## 6.6 Lesson Plan Template for Observation

*Use the lesson plan template provided below or a district aligned lesson plan when your support provider observes a lesson within the series. Remember to include copies of 3-5 lessons from the lesson series (each lesson must include the graded work of the 3 focus students).*

<table>
<thead>
<tr>
<th>Date of lesson:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standard:</td>
<td></td>
</tr>
<tr>
<td>Connection to Focus Question: (e.g. application of research)</td>
<td></td>
</tr>
</tbody>
</table>

### Time Allocation:

<table>
<thead>
<tr>
<th></th>
<th>*Sequence of Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Introduction:</strong> (Hook, Connect to Prior Knowledge-Why are they learning this?)</td>
</tr>
<tr>
<td></td>
<td><strong>Direct Instruction:</strong> (How will you deliver the instruction?)</td>
</tr>
<tr>
<td></td>
<td><strong>Modeled Instruction:</strong> (How will you demonstrate the task(s)?)</td>
</tr>
<tr>
<td></td>
<td><strong>Guided Practice/Checking for Understanding:</strong> (How will you break down the content into manageable chunks? What strategies will you use to check for understanding?)</td>
</tr>
<tr>
<td></td>
<td><strong>Independent Practice:</strong> (How will students demonstrate what they learned?)</td>
</tr>
</tbody>
</table>
Closure: (How are you summarizing the learning and previewing tomorrow’s lesson?)

Attach the graded work from the three Focus Students.
*In your lesson plan, tell how you differentiate for the 3 focus students.
### LAUSD FACT INQUIRY CHECKLIST Year Tab 6

<table>
<thead>
<tr>
<th>Professional Presentation:</th>
<th>5. &amp; 6. Action Plan</th>
<th>6.3 Essential Components for Instruction</th>
<th>Accommodations/Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ All elements of Inquiry complete</td>
<td>□ Described three or more research actions:</td>
<td>□ Includes identifying information</td>
<td>□ Explains accommodations for EL students based on ELD levels</td>
</tr>
<tr>
<td>□ The paper is not wrinkled, stained, torn</td>
<td>□ Talked with colleague(s)-Name &amp; position</td>
<td>□ Participating Teacher</td>
<td>□ Describes accommodations for students:</td>
</tr>
<tr>
<td>□ Appropriate mechanics, usage, grammar and spelling are evident</td>
<td>□ Identify colleague observed</td>
<td>□ Support Provider</td>
<td>○ with IEP, 504, SST or at risk</td>
</tr>
<tr>
<td>□ All documents are word-processed except student samples, SP Observation Notes</td>
<td>□ Cite research article, website or book</td>
<td>□ Subject Matter Focus</td>
<td>○ in the middle</td>
</tr>
<tr>
<td>6.2 IIP Focus of the Inquiry</td>
<td>□ Cite workshop/course title and sponsoring organization</td>
<td>□ Grade/Period</td>
<td>○ needing advanced instruction</td>
</tr>
<tr>
<td>□ IIP includes identifying information</td>
<td>□ Identify and include data analyzed</td>
<td>□ Beginning/Ending Dates</td>
<td>□ Lists students in Core, Strategic, and Intensive Groups</td>
</tr>
<tr>
<td>○ Participating Teacher</td>
<td>□ Observation of Support Provider or coach (demonstration lesson)</td>
<td>□ Number of Lessons</td>
<td>□ Describes instructional strategies and assessment by group</td>
</tr>
<tr>
<td>○ Support Provider</td>
<td>□ Minimum of three research date entries</td>
<td></td>
<td>□ Describes Culturally Relevant and Responsive Strategies</td>
</tr>
<tr>
<td>○ Local District</td>
<td>7. Application</td>
<td></td>
<td>□ Describes Instructional Strategies</td>
</tr>
<tr>
<td>○ School</td>
<td>□ Explanation of how each research listed above was implemented in the classroom (minimum of 3)</td>
<td></td>
<td>□ SST recommendations or N/A</td>
</tr>
<tr>
<td>□ Induction Standard is identified</td>
<td>8. Results</td>
<td></td>
<td>Learning Environment</td>
</tr>
<tr>
<td>Cells:</td>
<td>□ Explanation of the impact of the research on:</td>
<td>□ Describes entry level assessment</td>
<td>□ Describes classroom environment to ensure engagement</td>
</tr>
<tr>
<td>□ 1. Identify CSTP area of focus</td>
<td>○ Instructional practice (specific growth or change)</td>
<td>□ Addresses English Learners and special needs students</td>
<td>□ Explains how students were able to make real life applications</td>
</tr>
<tr>
<td>Or Describes what and why they have that instructional interest</td>
<td>○ Student achievement -describes data of measurable results (cell 4) and other tangible results</td>
<td>□ Describes criteria used to interpret results</td>
<td>□ Explains class environment or strategies that promoted:</td>
</tr>
<tr>
<td>□ 2. Focus question</td>
<td>9. Application to Future Practice</td>
<td>□ Describes summative assessment</td>
<td>○ physical, cognitive, emotional and social well being</td>
</tr>
<tr>
<td>-open ended (not yes/no)</td>
<td>□ Describes application of learning to future practice.</td>
<td>□ Describes criteria used to interpret results</td>
<td>○ respect/respecting differences</td>
</tr>
<tr>
<td>-form of a question</td>
<td></td>
<td>□ Describes the progress monitoring assessments for lesson series</td>
<td></td>
</tr>
<tr>
<td>-focused on improvement of teaching practice</td>
<td></td>
<td>□ Lists vocabulary for lesson series</td>
<td></td>
</tr>
<tr>
<td>-is not to confirm a strategy</td>
<td></td>
<td>□ Describes strategies to teach vocabulary</td>
<td></td>
</tr>
<tr>
<td>-is broad in scope (4-6 week lesson series)</td>
<td></td>
<td>Application of Research</td>
<td></td>
</tr>
<tr>
<td>□ 3. CTSP element listed is relevant to focus question</td>
<td>□ Describes application of research from IIP cells 5-8</td>
<td>Describes application of research</td>
<td></td>
</tr>
<tr>
<td>-includes element number and descriptor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ 4. Outcome is measurable and connected to focus question &amp; content standards taught (90% of my students will......based on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6.4 Entry-Level Assessment

**Part 1**
- Students listed in performance categories
- Attached a copy of the assessment
- Attached assessment scoring guide
- Assessment aligned to Inquiry and content standard

**Part 2**
1. Explains what students at each level can do before instruction
2. Lists what strategies will be used for proficient and advanced students
3. Explains what strategies will be used for far below and below basic students
4. Explains what additional support will be needed
5. Attached entry-level assessments for the 3 focus students

**6.5 Focus Student Selection**
- List 3 focus students (first names only)
- One English Learner and one Special Population student
- One of each of the 3 students selected must cover the three ranges of ability (FB/BB,B or P/A)
- Focus Student 1 English Learner
  - Supports listed (instructional)
  - Sufficient details create a picture of student needs
- Focus Student 2 Special Pop.
  - Supports listed (instructional)
  - Sufficient details create a picture of student needs

**6.6 Lesson Plan/Student Work**
1. **3-5 Lesson Plans (lesson series)**
   - Explains connection to Inquiry
   - Develops Academic Language
   - Checks for Understanding
   - Differentiates for 3 focus students
   - Sufficient details of procedures: content standard, introduction/make connections; direct instruction; guided practice/check for understanding; independent practice; closing
   - Each lesson has scored work from each of 3 focus students labeled with first name, last initial

**6.7 Observation Record (3 Parts)**
1. **Part 1**
   - All information cells are complete
   - CSTP boxes checked
   - Induction standards checked

2. **Part 2**
   - Script beginning, middle and end of lesson
   - Record student and teacher actions
   - Include CSTP number

3. **Part 3**
   - Key observations for each of the 3 focus students
     - Student response to: lesson, modifications/support, independent work

**6.8 Post-Observation Reflection**
- Uses evidence from the observation to document key insights related to focus question
- Documents key insights related to student learning

**6.9 Summative Assessment Reflection**
1. **Part 1**
   - Students listed in performance categories
   - Attached a copy of the assessment
   - Attached assessment scoring guide
   - Assessment aligned to Inquiry and content standard

2. **Part 2**
   1. State learning goal from Essential Component page and describe the learning outcome (result of summative assessment)
   2. For students scoring FBB and BB, write what the following elements were and reflect on the impact on the students:
      - Accommodations/Modifications
      - Prior Knowledge
      - Instructional Strategies
      - Other (optional)
   3. Addressed all of the following areas for the 3 focus students:
      - Observations of student work
      - Effect of instructional strategies
      - Next step for student - Why?
   4. Indicates interventions for students not proficient/advanced
   5. Discuss next steps for proficient/advanced students

**6.10 Analysis of Student Work (Lesson SP Observed)**
- Describes class achievement
- Describes EL Student achievement
- Describes Spec. Pop. Student achievement
- Describes Student 3 achievement
- Work from 3 focus students is attached, graded/scored (located with lesson plans)

**6.11 Reflective Conversation Record**
- Describes areas of strength
- Describes CSTP area of concern
- Describes Induction standards area of concern

**DOP (copy submitted)**
- Date each element of DOP
- Underline key phrases
- List evidence
- Participating teacher initials
- Support Provider initials

### Evaluation of Evidence
- **PASS**
- **REVISE & RESUBMIT**
  - Highlighted areas are missing or lack sufficient detail

**Evaluator’s Signature:**

__________________________

**Date:**

__________________________

**BTSA Verification:**
The formative assessment process provides the opportunity to systematically focus on developing as a professional educator (CSTP Standard 6, in all aspects of teaching). The Summary of Teaching Practice is a holistic reflection on your teaching through a review of the processes engaged in during the Initial Assessment of Teaching Practice, Context for Teaching, and Inquiry. This reflection captures progress you related to the California Standards for the Teaching Profession, the state-adopted academic content standards, and the Standards of Quality and Effectiveness for Professional Teacher Induction Programs.

### Step One:
**Question Guide D-1**

**Assessing Professional growth over time**

Use **Question Guide for reflection**

1. Review the information in your Assessment Toolbox E. Consider the evidence collected during the Context for Teaching, Initial Assessment of Teaching Practice, and Inquiry. Using this evidence, review the results of your work this year as you use the Reflective Question Guide to navigate the conversation.

### Step Two:
**Reflective Summary of Teaching Practice D-2**

**Assessing Professional growth over time**

**Create a written reflection**

1. After using the guiding questions on D-1 the Reflective Question Guide, identify
teaching practices that had the greatest effect on student learning and your progress toward meeting your professional growth goals. Meet with your Support Provider to:

- Discuss your personal insights about your professional growth
- Surface additional insights from your collaborative conversation
- Capture your reflections on the Reflective Summary of Teaching Practice, D-2

**Step Three:**

**Share Key insights**

*Assessing Professional growth over time*

**Share key insights**

1. Prepare to share your key insights with your program. Your program director will inform you of the process for this sharing to occur.
Reflective Summary of Teaching Practice D-2

This form to prepare a written reflection, based on the work you have done this year and the evidence that
rewarded your thinking. The key insights captured here may be shared during your program’s culminating activity.

1. What have you learned about yourself as a teacher?

2. What have you learned about your students?
3. Describe a piece of evidence that best illustrates a change in your teaching.

4. What will you investigate or focus on in the next year?
Summary of Teaching Practice
Guiding Questions

How have I grown in my practice as a professional educator during my time in the Induction Program? What evidence can I provide that demonstrates that growth?

For each of the four areas below (Pedagogy, Equity, Teaching English Learners and Teaching Special Populations) you will present evidence of your growth over time. Identify where you would find evidence of the growth in your portfolio (for instance which document, which part). This will be your evidence/artifact piece for Summary of Teaching Practice 8.2 Box 3. You may select one of the three following methods to present your work (a copy should be placed behind Tab 8 in your portfolio):

- Create a scrapbook—for each of the standards create a page that utilizes, photographs, student work samples or other artifacts related to the standard with captions to explain how they demonstrate your growth in this area.
- Create a power-point that includes a slide or two for each of the standards that incorporates photographs, student work samples or other artifacts related to the standard with bullets to explain how they demonstrate your growth in this area. If you choose this option you are responsible for bringing a laptop to use in sharing it with your group.
- Essay Form— you must write in essay form (minimum of one paragraph per Induction Standard) and use your words to create a visual picture of what your practice was like before and now with specific details that illustrate the growth you have experienced.

Pedagogy
1. Highlight your growth in the area of Pedagogy. You must address two or more of the areas below, one of which must be student use of technology to advance learning:
   a. ability to reflect upon and apply the CSTP and pedagogical skills
   b. use of content standards, frameworks, instructional materials and data in planning and instruction
   c. use of multi-tiered instruction/interventions based on the needs of the students in your class
   d. creating and maintaining a well-managed, safe, inclusive, healthy learning environment that fosters students’ physical, cognitive, emotional and social well-being
   e. fluent, critical use of technology (for your planning and instruction as well as student use to advance their learning)
2. Indicate where in your portfolio we would be able to find evidence of your growth.

Universal Access: Equity for all Students
1. Highlight your growth in the area of Equity for All Students. You must address one of the areas listed below:
   a. design and implementation of equitable and inclusive learning environments
   b. use of culturally responsive pedagogy to maximize academic achievement for students from diverse backgrounds
   c. how you work to minimize bias in classrooms, schools and larger systems while using culturally responsive pedagogical practices
2. Where in your portfolio would you find evidence of your growth?

Universal Access: Teaching English Learners
1. Highlight your growth in the area of Teaching English Learners. You must address this prompt: How do you ensure academic achievement for English Learners through differentiation of instruction based upon your students’ primary language and proficiency levels in English considering the students’ culture, level of acculturation and prior schooling?

2. Where in your portfolio would you find evidence of your growth?

**Universal Access: Teaching Special Populations**

1. Highlight your growth in the area of Teaching Special Populations. You must address one of the following prompts:
   a. How do you ensure academic achievement for students with special learning needs by providing accommodations and modifications based on assessed student needs?
   b. How do you use positive behavioral support strategies and a strengths based approach to meeting the needs of all students, including the full range of special populations?

2. Where in your portfolio would you find evidence of your growth?