

Defense Paper – Lesson Plan Package and Assessment Portfolio

Name	Justin Bechthold
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Level		4	3	2	1	Insufficient / Blank *
Criteria		Excellent	Proficient	Adequate	Limited *	
ED 3501	Section 1 Planning Process	A clear and comprehensive description of the planning process for the three lessons	A comprehensive description of the planning process for the three lessons	A somewhat comprehensive description of the planning process for the three lessons	A basic description of the planning process for the three lessons	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
	Section 2 Reasoning	Clearly and insightfully articulates the reasons why decisions were made during the planning process	Articulates the reasons why decisions were made during the planning process	Weakly articulates the reasons why decisions were made during the planning process	Limited articulation of the reasons why decisions were made during the planning process	
ED 3504	Section 3 Assessment Overview	A highly effective assessment plan developed showing outstanding understanding of effective assessment practices	An effective assessment plan developed, showing solid understanding of effective assessment practices	A somewhat effective assessment plan developed, showing some understanding of effective assessment practices	A basic assessment plan developed, showing limited understanding of effective assessment practices	
		A clear and comprehensive description of the assessment plan for the three lessons	A comprehensive description of the assessment plan for the three lessons	A somewhat comprehensive description of the assessment plan for the three lessons	A basic description of the assessment plan for the three lessons	
	Section 4 Assessment for Learning	Clearly and insightfully articulates the use of assessment strategies to guide instruction	Articulates the use of assessment strategies to guide instruction	Weakly articulates the use of assessment strategies to guide instruction	Limited articulation of the use of assessment strategies to guide instruction	
		Clearly and insightfully articulates how student learning will be assessed, as measured by a variety of assessment strategies	Articulates how student learning will be assessed, as measured by a variety of assessment strategies	Weakly articulates how student learning will be assessed, as measured by a variety of assessment strategies	Limited articulation of how student learning will be assessed, as measured by a variety of assessment strategies	
	Section 5 Connection to Course (x2)	Clearly articulates learning from the course utilized when planning for assessment	Articulates learning from the course utilized when planning for assessment	Articulates some learning from the course utilized when planning for assessment	Limited articulation of learning from the course utilized when planning for assessment	

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

Section 1 – Planning Process

For my PSI, I will be teaching Grade 3 Science, Unit D: Hearing and Sound as one of my full time teaching assignments. For this reason, I decided to focus on the first three lessons of this unit for my Lesson Plan Package. First, I dove into the Alberta POS and chose SLO #1 and #2. I decided to span these two SLO's over three lessons, to ensure a solid understanding. Recognizing the Backwards by Design Approach (BDA), I consulted Rodeo Chaps and the Edmonton Public Schools resources. I looked up my chosen SLO's and found related worksheets (assessments). With these worksheets, I combined ideas from both resources to form Learning Activities. I found it much easier this time around to follow the BDA given the solid resources I had available to consult, as I was able to look up my SLO's find assessment tools and modify/combine activities from each resource. My biggest struggle was time management specifically, how long does it take a grade three student to complete an experiment and worksheet. Through discussion with peers and my professor, I found that I really needed to dial things back. At first I jam packed my lessons with activities. Since, I have decided to design lessons that allow concepts to develop and promote positive learning. Throughout my three lessons, I have used scaffolding and will continue to do so throughout the unit.

Section 2 – Reasoning

When choosing my Learner Objectives (LO's) I tried to closely relate them to the level of Bloom's outlined in the SLO. There is a progression through the lower three levels of Bloom's Taxonomy throughout my lessons (knowledge – comprehension – application). I have incorporated higher levels of Bloom's in my key questions, to challenge my students to deepen their thinking and understanding about topics. Being in grade three, I have chosen to use many experiments in my lessons. While planning I stayed extremely cognizant of different learning styles and multiple intelligences. Throughout my lessons I will be using experiments, worksheets, class discussion, collaboration and demonstrations. Through all of these teaching strategies I will encompass all four learning styles and several multiple intelligences. While I was planning the lessons, again I tried to fit way too many experiments into one class. Reflecting on this, I realized it was more effective to be thorough on a given experiment than to try to fit more in. I think in doing so, I have shifted the focus to quality over quantity and effective teaching strategies to promote learning. I have also incorporated overlap of topics into my lessons, to allow students several opportunities, on different days to grasp concepts. In doing so, I am allowing students to be expose to materials in various ways to help reinforce their learning.

Section 3 – Assessment Overview

Throughout my lessons I use a variety of formative assessments. I make use of a worksheet in all three lessons, specifically to help visual and tactile learners and to provide focus for the class while engaging in experiments and group discussions. The use of experiments has been strategically used to promote collaboration among students. Collaboration is key at all levels to promote learning and teach students about teamwork (hidden curriculum). Students, who learn best through kinesthetic and auditory activities, will find this especially useful. We have discussed in class, research is showing that students learn more when they are actively engaged with the material, which is why I felt it was important to take into account all learning styles and several multiple intelligences when devising my lessons. At the end of lesson three, which requires student comprehension from the previous lessons, I will have them place a number from 1 through 3 (1- completely lost, 2- I'm getting there, 3- I got this) in the top right hand corner of their worksheet. They will fold down the corner so that they can confidentially inform me of their self-assessment of their understanding of the course material so far. I have also incorporated anecdotal notes, checklists and rating scales to help me make quick, but useful, notes about my observations of students learning. I have introduced my Performance Task in Lesson One and Two. I've done this to get the students excited to learn about sound at the prospect of making their own musical instrument later on in the unit.

Section 4 – Assessment for Learning

I have used "Triangulation of Assessment" as discussed by Davies (2011, p. 45-50) throughout my lessons. The three points to the triangulation process include observation of process, conversation and collection of

User 12-11-7 1:47 PM

Comment [1]: You will quickly learn how much time kids need for these tasks ☺

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Comment [2]: I think the pace and activity you have laid out in the lessons is appropriate. Better to do a few well then try to burn through a ton of activities, leaving kids rushed and confused.

User 12-11-7 1:49 PM

Comment [3]: Your lesson design is advanced Justin – great consideration of using multiple pathways to understanding for students over multiple days. They should have a very solid understanding of the outcomes as a result of your planned instruction.

User 12-11-7 1:51 PM

Comment [4]: Great addition to your assessment strategies!

User 12-11-7 1:51 PM

Comment [5]: Great use of formative assessment strategies Justin!

products. In my lessons I have incorporated three forms of *observation process* by using checklists, anecdotal notes and rating scales while the students are engaged in experiments or group discussions to efficiently and effectively record which students understand the concepts and which are in need of further guidance. Each lesson uses a worksheet as a *product* which was carefully chosen, or created, to tightly align with the learner objectives set forth for each lesson. I recognize, that assessment practices must be directly correlated to learner objectives; otherwise they will not effectively inform me of my students learning or guide my future instruction. These assessments will allow me to differentiate instruction, so that each student is presented with the best opportunity to be successful, while also inform my instruction for future lessons. Students will engage in *conversation* throughout group discussions and experiments. These opportunities will also allow me to converse with students in a group and individual settings. By effectively recording notes on individual student progress, I am able to easily engage students one-on-one during their experiments. Using several forms of formative feedback, will allow me to give timely feedback to my students, which is extremely important in promoting their learning. In lesson three I have employed an assessment as learning strategy. I asked the students to use a rating scale (1 through 3) to self assess their learning so far in the unit. This teaches students to be self-reflecting learners and recognize when they need help. Lastly, the assessment of learning that will be used is the Performance Task. Using the rubric I will assess their instrument, followed by an assessment of their written work to inform me of the student's learning.

Section 5 – Connection to Course

Throughout the course, we have discussed the various forms of assessment for, as and of learning. All of these incorporate important strategies that help to inform and progress student learning. I used many forms of formative assessment for learning throughout my lessons. I have used anecdotal notes, checklists, rating scales, worksheets and class discussions. During one of our presentations the Alberta Assessment Consortium Key Visual was discussed. In this model the importance of engaging students and giving opportunities to practice skills is discussed. For this reason, I chose to use experiments and reiterate concepts over the three lessons to give students several opportunities to practice skills and engage them in their learning. As discussed by Chappuis et al. (2012, p. 44) clear learning targets are very important to planning an effective assessment. In my performance task I focused strongly on product and knowledge learning targets, while requiring some reasoning in their written work. Through my formative assessments, class discussions and worksheets, I focused primarily on knowledge and reasoning targets. I used these to help me guide my assessment strategies and help me to determine their appropriateness. We discussed in class, the need to deliver timely feedback to students and I recognize how important this is. Through class discussions, peer collaboration, student self-assessments and my observation of process (as discussed in the previous section) I have allowed students to receive timely feedback from several sources including their peers, themselves and me. I think that it is important to expose students to several forms of feedback, while educating them how to constructively give feedback to their peers, receive this feedback and constructively critique their own work and learning. This also promotes transparency in the students learning and my instruction, when it comes time to evaluation, I do not want there to be any surprises for me or, especially, my students. When deciding on various forms of formative assessment and ultimately the summative assessment at the end of the Performance Task, I was very aware of authenticity and integrity of assessment. I think that it is extremely important that as teachers we demonstrate authenticity and integrity in our teaching and assessment practices. As a result, I have used several forms of formative assessment to give timely feedback to my students, so that they are aware of their progress and to help build authentic relationships with my students.

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Comment [6]: Excellent!

User 12-11-7 1:52 PM

Comment [7]: Fantastic connection Justin!

User 12-11-7 1:53 PM

Comment [8]: Great connection of AAC theory to your planning.

User 12-11-7 1:54 PM

Comment [9]: Justin, your planning and assessment design is stellar - I did not create a video of feedback for your performance task as I had no suggestions to improve it ☺ This final assignment really demonstrated your solid application of all concepts covered in both courses. Excellent work!!