MAT Art Lesson Plan User's Guide

The MAT Art Lesson Plan User's Guide explains of the various parts of the MAT Art Lesson Plan Template. The MAT Art Lesson Plan template is very similar to the MAT Art edTPA Lesson Plan Template, but there are some differences. Each template can be filled out by you, delete rows as needed.

For the edTPA, you will need to submit 3-5 consecutive lesson plans of a learning segment, each lesson plan can not be more than four pages long.

Please note that your cooperating teacher may have a different format for lesson plans. In addition, when you are employed, your school district may also have their own version for lesson plans.

General Information	
Name:	School:
Supervisor:	Cooperating teacher:
Is lesson plan for an observation? Y/N	Is lesson plan for edTPA? Y/N

General Information- This section is **NOT** included on the MAT Art edTPA Lesson Plan template because all identifying information must not be in the submission of your edTPA. Please circle Y or N if it's a lesson plan for an observation and/or the edTPA.

Overview		
Central Focus of Learning Segment:	Essential Questions:	
Focus of Today's Lesson:	Lesson Number:	
Grade/Course:	Number of Students:	Length of Lesson:

Overview- The Overview covers the big ideas of the lesson. The terms "central focus" and "learning segment" are explained in the Glossary found in the edTPA Handbook.
- Essential Questions - These should be open-ended and challenging for students to consider. What do we want to think about now and in the future?
- Length of Lesson – Example: Lesson 3 out of 5

Learning Standards: *Only include standards and specific portions of those standards that will be assessed in this lesson.*	
Notation:	Portion of Standard:

Learning Standards- Can be State Standards, National Standards. The "notation" is the identifying number. You do not need to write the entire standard if some parts do not apply to the day's lesson. Instead, just include a portion of the standard, use "…." for the portion you leave out. These will be addressed by the Objectives. Example-
- Notation = VA:pr6.1.3
- Standard Information-
    - **Full Standard** is: *Identify how and where different cultures illustrate and record stories and history of life through art.*
    - **Portion of Standard** is *Identify…how…different cultures…illustrate…stories …through art*.
- **Include only those standards that you are assessing.**

Learning Objectives and Assessments		
Notation:	Learning Objective(s): (SWBAT + behavior or language function + content + condition + criterion or degree of proficiency)	Assessment: Formal & Informal (Assessment type and what is assesses)

Learning Objectives and Assessments-
- Use the "notation" you used in the Standards section.
- Be sure the objective is observable and measurable. Select an assessment method to measure if the objective has been met.
- Use Bloom's to achieve higher level thinking skills.
- Refer to Mager's method to write the objective. The order the objective is written can fluctuate, but should contain all of the following parts:
    - A = Audience …Who?
    - B = Behavior …Will do X (in measurable terms). This is a verb that explains what you want students to be able to do.
    - C = Condition …Under what conditions?
    - D = Degree ….Degree of correctness or mastery.
- Types of objectives:
    - Cognitive (recall, problem solving)
    - Psychomotor (skills)
    - Affective (attitudes)
- An objective can represent more than one standard.

- Assessments: Refer to the Glossary in the edTPA Handbook for the full explanation of Assessment (formal and informal). Be sure your assessment is connected to your objective which is connected to the standards. How will you determine that students have learned?
- Delete or add rows as needed.

Academic Language: Identify and explain planned supports for…	
Language Function:	
Vocabulary:	
Syntax:	
Discourse:	

Academic Language- Use the Glossary in the back of the edTPA Handbook to see the definitions for Academic Language, Language Demands, Language Functions, Vocabulary, Discourse, Syntax, Language Supports.
- One resource for Art Education is *A Primer on Academic Language for Art Teachers*, found on the NYSATA website: https://www.nysata.org/assets/documents/NYSATANews/a_primer_on_academic_language_for_art_teachers_final-2.pdf
- Look at the edTPA Forum to see information on language function, language demands, functions, etc. Look at your objective…it's probably found in your objective.

Students' Knowledge, Skills, and Assets
Students' prior academic art learning to be built on in this lesson include:
Students' personal perspective to create and/or respond to expressions of visual art in the lesson include:
Students' knowledge of art in society, art history, and/or appreciation to be built on in this lesson include:
Potential preconceptions, common errors, misunderstandings of content, process, and/or products:

Students' Knowledge, Skills, Assets-
- Rubrics 2 and 3 in the edTPA are all about knowing your students.
- Assets = What do students bring to the project? Refer to the Glossary in the edTPA Handbook for more explanation.
- What do students already know that will be applicable to the lesson? What is their prior learning?
- What background knowledge or personal experiences do your students that you may expand on in this lesson?
- How do you connect what you design to the students?
- What is their identity outside the classroom?

- How well do you know your students? No assumptions. How did what you know about your students impact your lesson plans?

Planned Supports and Differentiation	
Whole, large, or small groups	Planned supports/multiple representations to help students access content of instruction:
	Planned supports/multiples means of engagement to help students carry out learning tasks:
	Planned supports/evidence of mutual respect and tolerance for differences to help students express understandings:
Specific Individuals	Accommodations and/or modifications for specific learners with identified needs: (e.g. IEP, 504 plan, ELL, at-risk, above grade level, etc.): Student 1- Student 2- Student 3-
	Planned targeted feedback provided to Students 1-3 in the following ways: Student 1- Student 2- Student 3-

Planned Supports and Differentiation-
- What strategies will you use to be sure all students will learn?
- Refer to UDL (Universal Design for Learning)
- "… supports/multiple representations…" – What are the many ways you represent your content in your teaching for students to know and understand?
- "…supports / multiple means of engagement…" – What are the ways you designed the lesson for students to engage with one another and the content that really connect to the students to who they really are? Also, what tools will students use to express their learning? How will you promote a positive learning environment that is safe, etc.? What are the respectful interactions between each other and the teacher? How do we value everyone? How do you, as teacher, facilitate respect in your classroom? What questions will you use?
- What will you do to be sure every person is able to learn? What will you do for individuals?
- How does your feedback impact student learning? How informative is your feedback? How do you individualize the feedback for each student?
- Do you see patterns?

Instructional Materials, Supplies, Texts, Technology Resources, etc.

- What items are needed for this lesson? (100 sheets of 8x10" drawing paper, 30 graphite pencils, 30 drawing boards, SmartBoard, your Renaissance perspective slide show, etc.) NOTE: Making a list of items you used as you create your teacher product will help you determine your materials.
- Use citations if created by others; title/author, even if it's YouTube.
- No required style for your source. Author/Title/Where you got it is fine. Also put this at the end of the commentary along with your lesson plans for your edTPA.

Sequence of Instructional Strategies and Learning Tasks- (add or delete rows as needed; rename section titles as needed for lesson design)		
Estimated Time	Teacher Actions: (instruction, directions, demonstrations, questions, management, etc.)	Student Actions: (learning tasks, peer-to-peer interactions, performance, etc.)
Anticipatory Set		
	1.	
Instruction/Guided Practice/Independent Practice/Specific Questions		
	2.	
	3.	
	4.	
	5.	
	6.	
Closure		
	7.	

Sequence of Instructional Strategies and Learning Tasks- Your learning tasks, objectives, assessments, and standards should all connect to each other.
- Anticipatory Set is a very short part of the lesson that "**hooks**" the students into the day's lesson. Connect it to their daily lives if possible to help avoid that dreaded "Why do I need to learn this" question from students. Connect it to prior knowledge and well as connect it to the new material. An Anticipatory Set can occur whenever you what to transition to something new, not necessarily only at the beginning of the class. Grab the students' attention and spark curiosity.
- Instruction section can be retitled as needed depending on your activity.
- Teacher Actions – Student Actions
  - What are you doing; Student Actions – while you are doing something, what are the students doing?

- o What are some scripted questions you will ask? How will students process the question and retrieve the answer? Are they using notes, working in pairs, materials to use, etc.?
- Be sure to do an estimated time. Keep track of the time you spend on creating your teacher product to help you determine your timing.
- Closure- How will you wrap things up at the end of the class?
  - o Closure is NOT "Anyone have any question?"
  - o Closure is NOT clean up time.
  - o Closure is short and helps students process their new learning.
  - o Make it meaningful.
  - o Assess what they now know, what may have been confusing for students.

Theory and Research Supporting Lesson Strategies
1.
2.
3.

Theory and Research- Clearly justify your decisions based on educational theory and research. There are several spots on the edTPA where it asks you to clearly explain how specific theory and research supports your decisions with lesson planning. You must make specific connections, not superficial connections. So, do your research! (This is **NOT** Mager's objective writing strategies.) Examples include, but not limited to, the following:

- NAEA: https://www.arteducators.org/research
- Piaget's Theory of Cognitive Decelopment
- Vygotsky Scoffolding
- Bloom's Taxonomy
- BF Skinner's Behaviorism
- Gagne's Conditions of Learning
- Howard Gardner's Multiple Intelligences
- Erickson's 8 Stages of Psychological Development
- Fixed vs. Growth Mindset
- Intrinsic vs. Extrinsic Motivation
- John Dewey
- Active Learning – C. Bonwell
- Learning Styles, Multiple Intelligences
- Other…(Be sure the research supports or influenced your decisions for lesson planning.)

Reflection (Complete this section after lesson is taught)
Describe the ways in which this lesson is designed to be student-centered.

How did you engage and motivate students throughout the lesson? (Whole group/individually)
How did you guide students to evaluate their own strengths and needs?
Explain how you know the objective(s) were met for this lesson.
In what ways did you demonstrate rapport with and respect for students?
Explain ways that you were able to build on student responses?
In what ways did you see student choice at work during the lesson? How authentic was the learning for the students?
What, if any, changes did you make immediately prior to the lesson or during the lesson?
What surprised you?
What confused you?
What frustrated you?
What would you do differently?
In what ways did your feedback guide learning?
How do the results from this lesson impact the next lesson?

Reflection- This section is **NOT** included in the MAT Art edTPA Lesson Plan template, but you will write about topics like this in your edTPA commentary. The questions listed above are to get you to think about your impact on student learning. **Remember, everything you do in the classroom impacts student learning in one way or another.**

- Task 3 Commentary of the edTPA is heavy on reflection. You will be asked to:
  - Analyze student learning
  - Give evidence of feedback that guides further learning
  - Give evidence of language understanding and use
  - Use assessment to inform instruction

S. Pope – January 2020