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## Step 1: Plan

### I. Getting to Know Your Students

#### 1. Contextual Information for the Class

Directions: Provide information about your classroom context and your students.

- a. grade level(s)
- b. content area or course name
- c. topic of lesson
- d. classroom setting ([face-to-face](#), online, [combination](#))
- e. resources, materials, and tools, including educational technology and assistive technologies available in the classroom/school
- f. number of students
- g. number of students:
  - with an IEP
  - with a 504 plan
  - identified for GATE
- h. number of identified English learners
- i. number of Standard English learners
- j. dual-language setting, if applicable:
  - bilingual
  - one-way immersion
  - two-way immersion

#### 2. Description of Students' Assets and Needs (Whole Class)

Directions: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and with families, as needed, to locate information about the backgrounds and learning needs of your students (e.g., what information do you need to know about your students to plan activities to engage them in learning that is meaningful to them and builds on the cultural and linguistic resources they bring to the class). Collect and review student work and available [assessment](#), test, or survey data, and talk to and/or observe students to learn about the class's range of academic strengths and learning needs. You will use this information to establish content-specific learning goals for the lesson you will plan and teach for this instructional cycle.

Directions: Describe the following assets and needs for your whole class:

- a. prior academic knowledge related to the specific content you plan to teach
- b. [English language proficiency](#) levels (standard English learners and English learners)
- c. [social-emotional development](#)<sup>1</sup>
- d. cultural and linguistic resources and [funds of knowledge](#)
- e. socioeconomic background
- f. prior experiences and interests
- g. developmental considerations (typical and atypical)
- h. experience using educational technology or assistive technologies inside and outside the classroom

## II. Focus Students

### 1. Selection of 3 Focus Students From Your Class

**Focus Student 1:** Choose a district-identified English learner. This can be an English learner at any [CELDT/ELPAC](#) level. If you have only redesignated English learners in your class, you may select one of them or select a student who needs support for his or her language development.

**Focus Student 2:** Choose a student taught in the general education classroom (i.e., not pulled out for instruction during the lesson for the content you will teach) who the district has identified as having a disability with an IEP or a 504 plan or a student identified for GATE that will be participating in the lesson.

**Focus Student 3:** Choose a student who has had life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support (including, but not limited to, a student who has experienced challenges in the home, community, or school as a result of illness, loss of parents, divorce, trauma, bullying, homelessness, poverty, incarceration, or as a result of their needs as a Standard English learner, a migrant student, a self-identified LGBTQ+ student, or a student in foster care).

While you must choose 3 different students, Focus Student 2 and Focus Student 3 may also be English learners who meet the respective criteria. To protect the privacy of the focus students,

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<sup>1</sup> Social-emotional development includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005). It encompasses both intra-personal and interpersonal processes.

refer to these students throughout your submitted evidence as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3).

## 2. Description of the Focus Students' Assets and Needs

Directions: Describe the assets and needs in the prompts below for each of your 3 focus students.

### Focus Student 1

- a. current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language
- b. prior academic knowledge related to the content you plan to teach
- c. social-emotional development
- d. social identity (as defined by the portion of the students' self-concept derived from a perceived membership in a social group) that may include race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin
- e. cultural and linguistic resources and funds of knowledge
- f. prior experiences and interests
- g. developmental considerations (typical and atypical)

### Focus Student 2

- a. learning challenge (identified disability and IEP goals, focus of 504 plan or MTSS support, or need for greater instructional challenge through GATE)
- b. prior academic knowledge related to the content you plan to teach
- c. social-emotional development
- d. social identity (as defined by the portion of the students' self-concept derived from a perceived membership in a social group) that may include race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin
- e. cultural and linguistic resources and funds of knowledge
- f. prior experiences and interests
- g. developmental considerations (typical and atypical)
- h. assistive technologies as appropriate

### Focus Student 3

- a. life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support (including, but not limited to, challenging experiences in the home, community, or school as a result of illness, loss of parents, divorce, trauma, bullying, homelessness, poverty, incarceration, or needs as a Standard English learner, a migrant student, a self-identified LGBTQ+ student, or a student in foster care)
- b. prior academic knowledge related to the content you plan to teach
- c. social-emotional development
- d. social identity (as defined by the portion of the students' self-concept derived from a perceived membership in a social group) that may include race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin
- e. cultural and linguistic resources and funds of knowledge, and interests
- f. developmental considerations (typical and atypical)

### III. Lesson Plan

~~Directions: Use knowledge about your students to establish content-specific learning objective(s) and develop one lesson plan. You may use any lesson plan format (e.g., the format used by your teacher preparation program or by the school or district where you are student teaching/teaching) that includes the following components. Provide a time estimate for each component of your lesson.~~

#### ~~What are you planning to teach in the lesson?~~

- ~~1. Content to be taught and relevant California state standard(s)~~
- ~~2. Learning objective(s) for this lesson. Identify where and how this lesson fits in the larger unit of instruction and what you expect students to learn from this lesson.~~

#### ~~How will you know whether students learn what you are planning to teach?~~

- ~~3. Assessment (informal and/or formal) you will use to determine if students are meeting the learning objective(s)~~

#### ~~How will you structure learning activities?~~

- ~~4. Design of student learning activities that are challenging, engaging, and accessible to support students to achieve the learning objective(s)~~
- ~~5. Plan for student grouping during the lesson: how you will group students and manage group work (whole group, small group, pairs, or individual) to support student learning~~