

Education Specialist Lesson Plan Template (Teaching/Co)



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California School
of Education

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Course/Progress Assessment : Content Knowledge and
Instructional Practice I:
Elementary Methods

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GRADE LEVEL	Fourth grade
SUBJECT/CONTENT	Science
TITLE OF LESSON/Framework	Evidence of Weathering and Erosion/ This lesson focuses on how to make observations and collect evidence that demonstrates weathering and erosion has occurred.
THE CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS	TPE 1: Engaging and Supporting All Students in Learning TPE 2: Creating and Maintaining Effective Environments for Student Learning TPE 3: Understanding and Organizing Subject Matter for Student Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students TPE 5: Assessing Student Learning TPE 6: Developing as a Professional Educator
ESTABLISH ENVIRONMENT TPE 2; TPE 5	The classroom consists of 27 students enrolled in a self-contained fourth-grade classroom. The school is located in a predominately middle-income neighborhood. It is the beginning of the academic year, and students are becoming familiarized with classroom procedures, routines, and expectations. Most students are nine years of age, and there is a broad spectrum of cultural backgrounds within the class contributing to a diverse learning environment. Students have demonstrated strong communication and collaboration skills during previous cooperative learning opportunities. As a result, collaborative learning opportunities will intentionally be incorporated throughout the lesson to promote active student engagement. This is a co-taught class, in which the primary instruction model is team teaching and station teaching. Most students have previous experience learning in a co-taught environment and are familiar with collaborating with two teachers and participating in station rotations. All students receive Tier 1 core instruction that align with evidence-based practices such as applying UDL principles, differentiated instruction and ongoing formative assessments to adjust instruction to student needs. Students identified as needing additional supports will receive tier 2 interventions which include targeted small group instruction, and additional opportunities to practice the lesson objective. Students who require tier 3 interventions will receive accommodations and modifications as outlined by their IEP's or 504 plan. Instruction is aligned with California Common Core State Standards, Next Generation Science Standards, and curriculum expectations. The school implements a PBIS framework, and the classroom adheres to those expectations to ensure consistency and reinforce behavior expectations. Behavior expectations are explicitly taught and consistently reinforced. Positive behaviors are acknowledged through praise and positive reinforcement. Eight students qualify for special education services. Six students have Individualized Education Plans and Two students have 504 plans. The disabilities that have been

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	identified within this class are Autism Spectrum Disorder (ASD), Specific Learning Disability (SLD), and Speech or Language Impairment (SLI). Accommodations include but are not limited to preferential seating, extended time, visuals, alternate locations for testing, and graphic organizers. Students with IEP's receive modifications when appropriate based on their individual needs, that include but are not limited to reduced assignment length, alternate options for responses, and adapted instructional materials. Two students have been identified as English Language Learners (ELL) and their primary language is Spanish. Supports such as sentence frames, visuals, and opportunities for partner work are regularly utilized to support ELL students. The classroom environment is organized, and student-centered. Resources, materials, and learning tools are easily accessible to all students to encourage active participation and promote independence. Visual supports are displayed and include classroom routines, behavior expectations, and daily procedures to provide consistency. There are flexible seating options, and sensory tools are available to help support student engagement throughout instruction.
APPLICATION OF THEORY How is Theory applied in this lesson? TPE 6	This lesson is grounded in behaviorist learning principles, specifically Skinner's theory of operant conditioning. (Skinner, 1953) Students will frequently be given positive reinforcement and immediate, constructive feedback throughout the lesson to help build confidence with the skill, reinforce desired learning behaviors, and encourage accurate responses. Students will also have multiple opportunities to practice making observations and collecting evidence of weathering and erosion, through repeated structured learning activities that reinforce the lesson objective. This lesson is also grounded in constructivist learning principles, specifically Vygotsky's perspective on the role of social interaction and collaboration in learning. This lesson will give students the opportunity to engage with their peers in collaborative discussions and share observations and evidence of weathering and erosion. This will allow learners to explain their thinking with their peers and gain an understanding of different perspectives. The co-teachers in this lesson will act as facilitators; asking guiding questions, clarifying misconceptions, and providing scaffolding within the student's Zone of Proximal Development (ZPD) to help students develop a deeper understanding of the lesson. (Vygotsky, 1978)

CA COMMON CORE/ISTE/State Standards for Students

4-ESS2-1

Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.

ISTE standard 1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

InTasc Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

CEC Standard: 1.3. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to

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assessment results.

MEASURABLE OBJECTIVE: What will your students be able to do?

TPE 1

By the end of the lesson, students will make observations of weathering and erosion caused by water, ice, wind, or vegetation and record at least four pieces of evidence with 80% accuracy.

I can make observations to identify evidence of weathering or erosion.

I can identify whether water, wind, ice, or vegetation caused changes to Earth's surface.

I can use evidence from my observations to explain how weathering and erosion changed Earth's surface.

ASSESSMENT

Check for Understanding: Formal and Informal

1. How will you know whether your students have made progress toward the objective?
2. How and when will you assess mastery?

Formative: During the opening, both instructors will assess student responses and assess their prior knowledge and any pre-existing misconceptions.

Assessment modification: Students may use sentence stems, or share their ideas with a partner prior to sharing with the class. During the introduction, both instructors will ask students for nonverbal gestures (thumbs up, thumbs down) to check for understanding.

During guided practice, both instructors will assess students' ability to accurately observe, measure, and record data documenting their progress through anecdotal notes.

During independent practice, both instructors will assess students' ability to accurately observe, measure and record data by reviewing the Observation and Measurement worksheets.

Summative: Students will complete an exit ticket independently on their Chromebooks at the end of the lesson. Students will be asked to identify agents of weathering and erosion and explain with evidence how they came to that conclusion. The exit ticket will be used to determine if students met the lesson objective of observing and recording at least four pieces of evidence with 80% accuracy.

DIVERSE LEARNERS

1. How will your instruction support the diversity of learners in your classroom?
2. List the specific strategies you will use to meet the needs of all identified learners.

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6.

Instruction will be intentionally designed to provide equitable access to the curriculum for all students. A variety of instructional activities and strategies will be used to increase opportunities for participation and to address all of the diverse learning needs within the classroom. All supports and accommodations used will be evaluated throughout the lesson based on student progress to ensure effectiveness.

Students with disabilities: Students will have access to all accommodations and instructional supports that are outlined in IEP or 504 plans. Additionally, students will receive targeted support and small group instruction as appropriate, determined by formative assessment data collected throughout the lesson. Other considerations may include preferential seating, large print text, text-to-speech software, extended time on assignments, and frequent movement or sensory breaks, and the use of graphic organizers. Additional visuals, real-world examples, and modeling will be provided to support vocabulary development, direction directions, and group discussions related to weathering and erosion. Sentence starters/frames will be provided for written responses and/or discussions which may include:

- I observed that _____ because _____.
- This is an example of _____ because _____.

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- The land changed when _____.
- I think _____ caused the weathering/erosion because _____.

English learners: Students will be provided with additional images and real-world examples of vocabulary related to weathering, erosion, landforms, and Earth's surface. Additional visual aids of activity directions and key concepts aligned with the learning standard will be provided to support comprehension. Students will have access to translation supports such as google translate and translation dictionaries when appropriate. Sentence frames and stems will be provided for collaborative discussions and written responses. Students will also have frequent opportunities to check for understanding with both co-teachers throughout the lesson. Grouping will be based on student readiness and informational texts will be adjusted to students' English proficiency levels.

Sentence starters/frames may include:

- I observed that _____ because _____.
- This is an example of _____ because _____.
- The land changed when _____.
- I think _____ caused the weathering/erosion because _____.

DIFFERENTIATION

- Differentiated instruction is not the same as individualized instruction.
- Differentiation allows students to show what they know in different ways.

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6

1. Content

Content will be introduced through teacher demonstrations, classroom discussions, and observations of real-world examples of weathering and erosion. Vocabulary instruction will be incorporated throughout the lesson to reinforce scientific concepts, and students will receive additional support through flexible grouping when needed.

2. Process/Implementation

Process will be differentiated through teacher modeling, guided questioning, and targeted support from both teachers. Students will have access to visual supports, real-world examples and have opportunities to discuss their findings with their peers during guided practice. Language support and accommodations as outlined in student IEP and 504 plans will be provided.

3. Product/Measure

Students will demonstrate their understanding of the lesson objective through the Observation and Measurement worksheet and the exit ticket. Student may provide verbal responses in place of written responses or receive other accommodations as outlined by their IEP or 504 plans to demonstrate mastery of the objective.

CLASSROOM MANAGEMENT

TPE 2

How will you create a healthy learning environment?

To create a healthy learning environment during this science investigation, we will implement a student-centered approach that promotes respect, and active engagement. We will intentionally build positive relationships with students by learning about their interests, strengths, and learning preferences. We will foster an inclusive community by valuing different perspectives and encouraging all students to participate in classroom discussion as they share and collect evidence about weathering and erosion. We will actively listen to students and acknowledge their

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	ideas, ask meaningful questions, and encourage them to take academic risks in a supportive learning environment. We will establish clear routines and procedures to help foster student independence and promote consistency. We will reinforce expectations through positive reinforcement and respectfully provide redirection as needed. We will set expectations for collaborative work and explicitly teach students how to engage in productive discussions and listen respectfully to one another.
How will you create and maintain a supportive and safe learning environment?	To maintain a safe and supportive learning environment, we will explicitly and consistently teach and model classroom academic and behavioral expectations. We will review safety procedures for science activities and transitions. We will actively monitor student behavior by circulating the room, checking in with students who may need additional support, and utilizing proximity to provide redirection when appropriate. We will regularly use behavior-focused praise to students who are meeting expectations to reinforce positive behaviors and provide examples for peers. Social emotional learning tools such as self-regulation and conflict resolution will be implemented so that students can manage emotions when working collaboratively and understand how to solve disagreements.
How will you establish a climate of learning?	To establish a climate of learning, we will emphasize building a learning community where every learner can contribute meaningfully to classroom discussions and activities. We will explicitly teach students how to support one another and respond with empathy, respect, and actively listen to one another so that everyone feels comfortable sharing ideas, perspectives, and experiences. We will model effective collaboration, communication, and problem-solving skills. We will praise effort and perseverance and use inclusive language to ensure that everyone feels supported.

OPENING (10 minutes – suggested)

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6

How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen?	Students will be shown a PowerPoint presentation that introduces the California NGSS standard, 4-ESS2-1: <i>Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation</i>. The presentation will also include the measurable lesson objective: By the end of the lesson, students will make observations of weathering and erosion caused by water, ice, wind, or vegetation and record at least four pieces of evidence with 80% accuracy. Students will then review the lesson's "I Can" statements: I can make observations to identify evidence of weathering or erosion. I can identify whether water, wind, ice, or vegetation caused changes to Earth's surface. I can use evidence from my observations to explain how weathering and erosion changed Earth's surface. Both co-teachers will alternate presenting the slides to communicate the lesson expectations, procedures, directions, and the roles of students during the station rotations.
How will you communicate its <i>importance</i> ? How will you communicate <i>connections</i> to previous & future lessons?	We will explain the importance of this lesson by discussing its relevance to students' lives and providing real-world examples that students are likely familiar with, such as how beaches are shaped by wind and water, how rockslides and mudslides occur after heavy rainfall, and how wildfires remove vegetation, increasing the risk of

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	erosion. Both co-teachers will help students make connections to previous lessons in which they learned about Earth's surface, its features, and the importance of making scientific observations. We will also discuss how this lesson prepares students for a future lesson in which they will analyze maps to identify and describe patterns of Earth's features.
How will you engage students and capture their interest?	We will engage students by showing them different images of landscapes that have been altered by weathering and erosion. This will include images of the Grand Canyon, a glacial valley, the delicate arch, and a sidewalk cracked by tree roots. Students will use their prior knowledge and make observations using what they already know about Earth's surface and its features and make predictions about how these changes occurred.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station (select if applicable) Team Teaching
TIME	10 minutes
GENERAL EDUCATION TEACHER	The general education teacher will co-present the powerpoint presentation with the special education teacher. They will alternate in presenting the contents of the presentation which include the standard, lesson objective, and the "I can" statements, lesson expectations, procedures, directions, and the roles of students during the station rotations. The general education teacher will alternate explaining with the special education teacher the importance of the lesson, and help students make connections to past and future lessons. The general education teacher will display photographs of Grand Canyon, a glacial valley, the delicate arch, and a sidewalk cracked by tree roots and ask students to make observations about what they see. Some questions that may be asked are, "What do you think happened in this picture that made changes to the Earth's surface?" "What are some things that are unique about these landscapes?" The general education teacher will record student observations on another slide of the powerpoint.
SPECIAL EDUCATOR	The special education teacher will co-present a powerpoint presentation with the general education teacher. They will alternate in presenting the contents of the presentation which include the standard, lesson objective, and the "I can" statements, lesson expectations, procedures, directions, and the roles of students during the station rotations. The special education teacher will alternate explaining with the general education teacher the importance of the lesson, and help students make connections to past and future lessons. The special education teacher will clarify directions, and check in with students for understanding. The special education teacher will help facilitate the discussion, ask students prompting questions, and encourage students to explain their thinking.
STUDENTS	Students will actively participate by listening to both teachers present the contents of the powerpoint presentation. They will ask questions to clarify any parts of the presentation that are confusing. They will recall information from past lessons about the Earth's surface, and actively listen to the connections that are going to be made to future lessons. They will analyze the photos that the instructor displays and participate in a whole group discussion where they respond to questions about the landscapes.
MATERIALS, STRATEGIES, and TECHNOLOGIES USED	21st Century Skills (Technology & Informational Literacy) Powerpoint presentation

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INTRODUCTION OF NEW MATERIAL (10 minutes – suggested) TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6	
How will you introduce academic language?	Weathering, erosion, observation, measurement, landform, sediment, Earth's surface, analyze Vocabulary will be introduced in the powerpoint presentation, using visuals and student-friendly language.
What key points will you emphasize and reiterate?	Both teachers will emphasize the importance of understanding the difference between weathering and erosion. Additionally, students will be reminded of the importance of using evidence to support their claims and explain their thinking based on the observations they make of weathering and erosion.
How will you ensure that students actively take-in information?	To ensure that students are actively taking in information there will be ongoing checks for understanding. Throughout the video and vocabulary instruction, co-teachers will be asking questions related to the content of the lesson.
How will you vary your approach to make information accessible to all students? How will you differentiate your instruction for all your learners?	Information will be made accessible to all students through multiple means of representation. Content will be accessible through closed captioning, visuals, and student-friendly definitions of vocabulary words. Sentence frames/stems will be provided for students who need language support.
Which potential misunderstandings will you anticipate?	Some misconceptions that we anticipate are students may confuse the difference between weathering and erosion. They might also find difficulty in correctly identifying what caused changes to Earth's surface and providing sufficient evidence to support their claim. If these misconceptions occur, co-teachers will provide students with additional examples, and ask guiding questions.
Why will students be engaged and interested?	Students will remain engaged and interested because they will actively participating in checks for understanding throughout the introduction. Interactive questioning with both co-teachers will help students make connections to the lesson objective and deepen their understanding of weathering and erosion.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station (<i>select if applicable</i>) ☒ Team Teaching
• TIME	10 minutes
• GENERAL EDUCATION TEACHER	The general education teacher will co-present the key vocabulary within the powerpoint presentation. Each teacher will explain the vocabulary words and the connection to the images included in the presentation. The co-teachers will present a brief educational video on weathering and erosion. At predetermined points in the video the teachers will pause the video to check for understanding and ask students questions where they can respond with a thumbs up or a thumbs down to help gauge student understanding. Example questions may include: Can plants change Earth's surface?, Are weathering and erosion the same process?, or Can wind move rocks? With the student's responses teachers will clarify any misunderstanding or misconceptions prior to the start of guided practice.
• SPECIAL EDUCATOR	The special education teacher will co-present the key vocabulary within the powerpoint presentation. The special education teacher will explain vocabulary words and help connect each image to the words. During the educational video, the special education teacher will monitor student understanding, ask follow up questions and provide clarity for any misconceptions. The special education teacher will ensure that additional supports such as prompting or additional wait time are provided to students so that all students can access the lesson.

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STUDENTS	Students will actively listen to the introduction of the vocabulary words. They will watch a brief educational video and participate in checks for understanding by responding to teacher questions using a thumbs up or thumbs down and ask questions as needed.
MATERIALS, STRATEGIES, and TECHNOLOGIES USED	21st Century Skills (Technology & Informational Literacy) Powerpoint presentation computer (85) Weathering and Erosion What Is the Difference between Weathering and Erosion? - YouTube

GUIDED PRACTICE (15 minutes – suggested)

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6

How will you clearly state and model behavioral expectations?	Behavioral expectations will be in place from the beginning of the year's expectations agreement and reiterated classroom behaviors. These will be in place through strong guidance from both educators. The rules of the classroom will be posted via poster on the wall and clearly visible for all students to see. Issues with behavioral expectations will primarily be handled by the special education teacher.
How will you integrate the academic language?	The academic language will be integrated throughout the lesson. Since the vocabulary was introduced in the intro, students will already be familiar with the new terms. Vocabulary will be further integrated into the guided practice plan so students gain comfortability.
How will you ensure that all students have multiple opportunities to practice?	There will be multiple forms of guided practice given to the students. This will be through worksheets, verbal questions, and guided discussions.
How will you scaffold practice exercises from easy to hard?	Scaffolding the practice exercises will begin with teacher led practice, then to guided discussion, until students are comfortable with working on their own.
How will you monitor and correct student performance?	Names will be called at random during the guided discussion to ensure that students are getting comfortable enough to begin working on their own. This will culminate into a quick formative examination for the educators to make sure the students understand the content.
Why will students be engaged and interested?	The students will be engaged and interested because they were shown the real world examples in the opening. They will also enjoy working with their partners.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station (select if applicable) Station Teaching
TIME	15 minutes
GENERAL EDUCATION TEACHER	The general education teacher will lead a station focused on water erosion. The teacher will review the safety expectations of the experiment. The teacher will explain the directions of the "Observation and Measurement" worksheet, which students will use to record their observations and evidence throughout the investigation. Before the experiment, the teacher will model each step of the experiment and explain to students how to record their data. The teacher will provide each student with a soil sample in a tray, a measuring cup, a ruler, and water. The teacher will direct the students to drop predetermined amounts of water onto the soil, and with their ruler measure and record how far the soil moved due to erosion. The teacher will instruct students to write down their observations on the worksheet and explain their thinking through guided questions such as, if we poured more water what do you think will happen?, what evidence supports your prediction? How did the water change the soil? The teacher will ask students to use

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	scientific vocabulary in their responses. The general education teacher will record anecdotal notes on students' ability to make observations, collect measurements, and explain their conclusions with evidence. The teacher will provide feedback and clarify any misconceptions during the investigation and provide a brief synopsis of the experiment conclusions before students rotate to the next station.
<i>SPECIAL EDUCATOR</i>	The special education teacher will lead a station focused on wind erosion. The special education teacher will review the safety expectations of the experiment. The special education teacher will explain the directions of the "Observation and Measurement" worksheet, which students will use at each station to record their observations, measurements, and evidence. Before the experiment the special education teacher will model each step of the experiment and explain to students how to record their data. The special education teacher will provide each student with a tray with sand, a fan, ruler and observation sheet. The special education teacher will direct students to move their fans at three different speeds and record how far the sand travels with their ruler. The special education teacher will ask guiding questions such as, How does wind change Earth's surface?, What evidence do you have that erosion occurred? Where might you see wind erosion in your community? The special education teacher will ask students to use scientific vocabulary in their responses. The special education teacher will record anecdotal notes on students' ability to make observations, collect measurements, and explain their conclusions with evidence. The special education teacher will provide feedback and clarify any misconceptions during the investigation and provide a brief synopsis of the experiment conclusions before students rotate to the next station.
<i>STUDENTS</i>	Students will actively listen as the teacher reviews the safety expectations for the experiment. Students will ask clarifying questions about the Observation and Measurement worksheet and the investigation procedures. Students will observe the general education teacher or special education teacher model the experiment, including how to collect measurements and record observations accurately. Students will then complete the investigation by recording their observations, measurements, and evidence on the Observation and Measurement worksheet and using scientific vocabulary to explain their conclusions.
<i>MATERIALS, STRATEGIES, and TECHNOLOGIES USED</i>	21st Century Skills (Technology & Informational Literacy) Observation and Measurement worksheet Soil samples Sand Plastic trays Measuring cups Rulers Handheld fans Water Pencils

INDEPENDENT PRACTICE (25 minutes – suggested)

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6

How will you clearly state and model behavioral expectations?	Independent practice will have clearly stated behavioral expectations. Similar to the way that the guided practice was ran, the independent practice will ensure that students are fully aware of what is expected of them. This will come through persistence from the educators in keeping a strong discipline in the classroom.
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	Students will be clearly instructed on what is expected during guided practice before moving into independent instruction. This should limit confusion for the students. Educators will also be roaming the classroom to ensure students are on task.
How will students demonstrate an understanding of the academic language?	Students will demonstrate an understanding of the academic language through repetition. The language will repetitively be used throughout the lesson to ensure students will completely understand. Once the students move to independent practice, the teachers will be able to gauge progress and understanding through a formative examination.
In what ways will students attempt to demonstrate independent mastery of the objective?	Students will attempt to demonstrate independent mastery of the objective by completing the final portion of the "Observation and Measurement" worksheet during independent practice. Students will apply their understanding of weathering and erosion and use observation and recording skills developed throughout the lesson.
How will you provide opportunities for extension?	Students will identify erosion or weathering in their community. They will identify the agent of weathering or erosion and analyze the rate of erosion/weathering over a predetermined period of time. Students will have the opportunity to present what they discovered to the class.
Why will students be engaged and interested?	The students will be engaged and interested since the opening of the lesson emphasized the importance to the students' lives. The hands-on learning opportunities will encourage active participation and allow students to analyze real-world examples of weathering and erosion.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station (<i>select if applicable</i>) One Teach, One Assist
TIME	25 minutes
GENERAL EDUCATION TEACHER	The general education teacher will introduce the independent practice activity by reviewing directions. The general education teacher will explain that students will be examining before-and-after photos of weathering caused by ice and vegetation. They will explain that students will use their rulers to measure the differences they observe and record their findings in their "Observation and Measurement" worksheets. The general education teacher should continue instructing the students on the area in which was taught. The general education teacher should also check in with students and check in with them to verify the information is being received. Once the educator determines that student have completed the activity, the formative examination will be administered.
SPECIAL EDUCATOR	The special education teacher will provide targeted support and address any individual questions. The special education teacher will ask guiding questions and provide prompts as appropriate to help students accurately measure and record their observations. They will provide accommodations as outlined by student's IEP or 504 plans, and offer support when necessary.
STUDENTS	Students will actively listen to the directions and expectations of the independent learning activity. Students will independently analyze before-and-after photographs of weathering caused by ice and vegetation. They will use their rulers to measure and observe differences and record their findings in their "Observation and Measurement" worksheet. They will also explain how the evidence they collected supports their conclusions about weathering and erosion. If the worksheet is not completed by the end of class, it must be completed as homework.
MATERIALS, STRATEGIES, and TECHNOLOGIES USED	21st Century Skills (Technology & Informational Literacy) Observation and Measurement worksheet

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	Before-and-After photographs of weathering caused by ice and vegetation ruler Pencils
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CLOSING (5 minutes – suggested) TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6	
How will students summarize what they learned?	Students will summarize what they learned by completing an exit ticket, at the end of the lesson. In the exit ticket, students identify agents of weathering and erosion as well as provide evidence to support their conclusions. This will help the teachers determine if students were able to make connections between content and their own observations and conclusions.
How will students be asked to state the significance of what they learned?	Students will state the significance of what they learned by completing the exit ticket. Students will explain how weathering and erosion changed Earth's surface and use evidence to support their conclusions. They will also answer: Why is it important to understand how weathering and erosion change Earth's surface?
How will you provide all students with opportunities to demonstrate mastery of or progress toward the objective?	Students will be able to demonstrate mastery of or progress toward the objective through the "Observation and Measurement" worksheet completed during guided practice and independent practice and through the exit ticket during the lesson closure.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station (<i>select if applicable</i>) One Teach, One Assist
• TIME	5 minutes
• GENERAL EDUCATION TEACHER	The general education teacher will give out instructions to students on how to complete the exit ticket on their chromebooks. The exit ticket will allow students to demonstrate their understanding of weathering and erosion by identifying the agents and providing a written response to support their conclusion. The exit ticket will also include the following question: Why is it important to understand how weathering and erosion change Earth's surface? The general education teacher will explain the homework assignment, which will be to identify and explain one weathering or erosion agent that they have observed in their home or community and explain their conclusion.
• SPECIAL EDUCATOR	The special education teacher will clarify directions and encourage students to complete the assessment independently. They will provide any testing accommodations that are outlined in students' IEP or 504 plans. The special education teacher will review homework expectations with students who require additional supports and explain the supports available to them while completing the assignment.
• STUDENTS	The students will actively listen to the directions for completing the exit ticket. They will analyze photographs of weathering and erosion and determine the agents responsible. They will provide a written response for each question that supports their conclusion citing evidence from the photographs. Students will write down the directions of the homework assignment.
• MATERIALS, STRATEGIES, and TECHNOLOGIES USED	21st Century Skills (Technology & Informational Literacy) Exit ticket Chromebooks

OUTSIDE THE CLASSROOM ENVIRONMENT (if appropriate). How will students practice what they learned?

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Outside of the classroom environment, students should be able to recognize evidence of erosion in nature and its potential causes. Students will be able to identify the agents responsible for the change and explain their conclusion with evidence.

COLLABORATION What other education professionals will you collaborate with to ensure all learner needs are met?

The general education teacher and special education teacher collaborated to implement and deliver the lesson. They varied co-teaching models to meet the diverse needs of all students and reviewed IEP and 504 plans to ensure that all accommodations and supports were consistently implemented.

REFLECT ON INSTRUCTION (DATA-DRIVEN)

Pre-Teaching Lesson (Expectations)

We chose this lesson because it provides students with opportunities for hands-on learning and investigation to explore how weathering and erosion changes Earth's surface. We expect students to be engaged, and actively participate in observations, measurements and recording of evidence throughout the lesson. This lesson varies co-teaching models to support the diverse needs of each learner and utilizes instructional supports to promote students critical thinking skills and scientific exploration. We expect that students will be able to make real-world connections by identifying examples of weathering and erosion in their own communities and explain wind, water, ice, and vegetation can change Earth's surface.

Post-Teaching Lesson (Delivery)

The educators should perform meaningful post-teaching reflection. This is very valuable since it will help the teachers to grow into the best versions of themselves.

REFERENCES: List research used or quoted that is consistent with APA style guidelines. Include all references used throughout the lesson plan.

The candidate should have something connected to the question, "How is the theory applied in this lesson?"

Skinner, B. F. (1953). *Science and human behavior*. Macmillan. <https://www.bfskinner.org/wp-content/uploads/2014/02/ScienceHumanBehavior.pdf>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

PROFESSIONAL TEACHING STANDARDS REFLECTION

InTASC: Of the InTASC standards identified as being supported by this lesson, rate your performance:

- Does Not Meet
- Developing
- Effective

*Note. This is an opportunity for you to identify areas for development. It is important, to be honest in your reflection so you know what areas you need to strengthen.

InTasc Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Developing

We have rated this lesson plan as developing because it includes a wide variety of instructional strategies, including modeling, hand-on investigations, guided questioning, visual supports, collaborative learning and differentiated supports to promote student understanding. We would like to continue improving strategies to create additional opportunities for students to apply learning beyond the classroom and provide additional enrichment opportunities.

ISTE Standards for Teachers: Of the ISTE standards identified as being supported by this lesson, rate your performance:

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- Does Not Meet
- Developing
- Effective

*Note. This is an opportunity for you to identify areas for development. It is important, to be honest in your reflections to know what areas you need to strengthen.

ISTE standard 1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Developing

We have rated this lesson as developing because students do use technology throughout the lesson to support learning and technology is used to enhance student engagement. Students have the opportunity to interact with a PowerPoint presentation, used technological tools for support such as closed captioning or speech-to-text as needed, and complete an exit ticket on their Chromebooks. However, an area for growth is incorporating technology in a more student-centered way by providing students with greater choice and opportunities to explore and create with technology independently.

Mild Moderate TPE's: Of the Mild Moderate TPE's identified as being supported by this lesson, rate your performance:

- Does Not Meet
- Developing
- Effective

*Note. This is an opportunity for you to identify areas for development. It is important, to be honest in your reflections to know what areas you need to strengthen.

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

Developing

We rated this lesson as developing because this lesson incorporates a variety of instructional strategies, differentiation, co-teaching models, formative and summative assessments, and accommodations to support and engage student learning. This lesson provides opportunities for students to participate in collaborative learning, hands-on investigation, and make real-world connections. An area of improvement would be to incorporate more student choice and create more equitable opportunities for students to demonstrate their learning.

CEC Standards: Of the CEC Standards identified as being supported by this lesson, rate your performance:

- Does Not Meet
- Developing
- Effective

*Note. This is an opportunity for you to identify areas for development. It is important, to be honest in your reflection to know what areas you need to strengthen.

Developing

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We have rated this lesson as developing because there are multiple formative assessments (prior knowledge checks, nonverbal checks for understanding, formative worksheet, and anecdotal observations_ and a summative assessment (exit ticket) within the lesson to measure student progress towards the lesson objective. The data is used to inform instruction and determine students' ability to measure, observe and record evidence of weathering and erosion. An area of growth is to include additional opportunities for students to demonstrate their understanding and provide assessment modifications so that we can accurately measure student skills and abilities.