

**Course-Based Key Assessment #3 – Lesson Plan and Summary Description
Used in TESL 5220 Curriculum Development in Second Language Classrooms**

Introduction

Using the SIOP model or any other established lesson plan, teacher candidates design lessons that appropriately differentiate instruction for varying language and proficiency levels. Candidates will also focus on the integration of reading, writing, listening, and speaking into planned lessons, and they will also learn to differentiate and distinguish language and content objectives when planning these lessons.

Standards and Objectives

The Key Assessment objectives are aligned with the TESOL Standards and are directly assessed on the Key Assessment rubric. Please review these objectives and the rubric while preparing and editing your Key Assessment.

Primary Standards are those standards covered in more detail in this particular course. The Secondary Standards are those standards that may be covered in more detail in other courses, but still inform many of the decisions you may make in composing this Key Assessment. Focus more attention on the Primary Standards, but use the Secondary Standards to help inform your ideas, research, and interpretations.

Primary Standards	Objectives	Rationale	Assessed by which elements of the assessment
3.a. Planning for standards-based ESL and content instruction	To develop a lesson plan which is in accordance with the ESL standards at a particular grade or proficiency level. To differentiate instruction based on the diverse needs of a diverse classroom.	The teacher candidate needs to demonstrate the ability to plan for a lesson and incorporate differentiated instructions in a lesson to address varying proficiency levels of the learners	Lesson Plan Elements: 1, 2, 3, 6 Summary Description Elements: 1a, 1b, 1c, & 2b
3.b. Implementing and managing standards-based ESL and content instruction	To design various classroom activities with a clear definition of language and content objectives. To create multiple opportunities for reading, writing, listening, <i>and</i> speaking for learners	The teacher candidate needs to demonstrate his/her ability to design original classroom activities with a clear definition of language and content objectives.	Lesson Plan Elements: 1, 2, 3 Summary Description Elements: 1b & 1c
3.c. Using resources and technology effectively in ESL and content instruction	To incorporate technology and other resources into lesson plans	The teacher candidate needs to incorporate effectively technology and resources into lesson plans.	Lesson Plan Element: 4 Summary Description Element: 1d
Secondary Standards	Objective	Rationale	Assessed by which

			sections of the assessment
4.a. Issues of assessment for English Language Learners	To identify various assessment strategies at the lesson planning stage.	The teacher candidate needs to consider various assessment issues for diverse ELLs while developing lesson plans.	Lesson Plan Element: 5 Summary Description Elements: 2a, 2b, & 2c
4.b. Language proficiency assessment	To develop assessment strategies for measuring improvement and learning among ELLs at various learning stages.	The teacher candidate needs to develop strategies for assessing the proficiency levels of ELLs in a diverse classroom.	Lesson Plan Element: 5 Summary Description Element: 2a
4.c. Classroom-based assessment for ESL	To articulate various ways to check for learner comprehension during lessons. To design classroom assessments for understanding learners' language development.	The teacher candidate needs to implement various classroom assessment strategies such as comprehension checks and informal assessments in the lesson plan.	Lesson Plan Element: 5 Summary Description Element: 2b

Assignment

Develop a full lesson plan using the lesson plan model taught in this course (e.g., SIOP) or another approved lesson plan model that will successfully fulfill all of the requirements of this assignment. The lesson plan is for an ESL class of about 50-60 minutes in length.

Your lesson plan needs to follow the lesson model plan you are using in terms of format, but must also include the following:

Lesson Plan

1. Include at least 3 **original** classroom activities with detailed descriptions about differentiated instructions, which address the various proficiency levels, cultural backgrounds, background knowledge in the content area, and learning styles of the learners. Be certain to list any mandated objectives or standards (e.g., national or state grade-level standards, program-wide goals, etc.). The standards may pertain for language or content.
2. Include both **content objectives** and **language objectives** (both clearly and separately stated) and how each objective will be addressed in the planned activities.
3. Integrate **reading, writing, listening, and speaking** into the lesson's activities.
4. Incorporate **other resources** (computers, internet, SMART/Promethean board, realia, manipulatives, etc.)
5. Include at least **one classroom-based summative assessment and one classroom-based formative assessment** in your lesson plan. This is to see if you know how to informally conduct comprehension check and formally assess the improvements of your learners. You should have the assessment strategies in mind when developing your activities. Be certain to develop assessments and assessment strategies that will meet the needs of diverse language learners at various levels.

6. Provide sufficient **instructions** so that other teachers may easily understand, use, and teach your lesson.

Summary Description

1. Provide a **context** for this lesson
 - a. Identify the target group of learners (e.g., school, age, grade level, ESL, EFL, linguistic/cultural backgrounds, background knowledge in the content area, learning styles, etc.)
 - b. Discuss how proficiency level or placement was determined (e.g., WIDA, TOEFL, institute proficiency exam, etc.)
 - c. Identify the course (e.g., name of course [e.g., Reading, Conversation, etc.], content area [if there is one], etc.)
 - d. Discuss available technology and resources or specific the technology and resources that will be needed for these activities
2. Then also describe
 - a. How this lesson will account for the varying needs of learners (taking into account varying language proficiencies and placement issues)
 - b. How you might need to adjust instruction during class time to account for these differences
 - c. How you will be able to assess learners' comprehension and/or fulfillment of various stages/steps of activities

Other Specifications

All activities must be created using a word processor. Any hand-drawn elements must be neat, clean, and clear. The lesson plan should be between three to five pages long (double-spaced, including additional materials such as pictures and handouts). The summary description must be between three and five pages long and double-spaced.

For both face-to-face and online sections, submit all materials through Canvas *and* Tk20. Be certain to combine all files of the same format into *one* document before submitting (i.e., do not submit 4 separate Word documents, rather combine them in one file to submit). Please label your file beginning with your last name (e.g., Smith-5220-LessonPlan.doc, Smith-5220- LessonPlan.pdf). Include a reference list in APA format at the end of the document.

Special Note

This assignment serves as a Key Assessment for the TESL Program. TESOL specifies 11 standards all TESL candidates should be able to demonstrate upon completion of their program. Each Key Assessment assignment is aligned with several of these standards. Your instructor may articulate additional and/or more specific requirements for this assignment to also meet the goals and/or requirements of this course. Refer to this assignment description, the accompanying rubric, and any additional instructions provided by your instructor when completing this assignment.

Assessment #3 Data and Analysis – Lesson Plan and Summary Description – TESL 5220

Webster Groves Campus – 2 Applications (Spring 1 2013 & Spring 1 2014 – n=26)

TESL Standard	Improve-ment Needed	Approach-es Standard	Meets Standard	Exceeds Standard	% Meets or Exceeds Standard
3.a. Planning for standards-based ESL and content instruction		6	15	5	76.9%
3.b. Implementing and managing standards-based ESL and content instruction		5	19	2	80.8%
3.c. Using resources and technology effectively in ESL and content instruction		1	18	7	96.2%
4.a. Issues of assessment for English Language Learners		4	17	5	84.6%
4.b. Language proficiency assessment		4	18	4	84.6%
4.c. Classroom based assessment for ESL		1	20	5	96.2%

More than 76% of all our teacher candidates at the Webster Groves campus meet or exceed all the standards. Standard 3a demands more attention because it has less teacher candidates meeting or exceeding the standard, which indicates the need for more instructional effort on standards-based ESL and content instruction for this course. This shows a need to focus on applying lesson planning strategies to content instruction. Nonetheless, the majority of our teacher candidates in the Webster Groves Campus meets or exceeds all the standards for this key assessment.

Kansas City Campus – 3 Applications (Spring 2 2013, Fall 2 2013, & Spring 2 2014 – n=41)

TESL Standard	Improve-ment Needed	Approach-es Standard	Meets Standard	Exceeds Standard	% Meets or Exceeds Standard
3.a. Planning for standards-based ESL and content instruction	1	3	20	17	90.2%
3.b. Implementing and managing standards-based ESL and content instruction		5	22	14	87.8%
3.c. Using resources and technology effectively in ESL and content instruction		3	19	19	92.7%
4.a. Issues of assessment for English Language Learners		8	28	5	80.5%
4.b. Language proficiency assessment	1	15	16	9	61.0%
4.c. Classroom based assessment for ESL		4	29	8	90.2%

--	--	--	--	--	--

More than 80% of our teacher candidates at our Kansas City campus meet or exceed Standards 3a, 3b, 4c, 4a, and 4c. Only 61% meet or exceed Standard 4b, which indicates that more instructional effort should be emphasized on building the teacher candidates' knowledge and application of language proficiency assessment. As noted in other areas, Standard 4 (assessment) is a program-wide weakness that we are working to address throughout the program.

Online Program – 2 Applications (Fall 1 2012 & Fall 2 2013– n=11)

TESL Standard	Improvement Needed	Approach-es Standard	Meets Standard	Exceeds Standard	% Meets or Exceeds Standard
3.a. Planning for standards-based ESL and content instruction		1	10	0	88.9%
3.b. Implementing and managing standards-based ESL and content instruction		1	10	0	77.8%
3.c. Using resources and technology effectively in ESL and content instruction		1	10	0	88.9%
4.a. Issues of assessment for English Language Learners		1	10	0	77.8%
4.b. Language proficiency assessment		1	10	0	55.6%
4.c. Classroom based assessment for ESL		1	10	0	77.8%

More than 77% of the teacher candidates in our Online Program meet or exceed Standards 3a, 3b, 3c, 4a, and 4c. Only 55.6% of them meet or exceed Standard 4b, which indicates an area that the instructors of the course should work on. As noted in other areas, Standard 4 (assessment) is a program-wide weakness that we are working to address throughout the program.

Combined Data – 7 Applications (n=76)

TESL Standard	Improvement Needed	Approach-es Standard	Meets Standard	Exceeds Standard	% Meets or Exceeds Standard
3.a. Planning for standards-based ESL and content instruction	1	10	41	24	85.5%
3.b. Implementing and managing standards-based ESL and content instruction		12	43	21	84.2%
3.c. Using resources and technology effectively in ESL and content instruction		5	40	31	93.4%
4.a. Issues of assessment for		14	48	14	81.6%

English Language Learners					
4.b. Language proficiency assessment	1	23	36	16	68.4%
4.c. Classroom based assessment for ESL		7	51	18	90.8%

The combined data of our three campuses indicate that the majority of our teacher candidates meet or exceed all standards. Standard 4b (68.4%) is the area that the instructors and teacher candidates should put more effort into, as it is the standard with the lowest percentage of passing the requirements of the key assessment. Our program faculty will continue to draw attention to and focus on strengthening Standard 4, which appears to be our weakest domain.

Assessment 3 – Lesson Plan and Summary Description – TESL 5220 Curriculum Development in Second Language Classrooms

Standard Description	Improvements Needed to Approach Standard	Approaches Standard	Meets Standard	Exceeds Standard	Score
Key Assess. Score	1	2	3	4	
3.a. Planning for standards-based ESL and content instruction	Candidate does not account for varying levels of proficiency in lesson development	Candidate is aware that learners are at different levels and may require differentiated instruction	Candidate develops lessons and activities that meet the needs of learners at several different levels; candidate appropriately scaffolds material, especially for lower- proficiency learners	Candidate accounts for varying proficiency levels and learning styles when developing lessons; candidate both scaffolds material and connects new material to prior instruction	
3.b. Implementing and managing standards-based ESL and content instruction	Candidate needs to provide a greater variety of language use in lessons; candidate appears to confuse language objectives and content objectives	Candidate develops lessons requiring some variety in language use; candidate can differentiate language objectives from content objectives	Candidate integrates reading, writing, listening, <i>and</i> speaking into lessons; candidate articulates (separately) both a language objective and content objective	Candidate provides multiple opportunities and a variety of opportunities for language use; candidate clearly articulates strong, focused, measurable language and content goals	
3.c. Using resources and technology effectively in ESL and content instruction	Candidate needs to work on incorporating other resources and/or technology to provide some variety in developed lessons	Candidate draws on other resources and/or technology to provide some variety in developed lessons	Candidate has purposefully incorporated technology and/or other resources (realia, manipulatives, etc.) into lessons to enhance activities and learning	Candidate chooses specific resources that match the content objectives of the lesson making activities interactive and student-centered	
4.a. Issues of assessment for English Language Learners	Candidate needs to pay more attention to the issues of assessment facing learners when developing activities	Candidate shows awareness of future assessments the learners will take	Candidate accounts for varying language proficiency levels and develops activities with future assessments in mind	Candidate develops activities that will prepare learners of various proficiency levels to succeed on future assessments; in summary description, candidate makes connections between developed activities and assessments	

4.b. Language proficiency assessment	Candidate needs work on differentiating instruction for various levels based on placement and proficiency	Candidate shows an awareness of the need to differentiate instruction based on the varying placement and proficiency levels of learners in the classroom	Candidate demonstrates the ability to differentiate instruction (in both lesson plan and summary description) based on the varying placement and proficiency levels of learners in the classroom	Candidate embeds strategies that will be effective for learners at multiple proficiency levels throughout lessons and activities	
4.c. Classroom-based assessment for ESL	Candidate does not acknowledge the need to check for comprehension during instruction	Candidate acknowledges the need to check for comprehension during instruction	Candidate describes effective ways to check for comprehension and understanding during instruction	Candidate suggests follow-up methods for cases when various learners do not understand	