

Patricia Lopez-Chavez

Professor Ferrando

LS 1000

Lesson Study Essay

10 November 2016

Lesson Plan Study:

Teacher Performance Expectations

On October 27th, my LS 1000 class went on a field trip to an elementary school to observe a lesson plan in action. We went to Laural Dell School and observed Mr. Edgar Gutierrez' fourth grade class, specifically his history lesson for the day. Mr. Gutierrez has been teaching for a few years now and is an alumni of Dominican University of California. Our class' purpose of going was to observe the TPEs in Mr. Gutierrez' classroom, the methods he used to carry out the TPEs, how the methods worked with the children, and how we could use these methods in the future once we have our own classrooms. TPE stands for Teacher Performance Expectation, and these are listed within the CSTP (California Standards for the Teaching Profession). The TPEs used to analyze this lesson plan were four and six (which will be explained later in detail).

The first TPE Mr. Gutierrez hit was the fourth TPE, which is about making content accessible. This TPE is composed of eight elements that when put together allow for the teacher to reach the expected and efficient performance for his/her classroom. One element is the ability to locate and apply information about students' current academic status, content - and standards - related learning needs and goals, assessment data,

language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. The way Mr. Gutierrez displayed this expectation was by incorporating math and english into his history lesson, repeating information and asking for a thumbs up to acknowledge the students' understanding, and speaking some Spanish while motivating or casually talking. Mr. Gutierrez' methods went really well with his students - it was visible that the students trusted him and therefore learned from him. While he was teaching his students about the regions in California, he was also making references to what they had previously learned in math which was angles. Doing this forces students to remember what they had previously learned and helps their ability to understand and interconnect their academic studies. Another element is the ability to plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. Mr. Gutierrez perfectly put this element into play by creating teams, and the way to earn points was by answering questions correctly. The students were trying their best and thinking hard in order to win without even knowing that that is Mr. Gutierrez' way of creating participation, communication, and engagement between them, himself, and the lesson.

Secondly, Mr. Gutierrez demonstrated the sixth TPE which is about the pedagogy for teaching history. On this day, Mr. Gutierrez gave his class the introductory lesson for the topic of California regions. Within this TPE are strategies to help the teacher deliver the content to the students as efficiently as possible. One of the strategies is using time lines, maps, and graphic organizers. Mr. Gutierrez was super visual during his lesson by drawing out the map of California along with his students and explaining the regions of

California with his fist. Instead of handing out a worksheet with the California map and labeled regions, he had them copy what he was drawing on a big piece of paper. The method of copying him allowed the students to learn how to draw California and how to symbolize regions. Using his fist as a visual aid was genius. This visual aid engaged the students and made them excited about learning that their fist could actually represent the regions of California. Another strategy he used was utilizing group presentations. Mr. Gutierrez used this method towards the end of his lesson. He assigned the four corners of the room a different region and had the students pick their favorite by standing in a corner. After that they had to talk amongst whoever else picked that region and come up with a persuasive argument that would be presented to the class in order to persuade Mr. Gutierrez to pick their region.

Mr. Gutierrez did an excellent job demonstrating the TPEs in his classroom. Not only did he do that, he also displayed democracy and equity. Although Mr. Gutierrez did not write into his lesson plan that he would be incorporating these ideals, based on what I have learned this year so far about democracy and equity in my classes, he definitely did without probably knowing. I saw democracy in his classroom when he would keep asking the students if they understood the lesson and by allowing every student to have a say when he asked a open question. And I saw equity in his class when he used sticks to call on students, so that everyone got a turn and when he allowed students to sit where they pleased so that every single one of them had an equal opportunity to maximize their learning according to their personal needs. That is the type of teacher I want to be. Mr. Gutierrez is equal, authoritative, and friendly to all his students. In my eyes, that is what makes a good teacher. When I am a teacher and have my own

classroom, I hope to incorporate many of the methods Mr. Gutierrez used to fully demonstrate what is expected of me.

Mr. Gutierrez said, "If they (the students) know you trust them, they will trust you; if they trust you, they will learn from you." His words really embody what he displayed in his classroom through his lesson planning. He trusted them and they trusted him which resulted in an easy flow of demonstrating the TPEs. Mr. Gutierrez flawlessly made the content necessary available to the students and presented creatively the pedagogy for teaching history.