

EDEL 4150 Response to 7.5_U7.5f. A_Direct, explicit, structured, systematic instruction

Reviewer's Comment: Reviewers could not find explicit evidence of structured, organized, direct, systematic, and explicit instruction being addressed ("Assess" column).

Response: Please find the following as evidence of assessment of candidates' ability to plan and implement **Direct, explicit, structured, systematic instruction (highlighted in green)**:

- a) the lesson planning and filming activity from EDEL 4150 Signature assignment Diagnostic Reading Assessment (pp.1-4 of this document), and the following methods of evaluation:
- b) candidate's self-reflection (p.4 of this document)
- c) the instructor's rubric (p. 5-6 of this document)

A) Lesson Planning Activity: (copied from pp. 21-22 of the syllabus)

Directions: Following the provided **Lesson Plan Template (next page)**, create one lesson plan that would be part of your reading intervention plan. Your lesson must relate to your overall recommended reading intervention and focus on the student's targeted areas of need. In your lesson plan, you should address the Common Core State Standards as well as the language objectives for your English learner. Your lesson should address a goal from the student's IEP if he/she has an identified disability. Use evidence-based strategies.

Include each of the following components in your lesson plan:

- a) Appropriate state standards, including CCSS and ELD standards
- b) Objective(s) aligned with the standards; include ELD goal, IEP goal
- b) Materials (including copies of formal, informal, student self-assessments)
- c) Anticipatory Set/Motivation (based on your knowledge of student's assets and funds of knowledge)
- d) Activities/Procedures/Instructional Strategies (both teacher input and student activities and how you will check for understanding), include EL supports and UDL strategies.
- e) Activities that combine academic reading, speaking, listening, and writing.
- f) Strategies to engage students in higher order thinking skills
- g) Accommodations and Modifications
- h) Progress Monitoring probes, Informal assessment using a rubric; student self-assessment-explain how they measure grade-level content specific goals and ELD goals
- i) Closure and next steps

Using the lesson plan template below practice developing a lesson plan for one of the foundational literacy skills. Make sure to explicitly incorporate the principles of effective

instruction. **What evidence would you have to demonstrate that your instruction is structured, organized, direct, explicit, and systematic?**

Complete the table below after you complete the lesson planning activity:

	structured	organized	direct	explicit	systematic
Evidence from your lesson					

Lesson Plan Template

Lesson Title: _____

(Co-)Teacher(s)/Assistants: _____ Date: _____

Grade: _ Subject(s) (in addition to literacy):

Lesson Objective(s): *State the measurable/observable objectives for reading (specify reading domain) and language skills, aligning them with Common Core and ELD.*

Lesson Aligned with the following [CCSS](#) and [ELD](#):

IEP Goal(s) of Focus Student(s):

Materials Needed/Material Adaptations/Use of Assistive Technology: *List the materials that you need for this lesson including low/high technology. If you are presenting this lesson collaboratively, make sure to list the collaborators and their roles here.*

Content to Motivate Students (use your knowledge of students, their strengths, interests, and needs):

All Students:

Some Students (including students with IEPs and ELs):

Focus Student(s):

Multiple Means of Representation, Engagement, and Expression (embed [UDL](#) principles for each activity “I do,” “we do,” and “you do”):

Content Area/Literacy Instruction (20-30 mins)

Time:	Activity; Instructional Content and Strategies	Co-Teaching Model 1. One teach One assist 2. Parallel 3. Alternative 4. Station 5. Team	<ul style="list-style-type: none"> Teachers’ and assistants’ names and roles (identify who is leading the instruction and who is supporting the students) Accommodations for students who need extra support for a given activity (including students with special needs and ELs) Various levels of Instructional/Behavioral Supports
0-5:00	“I do”		
5:00-15:00	“We do”		
15:00-25:00	“You do”		
<p>Closure and Evaluation: <i>How will students demonstrate what they learned? Attach the checklist/rubric(s) (students self-evaluation, peer-evaluation, teacher rubrics) on how to quantify the various expressions of learning outcomes.</i></p>			
25:00-30:00			
<p>For Each Content/Literacy Activity: Extension Skills/Enrichment Skills/Reteaching Activities: <i>Plan how you can engage students in monitoring their own quality of work, developing problem-solving skills, and learning more about (or participating in additional activities to master) the focus content.</i></p> <p>Consider Various levels of Instructional/Behavioral Supports should be considered (Think MTSS and IEP)</p>			
Extension skills			
Enrichment skills			
Reteaching Activities			

Preview of the Next Lesson (3-5 mins)			

Administer, video-record, and reflect on one 10-15 mins lesson (6 pts):

Conduct and video-record one session with the student using the lesson plan you designed. This part of the assignment also counts as demonstration of your instructional, assessment, and reflection skills and will serve as one of the 24 total fieldwork observations conducted throughout your program. Please make sure that in your lesson and in your reflection you clearly demonstrate/explicitly discuss the following:

Reflection:

1. How your lesson and instruction demonstrate your application of your knowledge of the focus student, their prior experiences, funds of knowledge, cultural, linguistic, SES background.
2. Evidence of research-based high leverage practices (i.e., direct, explicit, structured, organized, systematic instruction;) and strategies that are responsive to your student's present levels of performance, developmental, linguistic, and socio-emotional, as well as disability-specific needs.
3. Engaging students in higher order thinking
4. Teacher's (your) content specific feedback
5. Discuss what evidence you have of student's learning, achievement of learning goals
6. Discuss the interconnectedness of activities involving reading, listening, speaking, writing, and viewing closely to draw evidence from texts and their impact on the depth of comprehension and complexity of students' thinking.
7. Accommodations, adaptations, and modifications (include assistive technology) that you incorporated into the lesson, and their function in supporting the student and enhancing accessibility of content (Discuss connection to UDL).
8. Discuss whether you were able to create literacy-rich and communication rich environment for this lesson; what did you do? What could you add to your lesson?
9. Students' self-assessment of fluency or comprehension
10. Formative assessment techniques and how these inform your in-the-moment instruction and subsequent lesson planning. Discuss needed improvements.
11. How did the assets and needs of the student impact the lesson?
12. Discuss your assessment of your student's understanding of lesson goals. Reflect on how you supported the student in reaching grade-level content standards and ELD goals.
13. Using your analysis of your current lesson's effectiveness, discuss what needs improvement
14. Discuss and explain your next steps for a subsequent lesson plan. Include strategies, accommodations and modifications. Cite evidence from above analysis as rationale for your next instructional steps.

In your reflection evaluate how the lesson went and how you might change your intervention (or not) based on your experience. Meet with the student's family and/or school service providers and debrief about the results of your project.

E. References page for the resources you used in developing your plan (1 pt)

F. Appendix: Include sample instructional materials for your lesson (1 pt)

Rubric for Assignment Evaluation (Lesson Plan Evaluation is highlighted, see p.6 of this document)

Individualized Intervention Plan (15 points)

Evaluation of Designed Intervention (10 points):

- Clearly and fully describes reading intervention based on student's strengths and needs from Part I (1 point)
- Reading intervention plan targets 1-2 areas of critical need for this student in the area of reading (1 point)
- Candidate provides overview of intervention that includes long-term goals (2 points)
- Uses IEP goal writing format introduced in EDSP 4020 (1 point)
- Describes implementation of intervention (frequency, schedule, how lessons are conducted) (2 points)
- Describes rationale for and explicit alignment of intervention with student's needs and ELA standards (1 point)
- Uses textbook and course materials for guidance in designing reading intervention (1 point)
- **The scope and sequence of intervention are organized, systematic, and demonstrate structured literacy approach.**

Evaluation of the Lesson Plan (5 points)

- Candidate creates a lesson plan for the student that is grounded in evidence-based reading instruction (1 point)
- Lesson includes: standards, objectives, materials, anticipatory set/motivation, activities/procedures, closure (1 point)
- **Lesson showcases instruction that is organized, direct, explicit, and systematic** (1 point)
- Lesson incorporates content and strategies learned this semester in EDSP 4050 (1 point)
- Activities engaging students in reading, writing, speaking, listening, and closely examining text features are interconnected and designed so that the skills support each other and lead to deeper comprehension and increased depth of ideas in speaking, reading analysis, & writing (1 point)

