

CALIFORNIA HOUSSE – PART 2

Assessment of Current Qualifications through Classroom Observation

SAMPLE LESSON PLAN

This is a sample lesson plan to help guide you in preparation for a classroom observation to complete 100 points required for HOUSSE subject matter evaluation. The lesson observation will be conducted by an ESEA advisor assigned to help teachers become HQT compliant. Sufficient evidence must be presented to indicate that a teacher has demonstrated competence in the K-12 content standards pertaining to the teacher assignment and has met the California Standards for the Teaching Profession (CSTP) Standards 3 and Standard 4.2.

Completion of successful observations (20 points each):
 1 observation = 20 pts., 2 observations = 40 pts...
 May have as many as 5 observations to reach the 100 points required for the California HOUSSE option.

The information gathered through this observation(s) can only be used for the purpose of ESEA HOUSSE-Part 2

STANDARD 3 – Understanding and Organizing Subject Matter for Student Learning

Teacher: Lesson Plan	Administrator Observation/Evidence
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	
<p><i>How will I demonstrate my knowledge of the subject matter content and student development: My lesson will address the following content standards(s):</i></p> <ul style="list-style-type: none"> • Use a variety of questioning strategies to access students' prior knowledge about yesterday's lesson on rocks and minerals • Introduce today's lesson on minerals and their properties • Throughout the lesson, use correct geological terminology when referring to minerals and their properties • Use an assortment of rocks and minerals to demonstrate properties of minerals • Students perform investigations and develop their own questions about minerals and their properties <p><i>My lesson will address the following content standard(s):</i> Grade 4-Earth Science 4.b Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica and hornblendes) and ore minerals by using a table of diagnostic properties</p>	<p>Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.</p>

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	
<p><i>How do I connect content being taught with diverse students' prior knowledge and experiences?</i></p> <ul style="list-style-type: none"> • Review yesterday's lesson on earth composition referring to the peach and earth analogy – (Pit=core, fleshy part=mantle and outside=crust) • Tap into prior knowledge by using resources familiar to students (salt, sugar, and peach) • Scaffold activities through demonstration, modeling and student independent practice • Use a range of both teacher generated questions as well as student generated questions • Use realia to demonstrate minerals and their properties and tools that geologists use in the field 	<p>Adapts instruction to meet students' diverse learning needs. Provides explicit teaching of essential vocabulary, and academic language.</p>

3.3 Organizing curriculum to facilitate student understanding of the subject matter	
<p><i>How do I organize, sequence, and enhance the curriculum to facilitate student understanding of the subject matter?</i></p> <p>Use a vocabulary chart for key geological terms and their definitions Students generate written lists of properties of the minerals they investigate Students read directions on their investigation packets Students sketch diagrams of the minerals and their properties Use an assortment of non-fiction text for students to further their investigations of minerals and their properties Students compare and contrast properties of their minerals to a <i>Properties of Mineral</i> chart</p>	<p>Uses knowledge of curriculum and student readiness to organize and adjust the curriculum.</p>

3.4 Utilizing instructional strategies that are appropriate to the subject matter	
<p><i>How do I build on students' experiences, background knowledge, and interests to make subject matter relevant and meaningful to students?</i></p> <ul style="list-style-type: none"> • Use the example of a peach or earth composition • Cooperative groups (recorder, materials manager, illustrator...) • Use students to answer other students' questions • Students compare and contrast their mineral's properties with those on the <i>Properties of Minerals</i> chart • Whole group instruction, and discussion, as well as table and partner talk • Students act as geologists and examine minerals in their bags • Students record what they learned through their investigation in the lab packet • Teacher questioning strategies 	<p>Selects and adapts a variety of instructional strategies appropriate to subject matter and students' diverse needs.</p>

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	
<p><i>How do I select and use materials and resources to support differentiated student learning of the subject matter?</i></p> <ul style="list-style-type: none"> • Review peach as earth analogy • Use resources familiar to students (sugar and salt) to explain, compare, and contrast (similar and different) • Provide each cooperative group with hand lens, minerals, lab packet and necessary tools • Explain the role of a geologist and show tools to students • Use chart with geological terms for student reference • Provide students <i>Properties of Minerals</i> chart for compare ad contras reference 	<p>Selects, adapts, and utilizes appropriate resources that reflect the diversity of the classroom and support learning.</p>

3.6 Addressing the needs of English Learners and student with special needs to provide equitable access to the content	
<p><i>How do I ensure access for students at various levels of English proficiency and/or with special needs?</i></p> <ul style="list-style-type: none"> • Use strategic partner strategies for language support • Use of strategic student groupings for both language and special needs supports • Use “pull out” strategies and small group instruction for students who need modifications, accommodations, and language supports • Use SDAIE strategies that benefit all students (realia, visuals, environmental supports, resources with technology) • Use strategies to reach various learning modalities • Use Bloom’s Taxonomy to craft and use questions at different skill levels for critical thinking development 	<p>Identifies language proficiencies and EL strengths. Differentiates instruction using one or more components of EL development and/or identified special needs to provide accommodations/modifications.</p>

STANDARD 4 Planning Instruction and Designing Learning Experiences for All Students

4.2 Establishing and articulating goals for student learning	
<p><i>How do I determine learning goals that address all students’ language abilities and diverse leaning needs?</i></p> <ul style="list-style-type: none"> • Use pre and post assessments on content to be taught • Use language development data such as CELDT assessments for reading, writing, listening and speaking language development stages • Use knowledge of ELD standards to plan student activities • Use common core standards • Use IEP goals to plan for special needs students with modifications and/or accommodations • Use student work samples to monitor progress • Use a variety of informal assessments during lesson(check for understanding) • Use summative assessment data from each unit taught 	<p>Establishes and articulates learning goals that integrate content standards with student’s strengths, interests, and learning needs.</p>