

**EXPECTATIONS FOR LESSON PLANS
AND OBSERVATIONS .STIJUDENT TEACHERS
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LESSON PLANS

- ~ Kindly keep an orderly compilation of all lesson plans that you develop. When I come for the observation, I expect to see all your lesson plans for the courses that you are teaching. These lesson plans will be evaluated according to format and content. Be sure you include your goals and objectives for the semester, unit and daily *lessons*.
- ~ Lesson plans must be very specific and well developed. Indicate exactly what you plan to do to meet your goals and objectives so that there is evidence of student learning, i.e., what students should know and be able to do when they leave the daily class and complete the course. Write out examples, explanations, short drills, etc. **Show your step by step process** in the instructional strand. **Leave nothing to chance!** When the class is over, it should be evident that students have acquired a new skill and enhanced previous learning, skills and understanding of concepts being taught.
- ~ The lesson plan must include how much time you expect to spend on each activity.
- ~ Include copies of all handouts, tests and other materials that you have given to students. I will check these very carefully
- ~ Kindly provide a copy **of your** seating chart **for each class**. I expect to have this by the end of the first week that you are teaching.

ON-SITE SUPERVISION VISITS

- ~ Consult your summary of the expectations and competencies that you must meet.
- ~ If I arrive and do not receive lesson plans nor observe a well-planned instructional period, the evaluation will be **poor**.

- ~ Plan on a conference after each visit to discuss my observations-commendations and recommendations for improvement.

- ~ *Visits* **are unannounced**. If there is a change in the daily schedule, kindly let me know in advance. **Be** very aware of changes that occur in the daily schedule at your school site. Shortened class periods will affect your

STUDENT TEACHER OBSERVATION

CATEGORIES OF MAJOR EMPHASIS IN THE OBSERVATION PROCESS

A. CLASSROOM MANAGEMENT

- Students on task and engaged in the activity
- Mutual respect in evidence
- Students aware that the teacher is in control of the class
- Classroom rules are obvious and observed; they are posted for quick reference
- Students are held accountable for their behavior; there are definite consequences for poor behavior or lack of respect for teacher and classmates

B. COMMAND OF THE LANGUAGE

- Teacher uses the target language exclusively in class demonstrating strength in communication
- There are no glaring errors in the use of the target language
- Teacher uses a variety of vocabulary in accord with language level
- Teacher is able to manipulate grammatical structures and use idiomatic expressions effectively
- Teacher uses target language as the communication tool and requires the same of students
- Anything of a written nature (board, overhead, handouts) is perfect; this includes accentuation

C. SEQUENCING OF ACTIVITIES

- Goals and objectives of the day's lesson are clear and in evidence
- The day's agenda is discussed and/or visually represented
- The class is organized around a specific lesson design format
- There is evidence of in-depth planning where the five language skills are incorporated into every aspect of the lesson (listening, speaking, reading, writing and culture)
- The transitions from activity to activity are clear and orderly. Teacher does not proceed until all students are ready
- Students involved in paired activities or cooperative learning groups are closely monitored

- Critical thinking on the part of students is evident
- Teacher is obviously well-prepared for the class!
- Students are the major participants in the lesson; the teacher is the facilitator

D. COLLABORATIVE LEARNING ACTIVITIES

- The lesson provides opportunities for students to work together
- Groups or pairs are randomly selected or are organized according to the dictates of established cooperative learning methods
- Teacher has provided clear instructions and modeled the activity for the groups
- Students are under control and are accomplishing the task-not wasting time
- Students are closely monitored by teacher
- Students are held accountable (orally or in written form) for work accomplished in groups/pairs
- Teacher is constantly moving around the room observing and facilitating student work acting as guide and resource

E. LESSON PLANS

- All lesson plans are professionally done on computer or neatly hand-written
- Teacher is keeping a notebook of lesson plans
- The concepts to be taught for the year, semester (6 or 7) are clearly stated at the beginning of the lesson plan compilation
- The unit goals and objectives for the course are clearly stated; close attention is given to achievement and mastery
- The chapter/lesson goals and objective are clearly stated
- The daily lesson goals and objectives are clearly stated
- The lesson plan evidences in-depth thought, planning and organization
- The lesson plan incorporates different activities and a variety of resource material to be used (text, workbook, tapes, computer technology, realia, readers, magazines, transparencies, games, objects, etc.)
- All materials to be used in the lesson are close at hand and readily available for demonstration and participation
- Every lesson includes a section for the evaluation of the lesson--what was successful and what needs improvement

DAILY LESSON DESIGN FOR EFFECTIVE PLANNING

- Major concept (from semester plan):
- Goal(s) for today's lesson:
- Objectives/Student outcomes:
- Material needed:
- Notes to myself:
- WARM-UP: (detailed with explanations)
- INSTRUCTIONAL STRAND:
(describe every step in your process and include examples.)
 - comprehensible input
 - constant checking for understanding
- GUIDED PRACTICE:
(activities that support the learning, real world, contextual, variety with expectations and accountability, whole class, paired, small group, individual.)
- CLOSURE/SUMMARY
- INDEPENDENT PRACTICE/"HOMEFUN"
(meaningful assignment that supports the learning and will be reviewed.)
- EVALUATION OF LESSON:
My personal reflection - Positives and improvements

STUDENT TEACHER – LESSON PLANS CONNECTING THE 5Cs TO THE DAILY LESSON

As you prepare your lessons, it is important to connect the appropriate National Standards to your daily plan. Be sure to indicate which Standards you are using as the basis of your lesson. This can be from one to all five Standards as appropriate.

For example...

Vocabulary development. Students will be able to provide and obtain information dealing with their weekend activities using the vocabulary related to student activities in a short question and answer dialogue warm-up activity. (Communication)

Reading. Students will identify the similarities and differences between school life in their own region and in another francophone region in the discussion on the short reading assignment "Mon école". (Culture, Communication, Connections)

Structure. Students will be able to recognize and use the different grammatical structures related to the concept of formal and informal language in French and English – tu et vous. (Communication, Comparisons, Cultures)

Again, as you indicate the student objectives/outcomes in each lesson, it is necessary to integrate the National Standards in your planning.

CONCEPTS - LEVEL I

- A. The pronunciation and spelling systems
- B. The verb system - present, present progressive, intro to past tense
- C. The noun system
- D. The adjective system
- E. Vocabulary development
- F. Integrated cultural support - real-world context

SEMESTER GOALS

Facilitate student learning as evidenced by his/her ability to use the language in context and initial mastery of the concepts for Level I.

Integrate the National Standards (COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, COMMUNITIES)

Connect and integrate the skills of LISTENING, SPEAKING, READING, WRITING, CULTURE

SEMESTER OBJECTIVES:

Students will be able to:

- A) pronounce and spell correctly in the target language
- B) manipulate infinitives, conjugations, use verb tenses correctly in context distinguish between regular and irregular verb patterns, control designated grammatical structures
- C) distinguish between gender and number, apply gender theory in context
- D) recognize and use adjectives correctly in context, demonstrate clear control of form and placement
- E) build and expand ability to use basic thematic vocabulary and idioms in real-world context

UNIT 1 GOALS

Facilitate student learning so that there is evidence of use of real-world vocabulary, expressions (name theme), correct use of grammatical structures (name), verbs, demonstrated understanding of the essence and integration of culture in real-world context

UNIT 1 OBJECTIVES:

Students will be able to:

- A) pronounce and spell correctly in the target language initial greetings, verbs, nouns and adjectives (list)
- B) manipulate and apply the conjugations of the 1st, 2nd, 3rd groups of infinitives (list) and use the following irregular verbs in context (list)
- C) use the nouns correctly in real-world context (reference)
- D) use the adjectives correctly in real-world context (reference)
- E) use the thematic vocabulary and expressions presented (reference - instructor, text, ancillaries)

Characteristics of Effective Foreign Language Instruction

Guidelines

The National Association of District Supervisors of Foreign Languages has identified the following characteristics of effective foreign language instruction. These guidelines provide a basis for common understanding and communication among evaluators, observers, and practitioners in foreign language classrooms.

- The teacher uses the target language exclusively and encourages the students to do so.*
- The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that simulate real-life situations.*
- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.
- Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of the students.*
- Culture is systematically incorporated into instruction.
- The teacher uses a variety of student groupings.
- Most activities are student-centered.

- The teacher uses explicit error correction in activities which focus on accuracy, and implicit or no error correction in activities which focus on communication.
- Assessment, both formal and informal, reflects the way students are taught.

- Student tasks and teacher questions reflect a range of thinking skills.
- Instruction addresses student learning styles.
- Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.

- The teacher enables all students to be successful.
- The teacher establishes an affective climate in which the students feel comfortable taking risks.

- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment reflects the target language and the culture.

- The teacher uses the textbook as a tool, not as a curriculum.
- The teacher uses a variety of print and non-print materials including authentic materials.*
- Technology, as available, is used to facilitate teaching and learning.

- The teacher engages in continued professional development in the areas of language skills, cultural content, and current methodology.

*Listening, speaking, and authentic non-print materials are emphasized, but to a lesser degree in Latin and Greek classrooms. (NADSFL 1991)

8B(d) **English.** During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use **Standards of Quality and Effectiveness for Professional Teacher Preparation Programs** California Commission on 16

of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/morphological structure of the English language.

8B(e) **Art, Music, Theatre, and Dance.** During interrelated activities in program coursework and fieldwork, SS art, music, theatre, and dance candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the *Visual and Performing Arts Framework* and *Student Academic Content Standards*, including (1) processing sensory information through elements unique to art, music, theatre, or dance (artistic perception); (2) producing works in art, music, theatre, or dance (creative expression); (3) understanding the historical and cultural origins of art, music, theatre, or dance (historical and cultural context); (4) pursuing meaning in art, music, theatre, or dance (aesthetic valuing); and (5) relating what is learned in art, music, theatre, or dance to other subject areas and to careers (connections, relationships, applications). In the program, candidates for SS Credentials are prepared to guide students in Grades 7-12 during the production of expressive works and in discussions that focus on analysis and interpretation of their own work and the work of others.

8B(f) **Physical Education.** During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the *Physical Education Framework* including (1) developing motor skills and abilities through varied activities, (2) developing health-enhancing levels of physical fitness, (3) knowing and understanding principles of human movement, and (4) practicing social skill development and fair play in games and sports.

→ 8B(g) **Languages Other than English.** During interrelated activities in program coursework and fieldwork, SS languages candidates learn to teach the fundamental goals of the *Foreign Language Framework* and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, (4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Each candidate is prepared to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students' insights into the nature of language.

8B(h) **Health Science.** During interrelated activities in program coursework and fieldwork, SS health science candidates learn to (1) plan and implement instruction based on the *Health Framework for California Public Schools*, (2) create a learning climate sensitive to the health-related needs of all students, (3) implement instructional strategies which result in students' **Standards of Quality and Effectiveness for Professional Teacher Preparation Programs** California Commission on 17

understanding of scientifically based principles of health promotion and disease prevention, incorporating that knowledge into personal health-related attitudes and behaviors, and making good health a personal priority, (4) link instruction to the health of students' family, school and community, and (5) initiate instruction which enhances students' resiliency and supports their development of positive assets.

8B(i) **Agriculture.** During interrelated activities in program coursework and fieldwork, SS agriculture candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single