



## JOINT EDUCATIONAL PROJECT

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### FIRST LESSON PLANNING SESSION PACKET – BRING WHEN YOU MEET WITH YOUR PA!

This packet is designed to help you become prepared to teach your seven-week mini course in a local classroom. You should complete this packet and bring it with you to your first lesson planning session with your PA. Please be prepared to discuss as you begin developing lesson plans that will connect to one another and your course.

Your first task will be to go as a team on the first day of your first assignment to simply observe the classroom. This will provide you with the opportunity to meet the classroom teacher and students and gain some insight into how you might approach planning and presenting lessons.

On your first day of your mini course assignment:

- Introduce yourselves to the classroom teacher, reminding him/her that you will be observing this week and teaching in all subsequent weeks. Also:
  1. Share your course syllabus with the teacher inquiring about what topics s/he might like you to present to students.
  2. Ask about classroom rules and strategies to manage classroom behaviors.
  3. Request his/her phone number or email in the event that you have any questions or concerns during your JEP assignment.

As you observe the classroom, allow the following prompts to guide you. They are meant to help you become aware of common classroom practices and the classroom students' skills and abilities to help you feel ready to teach your mini course.

In what grade are your classroom students?	How many students are in the classroom?
Teacher's name:	Phone and/or email (if they are willing to share):

**Classroom Management & Student Engagement:** Describe the level of student engagement in the classroom. Are the majority of the students engaged? How does the teacher engage them? Describe the classroom management strategies used by this teacher. How does the teacher handle disruptive or distracted students? What other classroom or small group dynamics do you observe?

**Classroom environment:** Think about how the classroom environment might affect your lessons. How is the classroom arranged (It may be useful to sketch a layout of the classroom)? How do the teacher and students move around and use the available space? What resources – e.g. materials and supplies (paper, glue, markers, etc.), computers, projectors (LSD, overhead or “ELMO”), white boards, etc. – are present in the classroom for your use?

**Student-Learners:** Examine samples of student work on the walls or at students' desks. What kinds of assignments are featured primarily (group projects or individual work, art work, writing, math, etc.)? Do the students use pictures or words to express themselves? Are they using invented spelling, developing complete sentences, or writing extended essays? What evidence is there about what the students may have already learned or are currently learning about your mini-course subject? Is there much variation in the apparent skills, developmental levels and/or abilities of the students, or is the group relatively homogeneous? Are there many English Language Learners (ELLs) in the classroom? What other important individual or group characteristics do you observe?

**Other Observations:** Please describe anything else you learned from the classroom teacher or students during this observation that might provide useful as you plan your lessons for the class.

# California Content Standards Worksheet

## Joint Educational Project

### University of Southern California



*10 Points: Due at your first lesson-planning session (after your classroom observation and before you teach your first lesson)*

The goal of this worksheet is to familiarize you with any California Content Standards that are relevant to the grade level and subject area in which you are teaching. Your mini-course will present a range of lessons and some may help the students who have welcomed you into their class work towards meeting and exceeding these standards. All of your lessons *do not* have to relate directly to the standards and you may not find any standards for your specific grade level and subject area.

Follow the link below to review the content standards and fill out the short worksheet that follows. This worksheet will help you design your lessons for the rest of the semester, so don't forget to bring it to your first lesson-planning session.

<http://www.cde.ca.gov/be/st/ss/>

**What are the two content standards that seem most relevant to your mini-course?**

If you do not find relevant standards for your grade, look at the grades above or below for standards you can build on or help students work towards in the future.

1.

2.

**What from your USC course might be related to these standards?** This might include lectures, readings, topics, general concepts, etc; so think broadly.

**Each lesson of your mini-course will have a specific topic and activity associated with it, but what is the goal of all of these lessons taken together?** That is, what competencies or understandings do you want to help students work towards over the course of the semester?

**JEP Mini Course Graphic Organizer**  
Brainstorming topics and activity ideas

