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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Practicum in Education and Training |
| **Lesson/Unit Title** | Teaching to All Learners |
| **TEKS Student Expectations** | **130.165. (c) Knowledge and Skills**  (3) The student understands the learner and learning process. The student is expected to:  (B) apply principles and theories about the learning process to specific teaching or training situations  (E) demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations  (9) The student develops technology skills. The student is expected to:  (A) access and use current technology applications appropriate for specific subject matter and student needs  (B) integrate the skillful use of technology as a tool for instruction, evaluation, and management |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Recommend technologies to specific student populations   Construct and execute content-specific lesson plans by integrating technology and adhering to student outcomes as defined by developmental theories |
| **Rationale** | In your future careers as educators, you will teach in classrooms that consist of diverse learners. It is your job as an educator to be able to teach and meet the needs of **ALL** student learners in your classroom. In this lesson, you will develop a detailed lesson that focuses on how you would teach to varying student learners in your classroom using technology for assistance. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Area of giftedness:** The specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment  **Bloom’s taxonomy:** A classification of learning objectives within education  **Differentiation:** Modification of curriculum and instruction according to content, pacing and/or product to meet unique student needs in the classroom  **Diversity:** The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs  **Evaluation:** To judge the value or condition of someone or something in a careful and thoughtful way  **LEP:** Limited English Proficiency students  **LOTE:** Languages Other Than English  **Objective:** Something that one’s efforts or actions are intended to attain or accomplish  **Special needs students:** Individuals who require assistance for disabilities that may be medical, mental, or psychological  **Student outcome (student goal):** The knowledge, skills, and abilities that students have attained because of their involvement in a particular set of educational experiences  **Technology:** The application of tools and information that is used to support learning  **TEKs:** The Texas state standards for what students should know and be able to do |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Presenter/remote * Computer lab with Internet access (be sure to follow district guidelines)   **Materials:**   * Butcher paper * Markers * Magazines * Copies of handouts   **PowerPoint:**   * Teaching to All Learners   **Technology:**   * Free iPad App: * Educreations Interactive Whiteboard  An innovative free iTunes app that transforms any iPad into a recordable whiteboard. With this app, educators can tutor students via the Internet, post notes or lessons to their teacher webpage or help students with homework by working through sample questions together.<https://itunes.apple.com/us/app/educreations-interactive-whiteboard/id478617061?mt=8> * Read Me Stories  A free iTunes app that contains a new book daily to help encourage reading and enhance vocabulary in children.<https://itunes.apple.com/us/app/read-me-stories-childrens/id362042422?mt=8> * TED Talk   Blending Technology and Classroom Learning: Jessie Woolley-Wilson at TEDxRainier  Jessie Woolley-Wilson is an eLearning leader who has served as President of LeapFrog SchoolHouse, Blackboard, and now as Chair, President and CEO of DreamBox Learning, creator of the Intelligent Adaptive Learning platform that teaches students at any level of understanding how to become better junior mathematicians.<http://youtu.be/o0TbaHimigw>  **Videos:**   * Overview of TEKS for LOTE  In this video, the Texas Education Agency (TEA) gives teachers an example for how to implement TEKS into the classroom, specifically Languages Other Than English classrooms.<https://www.youtube.com/watch?v=oNXTAwX7FPQ&list=PLu_W_IYy7yO8uBQT0rWASnMv4k-PTPJf6> * Strategies for Teaching Diverse Learners  An elementary teacher describes her approach to teaching diverse learners.<https://www.youtube.com/watch?v=FZvrPSdxU9w> * Teaching Diverse Learners  Elementary teacher, Jessica Wallace, teaches a lesson about the seasons using technology to reach a variety of learners in her classroom.<https://www.youtube.com/watch?v=kt9uMSjFQ6A>   **Graphic Organizer:**   * KWL Chart – Teaching to All Learners * Slide Presentation Notes   **Handouts:**   * Bloom’s Taxonomy Action Verbs * Career and Technical Special Populations Training Manual * Ideas for Special Populations Accommodations * Lesson Plan Project * Lesson Plan Project Rubric * Sample Lesson Plan Template 1 * Sample Student Profiles * Technology in the Classroom * Tips for Working with LEP Students |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to the lesson:**  Arrange the classroom tables or desks into groups. Place one sheet of butcher paper, a variety of markers, a few magazines, and a Sample Student Profiles handout at each group.  As students enter the classroom, have them read over the Sample Student Profiles assigned to their group. Instruct students to draw a picture of the student from the assignment on the butcher paper. Students should fill the student’s body with words or images, hand-drawn or cut out from magazines that relate to how the student will best learn. For example, the student profile states that Jane is a kinetic learner. Therefore, the student may write or draw images that relate to hands-on learning activities.  Allow the students to work on the assignment for about 15 minutes. Then ask the following:   * Do all students learn in the same way? Why or why not? * What are the different educational spectrums a teacher might have in her classroom? * Who would like to describe their student profile and what they chose to fill their student profile with? * What can teachers do to ensure they are meeting the needs of their students? * How can teachers differentiate instruction for all students? * How can teachers incorporate technology into the classroom to enhance student-learning opportunities?   Distribute graphic organizer KWL Chart – Teaching to All Learners. Have students fill out the first two columns of the chart. Ask students to write down what they already know about teaching to all learning styles and what they want to learn about teaching to all learning styles in the second column. The last column will be completed during Lesson Closure. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and their definitions.  Distribute graphic organizer Slide Presentation Notes so that students may take notes during the slide presentation.  Introduce PowerPoint Teaching to All Learners. Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  Using the Slide Presentation Notes, students will have an opportunity to reflect, review, and respond to the information pertaining to the PowerPoint. They will write a summary of questions, topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in the future?   Allow for questions and answers to check for understanding.  Throughout the lesson, refer to the Word Wall so that students may become familiar with terminology. You may use a site such as wordle.net or tagxedo.com to create a digital word wall.  Videos included in the PowerPoint presentation:   * Overview of TEKS for LOTE  In this video, the Texas Education Agency (TEA) gives teachers an example for how to implement TEKS into the classroom, specifically Languages Other Than English classrooms.<https://www.youtube.com/watch?v=oNXTAwX7FPQ&list=PLu_W_IYy7yO8uBQT0rWASnMv4k-PTPJf6> * Strategies for Teaching Diverse Learners  An elementary teacher describes her approach to teaching diverse learners.<https://www.youtube.com/watch?v=FZvrPSdxU9w> * Teaching Diverse Learners  Elementary teacher, Jessica Wallace, teaches a lesson about the seasons using technology to reach a variety of learners in her classroom.<https://www.youtube.com/watch?v=kt9uMSjFQ6A>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note-taking, navigating the web, and completing the assessment * providing extra time for oral response * providing frequent feedback |
| **Guided Practice \*** | Distribute handout Technology in the Classroom. Students will need access to the handout Sample Student Profiles to complete this assignment. This activity can be done individually or with a partner.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * frequent feedback * providing extra time for oral response * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Introduce Lesson Plan Project and Lesson Plan Project Rubric.  Students will visit the Texas Essential Knowledge and Skills webpage at<http://www.tea.state.tx.us/index2.aspx?id=6148>  Students will select an elementary, middle school or high school course TEK/student expectation(s) of their choice. They will complete a lesson plan template using the following resources:   * Sample lesson plan template 1 * The selected TEK/student expectation(s) * Blooms taxonomy action verbs * Ideas for special populations accommodations * Tips for working with IEP students * Integrating five different forms of technology in the lesson plan   Students will use the Sample Student Profile handout and select five different students along with regular education students to base their lesson plan on.  For example: My 2nd period Family and Consumer Sciences class is made up of 22 freshman students. I have eight regular education students, three students with learning disabilities in math, three LEP students, four migrant students, one Gifted and Talented student, and three students with learning disabilities in writing.  The lesson plan must include accommodations for all their special needs students.  Project will be assessed using the Lesson Plan Project Rubric. Thoroughly explain project guidelines and each rubric component.  If time permits, teacher may allow students to teach the lesson to the class.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing extra time for oral response * providing frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review objectives, terms, and definitions.  Have student’s complete graphic organizer KWL Chart – Teaching to All Learners to analyze what they have learned about teaching to all learning styles. |
| **Summative / End of Lesson Assessment \*** | Student products will be shared with the class and assessed with the appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft® Clip Art: Used with permission from Microsoft®.   **Books:**   * Early Childhood Education Today, Twelfth Edition by George S. Morrison  This book is a great resource on early childhood education. It covers the foundation of education, programs, and resources for children and families, educational needs of infants through the primary grades and the special needs of children and families. * Introduction to Teaching: Becoming a Professional. (Fifth ed.). By Don Kauchak & Paul Eggen  For any student going into the teaching profession, this is an excellent choice. It is an easy read for students on all levels. It covers the changing teaching profession, the foundations of education, and how to become an effective teacher.   **Websites:**   * Inclusive Schools Network  This page includes a variety of instructional strategies that are effective for diverse learners such as activities, lesson plans, technologies, websites, projects and more.<http://www.inclusiveschools.org/instruction-for-diverse-learners/> * Michigan’s Assistive Technology Resource  Debbie Spring, a technology consultant, comprised a list of resources to help teachers incorporate technology into the classroom to meet the needs of diverse learners.<http://mits.cenmi.org/Portals/4/Documents/Materials/Selected_Resources_Technology_to_Meet_the_Needs_of_Diverse_Learners.pdf> * The Four Modalities of Learning  Implementing and developing differentiated instruction is possibly the most important and effective thing we can do as educators in order to reach more of our students.<http://msdillard.wordpress.com/2013/01/05/the-four-modalities-of-learning/>   **Videos:**   * Overview of TEKS for LOTE  In this video, the Texas Education Agency (TEA) gives teachers an example for how to implement TEKS into the classroom, specifically Languages Other Than English classrooms.<https://www.youtube.com/watch?v=oNXTAwX7FPQ&list=PLu_W_IYy7yO8uBQT0rWASnMv4k-PTPJf6> * Strategies for Teaching Diverse Learners  An elementary teacher describes her approach to teaching diverse learners.<https://www.youtube.com/watch?v=FZvrPSdxU9w> * Teaching Diverse Learners  Elementary teacher, Jessica Wallace, teaches a lesson about the seasons using technology to reach a variety of learners in her classroom.<https://www.youtube.com/watch?v=kt9uMSjFQ6A> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Implement a word wall * Draw visual representations of terms on word wall * Access <http://www.learnerdictionary.com> for the pronunciations and meanings of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Assign students to read about learning strategies for all learning styles. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Print, distribute and discuss Diverse Learners from the U.S. Department of Education at <http://files.eric.ed.gov/fulltext/ED514180.pdf> * Career and Technical Special Populations Training Manual * Migrant Life through the Eyes of the Child<http://score.rims.k12.ca.us/score_lessons/chavez/pages/interviews.html> * Promote the use of the pre-reading strategy prediction. * Encourage students to connect reading to their life experiences or prior knowledge.   Word Attack Strategies: Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion) the students will have a better understanding of the pronunciation and meaning of the unfamiliar word(s), facilitating comprehension. |
| **Quotes** | I’m asking all of us to redouble our efforts and redouble our supports. High expectations must be the norm, not the exception. **-Arne Duncan**  To me, technology should be infused in everything we do. **-Arne Duncan**  There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails. **-Nancy Kassebaum**  It is not about the technology; it’s about sharing knowledge and information, communicating efficiently, building learning communities and creating a culture of professionalism in schools. These are the key responsibilities of all educational leaders.  **–Marion Ginapolis**  Education is evolving due to the impact of the Internet. We cannot teach our students in the same way we were taught. Change is necessary to engage students not in the curriculum we are responsible for teaching, but in school. Period.  **–April Chamberlain**  To be innovative, one has to implement a creative idea that is focused on the goals. This means taking a risk and having the creative space and the leadership support to take these risks in a classroom.  **–Kathryn Brown** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal entries:**   * What does it mean to be a diverse learner? * Give three examples of diverse learners and how a teacher can accommodate each. * How can technology be used in the classroom to differentiate instruction for students? * Examples of technology used in the classroom to enhance instruction are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing strategies:**  RAFT   * Role: Parents * Audience: Teachers * Format: Informative * Topic: The needs of special needs students |
| **Communication**  **90 Second Speech Topics** | * The benefits of technology in the classroom * Meeting the needs of all students in the classroom |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Have students create a survey online, such as one at [www.surveymonkey.com,](http://www.surveymonkey.com,) to find out about the educational needs of their own students. Have students and/or parents complete the survey. Use the data from the survey when planning lessons in the classroom. If your students are not participating in a learning experience at a field site, have students create the survey for a future classroom of theirs. * Take the Learning Styles Quiz at <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>  put each of the areas of the multiple intelligences on a bulletin board. After taking the quiz, have each student write his or her name on a sticky note and place it by his or her dominant area of intelligence. This will show what types of strategies will work best within each class as well as show students there are many types of learners. * Have students research how technology is used to assist in areas of special needs. * After their research is complete, have students create criteria for incorporating technology at various grade levels. * Have students develop a budget for how they would spend $1,000.00 in their intern classroom to purchase technology. * This five-part video series was produced in response to teachers’ requests for examples of what TEKS for LOTE implementation looks like. The videos are centered around scenes from LOTE classrooms across Texas and include interviews with students, teachers, parents, and administrators. Assign the videos to the students and have them provide a synopsis of each video. <http://www.sedl.org/loteced/products/videos/>   **TED Talks:**  TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  Blending Technology and Classroom Learning: Jessie Woolley-Wilson at TEDxRainier  Jessie Woolley-Wilson is an eLearning leader who has served as President of LeapFrog SchoolHouse, Blackboard, and now as Chair, President and CEO of DreamBox Learning, creator of the Intelligent Adaptive Learning platform that teaches students at any level of understanding how to become better junior mathematicians.<http://youtu.be/o0TbaHimigw> |
| **Family/Community Connection** | * Have students create a classroom newsletter to send home to parents describing what the children have learned during the class week or month. * Plan a family technology night to teach families specific technology skills. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  STAR Events:   * Early Childhood – An individual event – recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. * Focus on Children – An individual or team event –recognizes participants who organize a community service project focused on a specific need related to children in the community. * Teach and Train – An individual event – recognizes participants for their exploration of the education and training fields through research and hands-on experience.   **SkillsUSA**  <http://skillsusa.org>  SkillsUSA Contests:   * Early Childhood Education – An individual event – recognizes participants who demonstrate knowledge of developmentally appropriate practice and ability to prepare and implement learning activities for children 3 to 5 years old. Contestants will prepare a written lesson plan and take a written test assessing their knowledge of child development and effective teaching strategies.   **Texas Association of Future Educators (TAFE)**  <http://tafeonline.org>  Lesson Planning and Delivery Competition – This competition is an individual event where future educator will plan, prepare, and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition as future educators begin the practice of honing their own teaching skills. Participants will prepare a lesson plan and a 10-minute video teaching the lesson to a class. The lesson can focus either on Arts, CTE, Humanities or STEM. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning, see <http://www.ysa.org/>  Possible idea: Investigate the opportunity to begin a Best Buddies program in your school. Best Buddies® is a nonprofit 501(C)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities (IDD).<http://www.bestbuddies.org/>  Kingwood Park High School in Humble ISD shares its experiences with the Best Buddies program.<https://www.youtube.com/watch?v=bNF06qwywv4> |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)