* 1. **Classroom Environment Chart: FACTS as of the date of the lesson**

|  |
| --- |
| **Location** |
| **Setting** | **Rural, urban, suburban** |
| **Type** | **Charter Public Private** |
| **Grade Level** |  |
| **Subject Area** |  **Scripted program** |
| **Class Session** |  |
| **Class Grouping** |  |
| **Students** |
| **Number**  | **Total** | **Males** | **Females** |
| **Ethnicity** |  **Caucasian** | **Hispanic** | **African American** | **Multi-racial** | **Native American** | **Asian** |
| **Student Characteristics (number)** |
| **ELL** |  |
| **Identified gifted** |  |
| **Identified learning disability** |  |
| **Exceptionalities** |  |
| **504 plan** |  |
| **Struggling students not identified** |  |
| **Visual Learners** |  |
| **Auditory Learners** |  |
| **Tactile Learners** |  |
| **Parent involvement** |  |
| **Students Receiving Services (number)** |
| **Occupational Therapy** |  |
| **Speech Therapy** |  |
| **Title I Service** |  |
| **RTI Tier 1**  |  |
| **RTI Tier 2** |  |
| **RTI Tier 3** |  |
| **Counseling** |  |
|  **Resource staff in classroom** |
| **Co-teaching** |  |
| **Intervention Specialist** |  |
| **Classroom paraprofessional** |  |
| **Resources in Room** |
| **Interactive** **White board** |  |
| **Computers** |  |
| **Other** |  |
| **Other Information** |
|  |
|  |

**Walsh University Lesson Plan (1.2)**

**Lesson Plan Information:**

Name: Subject: Grade:

Title of Lesson:

Class Submitted for: EDUC 468 Seminar Instructor:

**Ohio New Learning Standards/CCSS:**

Strand

Topic

Standard #/Content Statement

**Prior Knowledge:**

**Academic Language:**

Academic vocabulary:

Content standard:

Vocabulary acquisition:

Modalities:

|  |  |  |
| --- | --- | --- |
|  **1.2 Lesson Plan** | **1.3 Why** | **1.4 Video Evidence** |
| **Time Elements:** |  |  |
| **Student Grouping**: Whole group, small group, 1-1, cooperative |  |  |
| **Methods/Instructional Strategies**: direct instruction, inquiry based, collaborative |  |  |
| **Objective(s)/Learning Goal(s):** Upon completion of… the student will…with a goal/target of… on a …. **Universal Design for Learning:**Multiple means of REPRESENTATION: visual, auditory, touch,Multiple means of EXPRESSION: text, speech, drawing, illustration, design, film, music, visual art, sculpture, video, physical manipulatives, social media, interactive web tools, comics, storyboards, graphMultiple means of ENGAGEMENT: work alone, work with peers, choice, vary activities or sources of information, active participation, exploration, experimentation, discussions, degree of difficulty, grouping, self-assessment |  |  |
| **Materials/Resources (including technologies):**  |  |  |
| **General Procedure** Introduction/Anticipatory Set:  |  |  |
| Detailed Sequence:  |  |  |
| Conclusion/Closure:  |  |  |
| **Evaluation/Assessment: Informal/formal tools/procedures**Standard language, assessment tool, and target/goal  |  |  |
| **Independent Extension Activities for Lesson:**  |  |  |
| **Reflection of the lesson:** Goals met/data/target scoreStrengthsAreas to improveStudent EngagementNext stepsInterventions |  |  |

**1.6 Instruction Commentary**

**Standard 4: Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.**

**Describe how you completed each of the following:**

|  |
| --- |
| 4.1 Teacher aligned their instructional goals and activities with school and district priorities and Ohio’s academic content standards. |
| 4.2 Teacher used information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.  |
| 4.3 Teacher had clear learning goals and explicitly linked learning activities to those defined goals.  |
| 4.5 Teacher differentiated instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. |
| 4.6 Teacher created and selected activities that were designed to help students develop as independent learners and complex problem-solvers. |
| 4.7 Teacher used resources effectively, including technology, to enhance student learning. |

**1.7 Content Commentary**

**Standard 2: Content: Teachers know and understand the content area for which they have instructional responsibilities.**

**Describe how you completed each of the following:**

|  |
| --- |
| 2.1 Teacher knew the content they taught and used their knowledge of content-area concepts, assumptions and skills to plan instruction.  |
| 2.2 Teacher understood and used content-specific instructional strategies. |
| 2.5 Teacher connected content to relevant life experiences and career opportunities. |

**1.8 Assessment Commentary**

**Standard 3: Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.**

**Describe how you completed each of the following:**

|  |
| --- |
| 3.1 Teacher was knowledgeable about assessment types, purposes, and resulting data.  |
| 3.3 Teacher analyzed data to monitor student progress, & to plan, differentiate, & modify instruction. |

**Attach the Cooperating Teacher’s observation form.**

**Walsh University**

***Division of Education***

OBSERVATION REPORT FOR CLINICAL EXPERIENCE (Cooperating Teacher)

The cooperating teacher will complete this form during the WSTPA observation. Please give to teacher candidate to turn in with their video.

Teacher Candidate Semester

Building District

Date Time

Cooperating Teacher

**Ohio Educator Standards**

**Standard 1**

Teachers understand student learning and development, and respect diversity of the students they teach.

**Standard 2**

Teachers know and understand the content area for which they have instructional responsibility.

**Standard 3**

Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

**Standard 4**

Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Standard 5**

Teachers create learning environments that promote high levels of learning and achievement for all students.

**Standard 6**

Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

**Standard 7**

Teachers assume the responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

**OBSERVATIONS OF THE LESSON**

|  |  |
| --- | --- |
| **RECOMMENDATIONS/SUGGESTIONS** | **STRENGTHS** |
| **Standard 2. Content:** Teachers know and understand the content area for which they have instructional responsibility.2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction. 2.2 Teachers understand and use content-specific instructional strategies.2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.2.5 Teachers connect content to relevant life experiences and career opportunities. |  |
| **Standard 3. Assessment:** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.3.1 Knowledgeable about assessment types, purposes, and resulting data. 3.2 Select, develop, and use variety of assessments.3.3 Analyze data to monitor student progress, & to plan, differentiate, & modify instruction. 3.4 Collaborate and communicate student progress with students, parents, & colleagues.3.5 Involve learners in self-assessment & goal setting. |  |
| **Standard 4. Instruction:** Teachers plan and deliver effective instruction that advances the learning of each individual student. 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards. 4.2 Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap. 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals. 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. 4.7 Teachers use resources effectively, including technology, to enhance student learning. |  |
| **Questions:** |

**Cooperating Teacher Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2015-2016**