

Walking through an edTPA Lesson Plan on Mosaic: What Should I Include in my Lesson Plans?

SCALE's edTPA support publication for teacher candidates, *Making Good Choices*¹, offers guidelines for making good choices about which materials to create and compile for successful completion of the edTPA. Mosaic Instructional Planning coaches users through the process of lesson planning in ways that mirror the goals of the *Guide's* "interactive cycle of planning, instruction and assessment." Within that cycle, the *Guide* instructs candidates to be sure to include the following necessary lesson plan components:

- relevant state-adopted, national, or other local standards used within your teaching context
- learning objectives associated with the standards
- formal and informal assessments
- instructional and learning tasks
- instructional resources and materials

Mosaic Instructional Planning addresses all of the above components in ways that guide candidates to be thoughtful practitioners and to consider equity and access in all instructional decisions. Additionally, candidates who plan for their edTPA using Mosaic inherently include research and theory in their plans, automatically create differentiated support materials for students, and more.

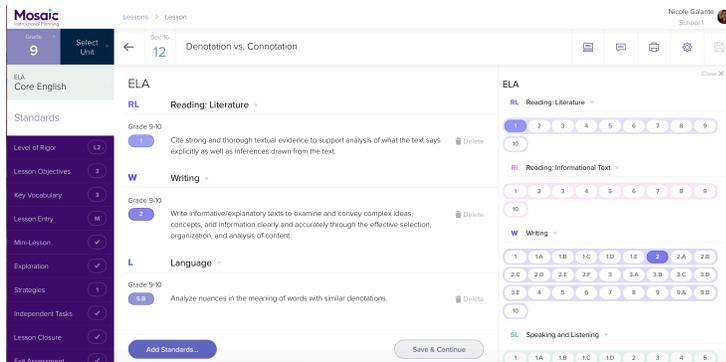
Mosaic is also a coaching tool that prepares users for delivery of lessons in ways that engage every learner in their classrooms every day. When teacher candidates plan with Mosaic, they are prepared to conduct lessons that showcase students using higher-level thinking to engage in content conversations and activities with each other, are given teacher prompts that help students demonstrate deep conceptual thinking based on appropriate levels of rigor, and are given a taxonomy of teacher-directed to student-directed collaborative learning strategies to use for problem-solving, exchanging ideas, monitoring understanding or modeling thinking.

¹ <https://www.edtpa.com/Content/Docs/edTPAMGC.pdf>



This white paper will follow the above recommended lesson plan components through Mosaic IP and identify features and benefits to candidates using Mosaic to plan and deliver instruction for the completion of the edTPA.

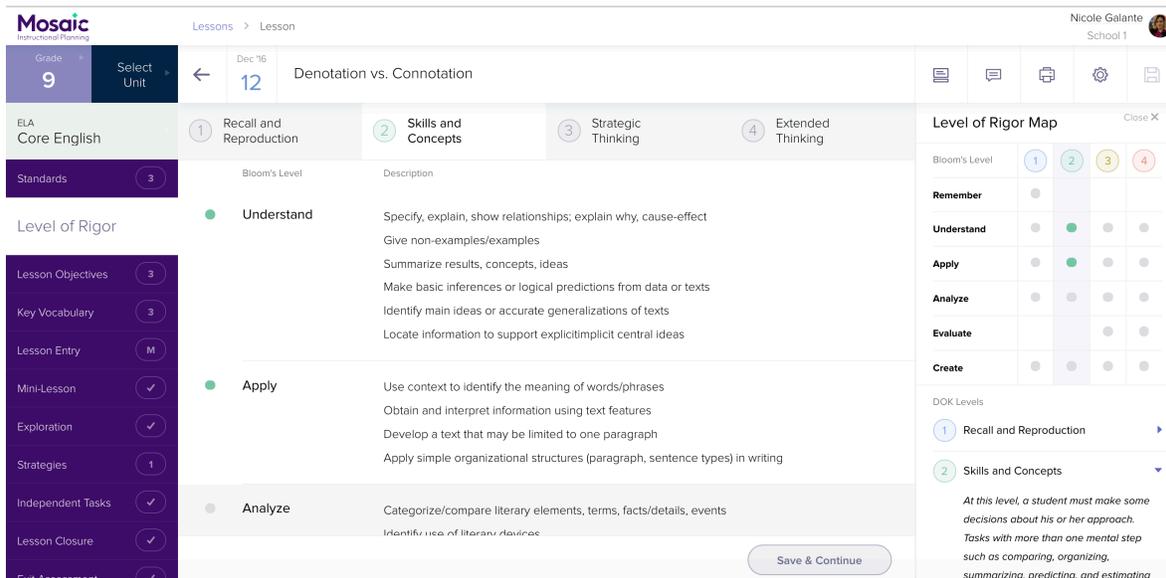
Component 1: Choosing Relevant Standards:



Mosaic is pre-loaded with all relevant organization, state, and national standards in all subject areas K-12.

When a user chooses a standard, the level of rigor of the standard is revealed, pre-determined by content experts using the Hess Rigor Matrix², which combines Bloom's

Taxonomy³ with Webb's Depth of Knowledge⁴ Levels. For teacher candidates, this insures the use of research and theory in planning. The level of rigor of the lesson follows users through the rest of the planning in the coaching panel to ensure that objectives, activities, and assessments are appropriately aligned.



² Created by Karin Hess, <https://www.karin-hess.com/>

³ Anderson, Lorin W., Krathwohl, David R., and Bloom, Benjamin S. *A Taxonomy for Learning, Teaching, and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives*. Complete ed. New York: Longman, 2001. Print.

⁴ Developed by Norman Webb, 2002



Component 2: Building Standards-Based Learning Objectives:

Mosaic provides users an objective builder, displays chosen standards and levels of rigor in the coaching panel for reference, and even coaches users how to build a “SMART” (specific, measurable, attainable, relevant, time-bound) learning objective.

The screenshot shows the Mosaic Instructional Planning interface. The top navigation bar includes the Mosaic logo, 'Lessons > Lesson', and the user's name 'Nicole Galante School 1'. The main content area is titled 'Denotation vs. Connotation' and is set for 'Grade 9' and 'Unit 12'. On the left, a sidebar lists various planning components: Standards (3), Level of Rigor (L2), Lesson Objectives, Key Vocabulary (3), Lesson Entry (M), Mini-Lesson, Exploration, Strategies (1), Independent Tasks, Lesson Closure, and Exit Assessment. The central workspace contains three lesson objectives, each with an edit and delete icon:

- ★ SWBAT understand the difference between denotation and connotation by defining the terms and identifying examples.
- ★ SWBAT apply what they have learned about how denotation and connotation change the tone, meaning, and purpose of a piece of writing to revising a paragraph.
- ★ SWBAT analyze a text by close reading

Below the objectives is a form for creating a new objective, with fields for 'What' (What are my students going to learn?) and 'How' (How will they learn it?). A 'Close' button and an 'Add Objective' button are at the bottom. On the right, a coaching panel provides information about SMART objectives and lists relevant standards: ELA Reading: Literature (Grade 9-10) and Writing (Grade 9-10).

The lesson objectives follow the user through each part of the lesson planning process, to insure alignment at every step of the way.

This screenshot shows the 'Content Focus Questions' section of the Mosaic interface. The top navigation and sidebar are identical to the previous screenshot. The main content area displays the following text:

Students will debrief the MEP in order to glean the definitions of denotation, connotation and tone.

- Denotation: the dictionary definition of a word
- Connotation: the meaning or feeling the word implies
- Tone: the attitude of an author expressed through words

Students will discuss the purpose of denotation and connotation as they apply to how an author expresses tone in a piece of writing.

We will practice with an example: What is the tone of the sentence, "He looked at the calendar and saw that the class had two days of school before vacation."

Students will change the underlined words to convey different tones: excited to begin break, sad to leave the class

Content Focus Questions Recommended

Understand

- What is denotation?
- What is connotation?
- How does changing a word change the meaning of a sentence?

Each question has an edit and delete icon. The right-hand coaching panel is also visible, showing a tip about indicating specific questions and the 'Lesson Objectives' section.



Component 3: Creating Formal and Informal Assessments:

Mosaic prompts users to create a multiple entry point (MEP) Do-Now for every lesson based on research by Howard Gardner⁵ that identifies content as a room in a house and entry points as windows or doors into that room. We encourage users to use three different levels of thinking (identified by keywords) when building MEPs that mirror assessment levels for formative and summative assessments throughout the rest of the lesson.

The screenshot displays the Mosaic Instructional Planning interface. At the top, it shows the lesson title 'Denotation vs. Connotation' for December 12, 2016. The left sidebar contains a navigation menu with options like 'Grade 9', 'Standards', 'Level of Rigor', and 'Lesson Objectives'. The main content area is divided into three sections, each with a 'Define', 'Paraphrase', or 'Infer' button and an 'Add Question' button.

MEP 1 Define denotation/ connotation.

MEP 2 Put the following quote into your own words: "The difference between the right word and the almost right word is the difference between lightning and a lightning bug." —Mark Twain

MEP 3 What can you infer from the image about the meaning of words?

⁵ Gardner, Howard. *The Disciplined Mind: What All Students Should Understand*. New York: Simon & Schuster, 1999. Print.



Each strategy is categorized as teacher-directed, teacher or student assisted, or student-directed for collaborating, problem-solving, modeling, or monitoring understandings.

The screenshot shows the Mosaic Instructional Planning interface. A modal window titled "Select Strategies" is open, displaying a search bar and four tabs: "Problem-Solving", "Collaboration", "Modeling", and "Monitoring". The "Speed Dating" strategy is selected, indicated by a circled "SD" icon. The strategy description states: "Speed Dating is a strategy that uses timed student to student discussion in structured, student-built conversations. This strategy can be used to:" followed by a bulleted list:

- assess content understanding
- monitor student to student collaboration
- deepen understanding through peer collaboration

 Below this, it lists "Individual Students:" with another bulleted list:

- Ask students to create questions for discussion based on shared content prior to speed dating.
- Gather and distribute questions to all students and allow 5-10 minutes to answer each briefly, in writing.
- Line desks up into two rows, facing each other. Ask students to sit at one desk each, facing a partner (or, "date"). Indicate which row of students will move and which will not.
- Assign a question number for students to discuss together, and allow 3-5 minutes for a discussion speed date.
- After five minutes, ask students in moving row to move down one person to the left for a new discussion speed date.
- Repeat the process as many times as is needed to allow students to have deep discussion with each other.

 At the bottom of the modal are buttons for "Strategy Taxonomy" (with an info icon), "Cancel", and "Done". The background interface shows a sidebar with "Grade 9", "ELA Core English", and various strategy categories like "Standards", "Level of Rigor", "Lesson Objectives", etc.

When users choose an exploration strategy, they are given a rationale and instructions for use with students.

The screenshot shows the Mosaic Instructional Planning interface for a lesson titled "Denotation vs. Connotation". The "6 Thinking Hats" strategy is selected, indicated by a yellow "6TH" icon. The strategy description states: "6 Thinking Hats is a strategy by which six students look at a problem, each through a different lens, and use their different perspectives to make a collaborative solution or action plan. This strategy can be used to:" followed by a bulleted list:

- generate collaborative ideas to solve the problem
- deepen understanding through multiple points of view
- foster engagement through ownership of content

 Below this, it lists "Small groups:" with another bulleted list:

- The White Hat. Calls for information known or needed, gathering just the facts without argument or belief.
- The Yellow Hat. Calls for optimism, looks for the benefits of a solution, and how things can be done.
- The Black Hat. Calls for criticism and logic, using caution to approach possible problems.
- The Red Hat. Calls for intuition, gut, and emotion to offer feelings about a problem without explanation or apology.
- The Green Hat. Calls for creativity, offering novel, interesting approaches to solve problems.

 A "Grouping" section shows "Pairs" selected. At the bottom are buttons for "Add Strategies", "Add Custom", and "Save & Continue". On the right side, a "Lesson Objectives" panel is visible, containing two objectives:

- ★ SWBAT understand the difference between denotation and connotation by defining the terms and identifying examples.
- ★ SWBAT apply what they have learned about how denotation and connotation change the tone, meaning, and purpose of a piece of writing to revising a paragraph.

 The background interface shows a sidebar with "Grade 9", "ELA Core English", and various strategy categories like "Key Vocabulary", "Lesson Entry", "Mini-Lesson", "Exploration", "Strategies", "Independent Tasks", "Lesson Closure", "Exit Assessment", "Differentiation", and "Resources".

Component 5: Instructional Resources and Materials

When users plan a lesson on Mosaic, they are also generating a student note-taking guide that can be printed translanguaged into 13 different languages.

<p>High Order Thinking Questions:</p> <ul style="list-style-type: none"> • What is denotation? ما هو الدلالة؟ • What is connotation? ما هو دلالة؟ • How does changing a word change the meaning of a sentence? كيف تغيير كلمة يغير معنى الجملة؟ • Change the tone of the sentence by changing the underlined words to have the same denotation, but a different connotation. غير نعمة الجملة عن طريق تغيير الكلمات التي تحتها خط ، بحيث يكون لها نفس الرمز ، ولكن دلالة مختلفة. <p>How and Why Student Questions:</p> <hr/> <hr/> <hr/>	<p>Lesson Notes:</p> <hr/>
<p>Exploration</p> <p>Independently: Write about winter for five minutes. Use a neutral tone. Write as much as you can in five minutes without stopping.</p> <p>In pairs: Using the tone you have been assigned as a group, change the connotations of the words you have used to write about winter to express that tone in a new piece of writing.</p> <p>Whole group: Share your group's new paragraph while the rest of the class guesses the tone you were attempting to convey.</p> <p>بشكل مستقل: اكتب عن الشتاء لمدة خمس دقائق. استخدم لهجة محايدة. اكتب أكبر قدر ممكن في خمس دقائق دون توقف. في أزواج: باستخدام النعمة التي فمت بتعيينها كمجموعة ، قم بتغيير دلالات الكلمات التي استخدمتها للكتابة عن فصل الشتاء للتعبير عن هذه النعمة في كتاب جديد. المجموعة بأكملها: شارك الفقرة الجديدة لمجموعتك بينما تخمين بقية الفصل النعمة التي كنت تحاول نقلها.</p>	
<p>Discussion Stems to use when discussing this information with your small group or teacher:</p> <ul style="list-style-type: none"> • What is the tone you have been assigned? ما هي لهجة تم تعيينها لك؟ • What words will you use/ change to match the tone you have been assigned? ما هي الكلمات التي سوف تستخدمها / تغيرها لتناسب مع النعمة التي فمت بتعيينها؟ 	<p>Responses:</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Mosaic IP was built with the edTPA in mind. There is not a more comprehensive lesson planning tool available to preservice teacher candidates that meets the criteria for successful planning and delivery of rigorous instruction. Mosaic Instructional Planning is the only planning tool that is a teaching coach—allowing educators at any point in their teaching careers to gain the confidence they need to be sure they are reaching every student in every lesson every day. Preservice teacher candidates who use Mosaic to plan and deliver instruction are well-equipped to master the edTPA, and go on to be prepared, highly effective teachers.

