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SPED 200
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Microteaching Evaluation

Effective Elements

After reviewing my lesson and the peer responses I had many elements that altogether made the lesson effective. Not only did I do the obvious visual and verbal teaching, but I also implemented music while the students did the Independent assignment. I had students read the vocabulary out loud to the class which helped them get more involved in the lesson. I also called them by name to create a more personal relationship as I taught. Personal relationship creates a more comfortable learning environment for the students. I had them collaborate and decide together how our Guided Practice picture should look. Not only did this also get them involved but made them feel like they had some control and room for creativity as they learned. The Guided Practice was steered so that students could easily understand and be able to transfer to the Independent Practice smoothly. The Independent Practice allowed them to be creative yet I also provided examples for those that are less imaginative. I had a simple handout to reinforce the vocabulary and I reiterated the definitions verbally to better process their meaning. I believe my most effective element was my way of reaching out to as many of the Multiple Intelligences as I could. When preparing to teach I often think of how I would like the lesson to be presented to myself. I am a very simple person and so I tried to keep the lesson simple and concise. I am also a strong visual learner and love having music while I work. For those that are not like me I attempted to apply as many variations of accommodations as I could and believe I reached the students to a satisfactory level given the subject matter.

me to be more enthusiastic and to have students interact more. I meant to be more enthusiastic, and usually I am when teaching, however I believe my nerves got the better of me this time. I strongly believe in the importance of enthusiasm, though it only comes out in setting I am comfortable with and honestly, I was extremely nervous for this assignment. I completely agree with this suggestion and will work on my excitement despite the setting and nerves. I attempted to interact the students when I had them read the vocabulary out loud and decide together what our Guided Practice picture should be, however if it was suggested to me it must not have been too effective. With art being so Intrapersonal and Visual, it was extremely difficult to spread my lesson around to the other Intelligences. If delivered again, I might add in other ways to get the students involved by presenting their Independent Practice assignment to the class during the wrap-up. My lack of enthusiasm might have also affected this as well. When the teacher is comfortable, the students are more comfortable and more willing to raise their hand and interact. Though overall the students really enjoyed my lesson. They felt it was structured well, interesting and came out actually learning something.

Overall Impressions

At first I felt this assignment was extremely overwhelming. I had taught and prepared lesson plans before but applying the UDL method made it feel more complicated. Though now being on the other side of the assignment I feel it was a very effective way of implementing our lessons on UDL as well as all we have been learning throughout the semester. I believe I did very well with my assignment though there are of course improvements I would make if ever presented again. I would have subdued my nerves and portrayed some enthusiasm as I taught. I

UDL Lesson Plan

Title: 1 Point Perspective

Author: Jessica Locke

Subject: Art

Grade Level: 7

Unit Description: Creative Expression: creating, performing and participating in the Visual Arts

Lesson Description for the Day: Students will understand and apply 1 point perspective in their artwork to express depth on a 2D surface

State Standard: CA Art 7- 2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface

Goals

Unit Goals:

- Express the illusion of depth on a 2D surface
- Understand the different methods and techniques used to create 2D objects appear 3D

Lesson Goals:

- Create objects that appear 3D on a 2D surface by applying the 1 Point Perspective method
- Understand the 1 Point Perspective method of creating depth and its importance

Instructional Methods

Anticipatory Set:

- PowerPoint slides pg 1-5
- View and discuss the differences in 'The City' pictures on the PowerPoint as you go through each photo one by one.
- Ask directed questions to have students think about what creates the illusion of reality in depth.
- Compare the two photos that show correct and incorrect methods of depth

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
1.2 Auditory information 1.3 Visual information	6.3 managing information	7.3 reduce threats and distractions

3.1 activate background knowledge		8.3 foster collaboration and communication
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Introduce and Model New Knowledge

- PowerPoint Slides 6-15
- Discuss and explain the elements of 1 Point Perspective and their application to 'The City'
- Define and explain terms in order of appearance
- Define and point out all elements in the wrap up model

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
1.2 Auditory information 1.3 Visual information 2.1 define vocabulary 2.5 illustrate concepts 3.2 highlight big ideas/relationships	4.1 provide varied ways to respond	7.2 Enhance relevance 8.4 Increase mastery-oriented feedback

Guided Practice

- Pass out paper (2 sheets) and rulers/straight edges
- Create different objects above, below and on the line of horizon with the class (demonstration on Powerpoint pg 16)
- Have the students decide and create how it should look
- Students will copy the picture on their own sheet as I draw it on the board
- Use vocabulary as we draw together
- Start with simple objects then add in 1 or 2 challenging shapes

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
1.1 customize the display of information 1.2 Auditory information 1.3 Visual information 2.1 define vocabulary 2.5 illustrate concepts	4.1 provide varied ways to respond 4.2 provide varied ways to interact with materials 5.2 provide appropriate tools for composition/problem solving 5.3 provide ways to scaffold practice 6.2 support planning and strategy development	7.1 increase individual choice 8.2 varied levels of challenge and support 8.3 foster collaboration and communication

Independent Practice

- Have students draw their own shapes on the second sheet of paper. They may choose their own shapes, use objects from around the room (allow them to leave desk) or spell out their name
- Show examples of previous students' work (PowerPoint pg 17)
- Post directions on board, and other activities to work on when completed (Powerpoint pg 18 – copy to board)
- Play slideshow/music video
- Go around the room observing students' work and progress

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
1.2 Auditory information 1.3 Visual information	4.2 provide varied ways to interact with materials 5.2 provide appropriate tools for composition/problem solving 6.1 guide goal setting 6.4 enhance capacity for monitoring progress	7.1 increase individual choice 7.2 enhance relevance, value, authenticity 7.3 reduce threats and distractions 8.2 varied levels of challenge and support 9.1 Guide personal goal setting and expectations

Wrap-up

- Review vocabulary and elements of the method
- Review sequencing in 1 point perspective
- Review importance and relevance of perspective

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
3.4 support memory and transfer		7.2 enhance relevance and value

Assessment

Formative (Informal)

Artwork from Independent Practice

Summative (Formal)

Quiz – label the diagram on the quiz sheet provided

and answer

1. why is it important to use Point Perspective in drawing geometric shapes?

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
3.2 highlight big ideas/relationships	4.1 provide varied ways to respond 4.2 provide varied ways to interact with materials 5.3 provide ways to scaffold practice	7.2 enhance relevance, value, authenticity 7.3vreduce threats and distractions 8.2 varied levels of challenge and support 8.4 increase mastery-oriented feedback 9.3 develop self-assessment and reflection

Materials

PowerPoint/email access

Whiteboard/Dry erase markers

Rulers

Quiz sheet

White paper

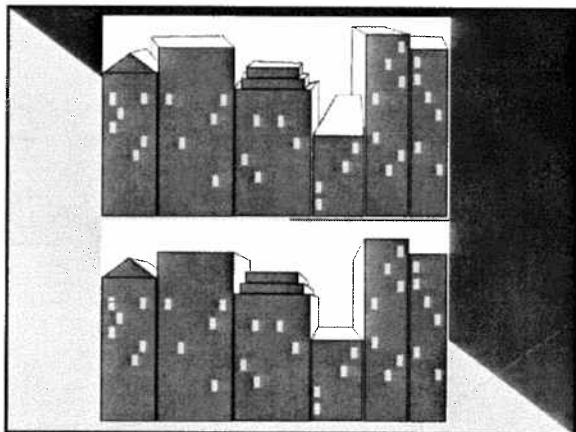
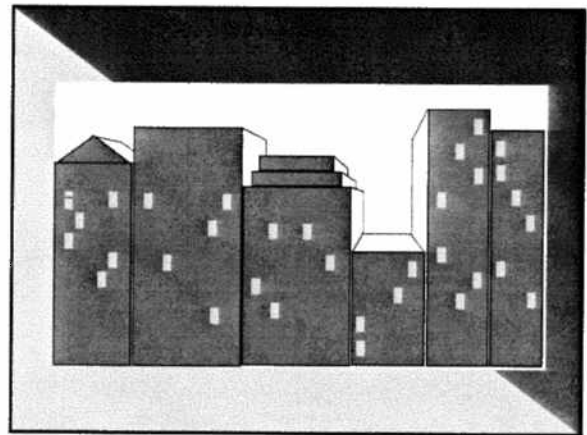
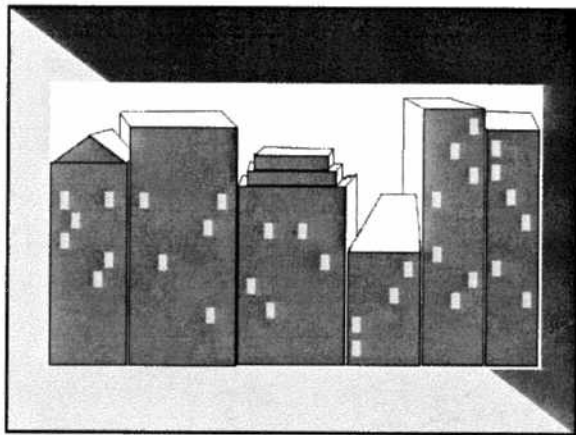
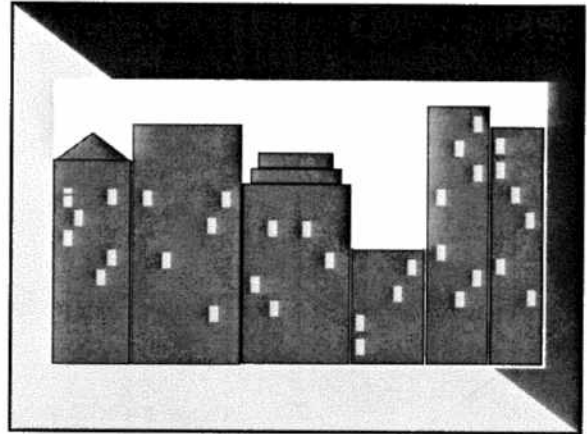
Pencil/erasers

YouTube video: <http://www.youtube.com/watch?v=apSCsTZTjwQ>

Art Class

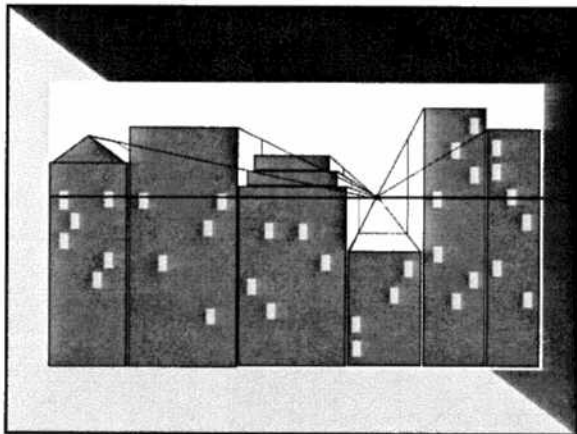
1 Point Perspective

Students
Be in your assigned seats with
your desks cleared of
everything.



1 Point Perspective

- occurs when the frontal face of an object (such as a cube) is closest to you, and its edges recede in space and converge at a single vanishing point.

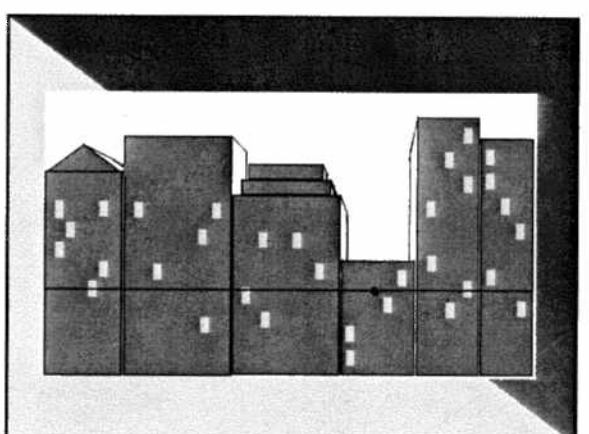
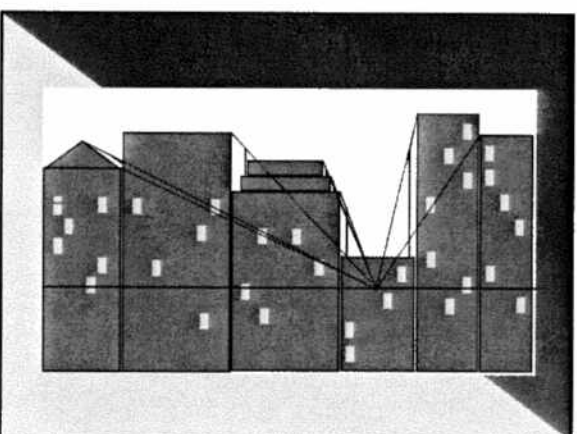
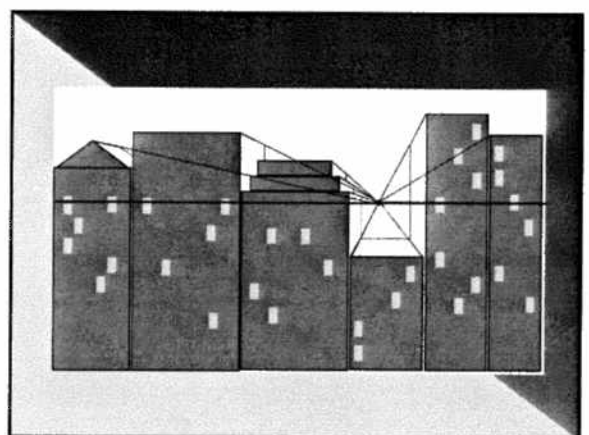


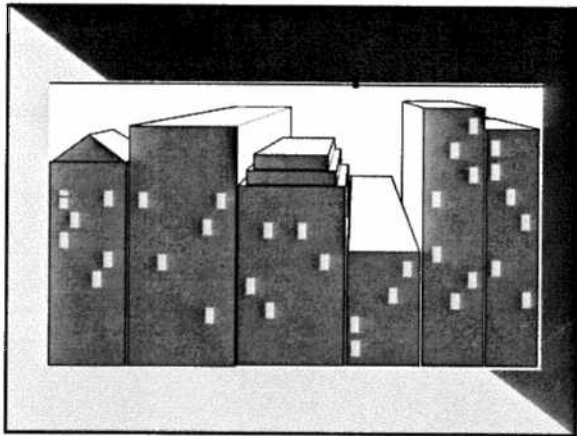
Vanishing Point (VP)

- the point on the horizon line where the straight lines of an object converge and the object seems to disappear

Horizon Line

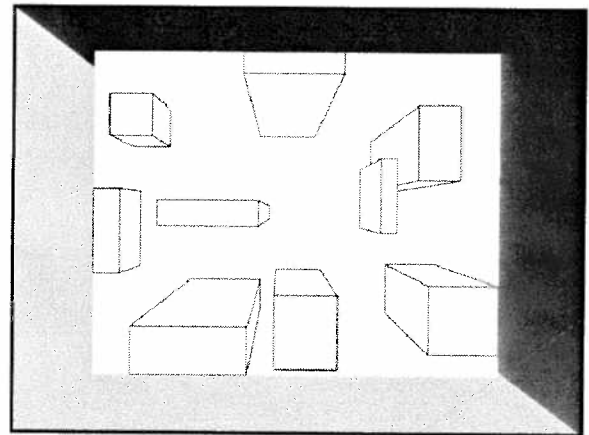
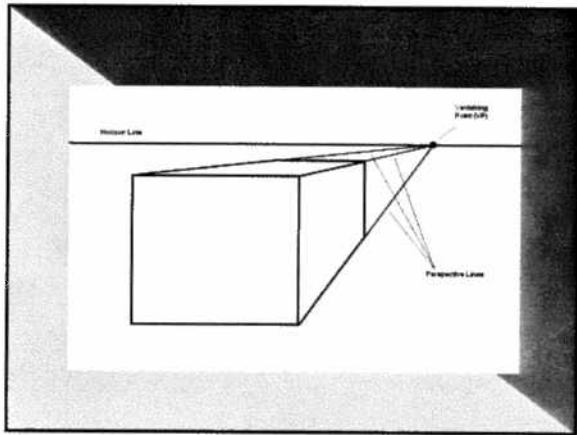
- a horizontal line (invisible in real life) sometimes referred to as eye level, which divides your line of vision when you look straight ahead; your eye level and the horizon line are one and the same.
- look straight ahead (rather than up or down), and the horizon line is directly in front of you. Wherever you go from the top of the highest mountain to the lowest valley, your eye level always stays with you.





Perspective Lines

- are lines (invisible in real life) that extend from the edges of objects and recede into distance until they finally seem to vanish as they meet on the horizon line known as the vanishing point.
- The perspective lines of objects below you should always lead to the horizon line and converge at the vanishing point. Objects above you have perspective lines that angle downwards and do so in contact with a vanishing point.



Work on...

- 1 Point Perspective drawing
- 1st object (we next week!)
- Make up work
- Do not distract others while working



UDL Lesson Plan

Your task, along with the other people at your table, is to begin brainstorming ideas of what you're going to teach, step by step, in your lesson. And as you're brainstorming ideas of specific activities and instructional models you're going to be looking at the 3 ways UDL outlines various ways that you can incorporate flexibility in your lesson plan for diverse learners.

	Overview	What You're Actually Going to Teach
State Standards	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	- use diff. forms of perspective to show the illusion of depth on 2D surface CA Grade 7 2:2
Lesson Goals – Outcomes	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	- Sketch 3D looking objects on 2D surface using 1pt Perspective
	Methods	
Anticipatory Set	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	- Draw pic w/ w/o, ? incorrect forms of 1pt Persp. - Discuss w/ class
Introduction and model new knowledge	Student teacher completely yet concisely describes the new concept that will be the subject of the day's lesson	- Introduce vocab & Method of using 1pt persp.
Guided Practice	Student teacher model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	- Draw w/ class on board 1pt Persp. objects
Independent Practice	Students in the class are provided with the opportunity to engage with the content independently.	- students draw own pic. of 1pt Persp. - have handout of vocab
Wrap Up	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	- Discuss importance of 1pt Persp.
Assessment of Student Learning – Formative and Summative	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	- Quiz on importance & vocab
Materials	All materials are listed and clearly relate to the lesson.	- powerpoint - ruler - whiteboard - paper/pencil
Differentiated-Accommodation Strategies	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	- visual, verbal, hands on

UDL Guidelines – Educator Checklist

	Your notes
1. Provide options for perception: 1.1 <u>Customize the display of information</u> 1.2 <u>Provide alternatives for auditory information</u> 1.3 <u>Provide alternatives for visual information</u>	powerpoint/white board use Read words aloud Examples are displayed, handout
2. Provide options for language and symbols: 2.1 <u>Define vocabulary and symbols</u> 2.2 <u>Clarify syntax and structure</u> 2.3 <u>Decode text and mathematical notation</u> 2.4 <u>Promote cross-linguistic understanding</u> 2.5 <u>Illustrate key concepts non-linguistically</u>	students read aloud Teacher explains vocabs Display illustrations of vocabs.
3. Provide options for comprehension: 3.1 <u>Provide or activate background knowledge</u> 3.2 <u>Highlight critical features, big ideas, and relationships</u> 3.3 <u>Guide information processing</u> 3.4 <u>Support memory and transfer</u>	Discuss pic. in cont. assessment of main pts wrap up, review
	Your notes
4. Provide options for physical actions: 4.1 <u>Provide varied ways to respond</u> 4.2 <u>Provide varied ways to interact with materials</u> 4.3 <u>Integrate assistive technologies</u>	raise hand/out out, quiz students copy, students do own
5. Provide options for expressive skills and fluency: 5.1 <u>Allow choices of media for communication</u> 5.2 <u>Provide appropriate tools for composition and problem solving</u> 5.3 <u>Provide ways to scaffold practice and performance</u>	paper handout, ruler handout
6. Provide options for executive functions: 6.1 <u>Guide effective goal setting</u> 6.2 <u>Support planning and strategy development</u> 6.3 <u>Facilitate managing information and resources</u> 6.4 <u>Enhance capacity for monitoring progress</u>	provide 'other' assign. to work on when finished 6th done step by step, provide 'other' assign. to work on room around em
	Your notes
7. Provide options for recruiting interest: 7.1 <u>Increase individual choice and autonomy</u> 7.2 <u>Enhance relevance, value, and authenticity</u> 7.3 <u>Reduce threats and distractions</u>	freedom for creativity in IP Discuss importance Desks cleared, 'Don't distract others'
8. Provide options for sustaining effort and persistence: 8.1 <u>Heighten salience of goals and objectives</u> 8.2 <u>Vary levels of challenge and support</u> 8.3 <u>Foster collaboration and communication</u> 8.4 <u>Increase mastery-oriented feedback</u>	Begin basic, add challenges, creativity Discussion w/ class before/after repeat vocab, quiz
9. Provide options for self-regulation: 9.1 <u>Guide personal goal-setting and expectations</u> 9.2 <u>Scaffold coping skills and strategies</u> 9.3 <u>Develop self-assessment and reflection</u>	deadline for assign.

Microteaching UDL Lesson Plan

	Overview	UDL Checklist Areas – 3 areas	Accommodations	Multiple Intelligences
Lesson Overview	Lesson itemizes the basic elements of the lesson (title, author, subject, grade level)			
Unit Description	Student teacher provides a complete description of what the unit will entail, how long it will take and which UDL approaches are used.			
Lesson Description	Student teacher describes what will be taught in the lesson that day.			
State Standards	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc)			
Unit Goals	Student teacher provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson over the course of the unit.			
Lesson Goals – Outcomes	Student teacher provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.			
	Methods			
Anticipatory Set	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	1. 2. auditory 1. 3 visual 3. 1 background knowledge 6. 3 Managing Info 7. 3 reduce distractions 8. 3 Foster collab.	- visual pic. - Discuss why undirected quest. - desks cleared	- Visual/spatial - linguistic - logical
Introduction and model new knowledge	Student teacher completely yet concisely describes the new concept that will be the subject of the day's	1. 2 4. 1 1. 3 7. 2 2. 1 8. 4 2. 5 3. 2	- examples of content, written out - handout of vocab - read vocab aloud	- Visual/spatial - Verbal/linguistic