

Learning Target(s)

- a. How do the learning targets relate to EALRs, GLEs, state learning goals, district goals, school goals, or classroom goals? The state standard for communication relates to the learning targets of conjugating verbs and the students' ability to use different persons-developing the students' ability to write and speak Spanish.
- b. How do the learning targets relate to previous and future lessons (explain or provide a unit plan)? The learning targets of this week focus on a more detailed study of the command verb tense, a lesson introduced in earlier lessons. The activity of the lesson is based on the text *Un Heroe*, which was also a part of a previous lesson in order to build familiarity with the text and will be used in future lessons in this unit.
- c. How do the learning targets incorporate a multicultural perspective? One of the lesson's principle focuses is on cultural figures and national pride of Costa Rica and the text used is by a native Costa Rican.
- d. Why are the learning targets appropriate for all students in the class (highlight any modifications for individual students)? The lesson allows for modifications for students who are past the level of beginning to use commands and offers questions that will challenge their knowledge.

Assessment Strategy

- a. How does the assessment strategy accommodate students at different developmental or achievement levels? The bell work assessment allows students to flip through their notes from classes if they are unable to recall right off the correct way to conjugate commands. The after-the-lesson assessment will be answering questions using the commands and new vocabulary that they've had more exposure to and will group work so that students can help each other.
- b. How does the assessment strategy respond to differences in students' cultural and linguistic backgrounds? By formatively assessing the students' recollection of Spanish commands with the bell work, I can adjust the amount of time spent on review of the regular command form before moving onto negative commands and the 'tu' irregulars.

Learning Experiences

- a. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender?
- b. How do the experiences accommodate the learning needs of students with disabilities or 504 students?
- c. How do the experiences incorporate multicultural perspectives?
- d. How do the experiences stimulate student problem solving and critical thinking?
- e. How do the experiences create an inclusive and supportive learning community?
- f. Describe the research base or principles of effective practice that form the basis of the learning experiences.

Family Interactions

- a. Describe your plan for collaboration with families to support student learning. Your plan must address how you will use personal contact (e.g., telephone, home visit, written correspondence) to communicate with families. Your plan for collaboration with families may extend beyond the specific lesson you are teaching for the observation and may incorporate plans that are part of the larger unit of instruction. (Prior to the observation of your teaching, provide your evaluator with copies of any materials you plan to use in your planned interactions with families.) The homework for the lesson asks that students involve their family members with their language study by asking them for a word that they must go translate and conjugate.

Positively Impacting Student Learning

1. What evidence can you provide that you have positively impacted student learning through this lesson?