

Explicit Instruction Requirements for Student Teaching

Objective

The student teacher will demonstrate competence in planning, implementing and reflection of explicit instruction.

Directions

The student teacher will:

- Complete this assignment and submit it to their supervisor/district coach.
- Upload the completed form and artifact(s) to Canvas by the date specified in the Triad conference.
- Schedule a conference with the supervisor/district coach to review the explicit instruction. It is expected that the student teacher will be able to describe their experience with their supervisor/district coach through either a live conference or video conference.
- Share artifacts with the supervisor/district coach and discuss the effectiveness and/or changes needed during the scheduled conference.

Assignment Requirements

Note: The expectation in student teaching is to develop and teach multiple lessons. This assignment is a snapshot of one lesson that demonstrates your thought process and ability to reflect on lesson implementation.

Part 1: Identify Students

- 1) The student teacher will provide small group instruction to at least two or more students.
- 2) Describe the group of students
 - a) Grade level(s)
 - b) Content area
 - c) Other factors: e.g., relevant physical, social, behavioral, developmental, linguistic, cultural, or health factors that might impact the instruction for this lesson

Part 2: Planning

- 1) The student teacher will write an explicit lesson plan to teach the students identified above. It must be a lesson you have written (no published/scripted programs).
 - a) Lesson includes all components of explicit instruction.
- 2) What IEP goal/objective(s) and Utah Core Standard/Essential Element/Early Learning Standard(s) are related to your lesson? Explain how the IEP goal and standard are appropriate for the lesson and your students' learning needs.
- 3) What data did you use to plan instruction? Describe the data and your decision-making process.
- 4) How did your students' other factors from Part 1 influence your planning process?

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- 5) What is the lesson target? Explain how it is appropriate for the lesson and your students' learning needs.

Part 3: Review of the Lesson Implementation

1. Record yourself teaching the lesson. Upload up to 15 minutes of the video that best supports your analysis. You may record your instruction in "chunks" (5 min, 7 min, 3 min) but it needs to be unedited i.e. no transitions, no editing out the "unscripted" stuff.
2. Did you choose the appropriate amount of content for the length of the lesson and the learner needs? Explain.
3. Describe how you implemented the components of explicit instruction. Be specific. Cite examples from the video to support your analysis.
4. Describe the practice opportunities and scaffolding provided. Be specific. Cite examples from the video to support your analysis.
5. Describe the quality and quantity of the opportunities to respond. Be specific. Cite examples from the video to support your analysis.
6. Describe the quality and quantity of the reinforcement. Be specific. Cite examples from the video to support your analysis.
7. Describe the quality of error correction. Be specific. Cite examples from the video to support your analysis.
8. Describe how you monitored student learning while teaching the lesson. What evidence did you use to make decisions while teaching? Cite examples from the video to support your analysis. What went well and how could you improve in future lessons?
9. Provide the lesson plan as an artifact.

Part 4: Classroom Management

1. What classroom-management strategies did you use during the lesson? Be specific. Cite examples of the strategies from the video.
2. In what ways did the strategies engage students and promote a positive learning environment? Cite examples from the video to support your analysis. What went well and how could you improve in future lessons?

Part 5: Reflection on the Lesson

1. To what extent did the students reach the lesson target(s)? Cite examples from the lesson plan, lesson data, and/or the video that support your conclusions.
2. Reflect on your lesson implementation, interactions with students, opportunities to respond, reinforcement and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.

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3. Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.
4. Based on the lesson data, what will the next learning target be?

This assignment addresses:

- Items 8 - 20 on the midterm and final evaluation.
- Utah General Teacher Preparation Competency Instructional Clarity: Effective teachers exhibit knowledge, skills, and dispositions that demonstrate clarity regarding the content they teach and how to organize and sequence it to effectively facilitate learning and drive student engagement.
- Utah General Teacher Preparation Competency Instructional Practice: Effective teachers exhibit knowledge, skills, and dispositions that support instructional practices that drive high-quality instruction, demonstrate a data-driven and cooperative approach to teaching and learning, and meet the diverse needs of all learners.
- Council for Exceptional Children Initial Preparation Standard 3: Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- Council for Exceptional Children Initial Preparation Standard 5: Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.