE 1

This module on the FAST Site Visitation Project focuses on Lesson Planning.

SLIDE 2

If you have not yet downloaded the FAST manual, this slide shows where you can find it.

SLIDE 3

The Site Visitation Project is a Teaching Performance Assessment usually completed in Initial Student Teaching.

SLIDE 4

The Site Visitation Project assesses the ability to plan, teach, and evaluate a lesson. It may be taught to the whole class or a portion of the class. The Site Visitation is one of the 6 formal observations conducted by your university coach. The lesson must be video recorded for your reflection.

SLIDE 5

Remember that the Site Visitation Project has 3 parts: Planning a lesson, Implementing that lesson, and Reflecting on that lesson.

SLIDE 6

Each part of the SVP has a focus on subject specific pedagogy, applying knowledge of students, and student engagement.

SLIDE 7

In the Planning part of the SVP, you submit three documents to be evaluated: the class profile, a lesson plan, and an activity/strategy table. This module provides information on the lesson plan and the activity/strategy table.

SLIDE 8

The lesson plan format in this slide is an optional format that shows the elements you should include in a lesson plan. Your district, coach, or instructors may require additional information or a different lesson plan format. What is important is that the lesson plan provides a blueprint for the lesson and helps you think through important components of the lesson. In addition, for the Site Visitation Project, the lesson plan gives your observer information about the content and flow of the lesson, how you’ve designed instruction for the learning needs of your students, how you will keep students engaged, and how you will know whether students are learning. You are learning how to design lessons in your credential courses. This module highlights the expectations of the Site Visitation Project and how you will be scored.

SLIDE 9

The first thing to think about is what is the purpose of your lesson? What content are you teaching and what do you want students to learn? The content and pedagogy are subject specific. You will need to look at state-adopted content standards, curriculum frameworks and recommendations, and the TPEs for the specific content area.

SLIDE 10

For Multiple Subject, you must teach a Mathematics lesson. For Single Subject, you must teach a lesson related to your credential content area.

SLIDE 11

For both credentials, the lesson must embed language development. The development of academic language may take the form of reading, writing, speaking, or listening, and incorporate academic explanations, justification, vocabulary, discourse, comprehension, and other literacy components important to the content of the lesson. You will utilize language standards from the Common Core English Language Arts and Literacy standards and/or from the English Language Development standards. You may download the current standards from the California Department of Education website.

SLIDE 12

The California ELD standards should be used in tandem with state content standards in all subject areas, and should be embedded into every lesson you teach.

SLIDE 13

The ELD standards are divided into 3 parts, which are the same across all grade levels. For the Site Visitation Project, you may want to look at the Part 1 standards: Interacting in Meaningful Ways. This part includes categories easily embedded into any subject area. These categories are: Collaborative, Interpretive, and Productive.

SLIDE 14

At each grade level the ELD standards are connected to the English Language Arts standards. On this slide you see the Collaborative standards and the corresponding ELA code. For example, SL.4.1 identifies the strand (Speaking and Listening), grade, and number. It is recommended that the ELD and ELA standards should be used together in lessons.

SLIDE 15

This slide shows the ELD and corresponding ELA standards for Interpretive and Productive categories in the fourth grade. Use the ELA standards document to find the specific wording of the corresponding ELA standards to see what matches your lesson.

SLIDE 16

Once you’ve identified the purpose of the lesson and the appropriate content and language standards, you need to write a learning objective for the lesson. What should students be able to do, or make progress toward doing, by the end of the lesson? The lesson objective should use terms that are observable and measurable. The verb “understand” is too vague. More measurable and observable verbs are: list, explain, describe, compare, analyze, create. There are different philosophies on writing objectives, so you might hear different opinions and expectations from instructors, mentors, and coaches. The key elements to remember are that lesson objectives are written in terms of student learning and need to be observable and measurable. Sometimes the “measurable” part of the objective is listed in the assessment section.

SLIDE 17

The Site Visitation Project lesson must address both content knowledge and language development. Therefore, the lesson objectives should include components of both content and language related to the standards you’ve selected for the lesson.

SLIDE 18

The following slides show examples of lesson objectives related to selected content and language standards. Notice that this lesson objective includes the language objective of “explaining” (which relates to the ELA and ELD standards) and the history content of “living conditions during the rise of industrialization” (which relates to the History/Social Science content standards).

SLIDE 19

In this example, three lesson objectives have been written to cover the content and language standards. Two of the objectives focus on language development related to mathematics vocabulary. You may incorporate the content and language standards into one lesson objective, as in the first example, or you can separate the language and content standards into multiple lesson objectives, as in the second example.

SLIDE 20

 After identifying the content of the lesson and the lesson objectives, you will plan the lesson by thinking about the needs of your students and designing activities to meet your objective. You will write the lesson plan, using a format of your choice.

SLIDE 21

The Site Visitation Project will be scored using three 4-point rubics. Each of the three parts of the SVP (Planning, Implementation, and Reflection) has its own rubric.

SLIDE 22

This module addresses the expectations of the Planning rubric. The criteria related to the three areas of focus will help you design your lesson. We will look at each of the areas of focus in the next slides and then address how completing the Activity/Strategy table can help with your planning, as well as, provide evidence for accurate scoring of this section of the SVP.

SLIDE 23

In the area of Subject Specific Pedagogy key criteria include planning activities and strategies that are consistent with subject-specific pedagogy and standards, and incorporating opportunities for students to acquire and use academic language. As addressed in earlier slides, being familiar with pedagogy specific to your subject area, using appropriate content and language standards, and writing effective lesson objectives will help fulfill these criteria. The TPEs for subject specific pedagogy include instructional recommendations. For example, in mathematics recommended pedagogies include relating mathematics problems to real world situations, using manipulatives, and encouraging multiple strategies. In history, you might use timelines, maps, primary sources, simulations, and student research activities.

SLIDE 24

You will also be scored on your ability to apply your knowledge of your students in your lesson planning. The Class Profile you created shows what you learned about your students’ learning needs. Your lesson plan should reflect those learning needs.

SLIDE 25

Lessons are ineffective if they do not engage students. Therefore, your lesson plan should include techniques to keep students engaged. These techniques may be related to engaging contexts, such as connections to real-life applications, students’ interests or prior experiences. They may be engaging activities, such as opportunities to use critical or creative thinking, rather than just memorization or repetition. Or you may include varied communication strategies, such as partner sharing or group work, and intentionally selecting different students to participate, rather than having just a few students dominate.

SLIDE 26

To help document these areas scored in the rubric, the Site Visitation Project requires you to complete an Activity/Strategy table. The Activity/Strategy Table is a planning document to identify key activities or instructional strategies within your lesson plan that focus on using Subject Specific pedagogy, developing academic language, applying knowledge of your students, and encouraging student engagement. Completing this table can help you determine whether you are planning for the areas of focus in the Site Visitation Project, AND it helps the scorer of the SVP recognize the purpose of different activities or instructional strategies in your lesson plan.

SLIDE 27

The following slides show examples of Activity/Strategy tables. There are many ways to complete the table. The most important requirement is that you identify four different instructional activities or strategies that reflect the areas of focus. The first three examples are based on Multiple Subject mathematics lessons. The next three examples are based on Single Subject lessons in different disciplines. You may want to pause the video to review the examples in more depth.

SLIDE 28

An activity or strategy may fit in more than one category, depending on the purpose. However, an activity or strategy may only be listed in one category in a table. Over the next few examples, you may notice the strategy of “partner sharing” in different categories in each lesson.

SLIDE 29

This example is for a mathematics lesson.

SLIDE 30

This example is for an economics lesson.

SLIDE 31

This example is for an English lesson.

SLIDE 32

This example is for a science lesson.

SLIDE 35

After you’ve planned your Site Visitation Project lesson, you will submit the Class Profile, lesson plan, and activity/strategy table in your Site Visitation Project binder in the portfolio section of Tk20. These files must be submitted at least 3 days prior to the scheduled observation by your coach.

SLIDE 36

The Site Visitation Project is one of the 6 formal lesson observations conducted by your university coach. It must be completed independently. This video module and the previous one addressed the Planning components of this project. The next video module addresses the other two parts: Implementation and Reflection.