

Lesson Plan Utilizing the 12 Touchstones of Good Teaching

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Goodwill and Hubbell’s (2013) “12 touchstones of good teaching” serve as research-based suggestions for all teachers. By implementing the 12 touchstones into their instruction, teachers will be able to improve their teaching and increase student engagement. In this paper, a lesson plan will be drafted, taught, and analyzed with the “12 touchstones of good teaching” guiding the whole process.

**Lesson Plan with Description**

<b>Stage 1 – Desired Results</b>	
<p><b>Content Standard(s): (Module 2)</b></p> <ul style="list-style-type: none"> <li>● <b><u>CCSS.ELA-LITERACY.W.8.3.B</u></b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (Common Core Standard – 8<sup>th</sup> Grade – English Language Arts Literacy)</li> </ul>	
<p><b>Unpacked Standard(s): (Module 2)</b></p> <ul style="list-style-type: none"> <li>● Identify and develop essential parts of a plot: beginning, middle, and end.</li> <li>● Select the most appropriate use of dialogue, pacing, description, and reflection from a variety of examples.</li> <li>● Explain how the appropriate use of dialogue, pacing, description, and reflection can enhance the plot and character development of a narrative piece.</li> <li>● Strengthen plot and character development with the appropriate use of dialogue.</li> <li>● Strengthen plot and character development with the use of appropriate pacing.</li> <li>● Strengthen plot and character development with the appropriate use of vivid description.</li> <li>● Strengthen plot and character development with the appropriate use of reflection.</li> </ul>	<p><b>Essential Questions: (Module 2)</b></p> <ul style="list-style-type: none"> <li>● How can the effective or ineffective use of dialogue, pacing, description, and reflection strengthen or weaken a narrative piece? What are some examples of these strategies being used effectively in narrative pieces that you are familiar with? How does the effective use of these strategies impact the quality of the overall piece?</li> </ul>

**Students will set their own personal goals by... (Module 3)**

- Students will write out their short-term and long-term goals related to writing narrative essays in their academic journals with necessary guidance from the teacher and the provided rubric.

**Progress on students' personalized goals will be monitored by... (Module 5)**

- Students will monitor their progress by consulting the rubric, communicating with the teacher in short individualized coaching sessions, and by analyzing feedback received from peers and their teacher.

**Rules and Procedures: (Module 5)**

- **Rules:**

1. Come to class on time.
2. Bring necessary materials to class.
3. Listen carefully to directions.
4. Complete assignments on time.
5. Respect others.
6. Be ready to learn.

- **Procedures:**

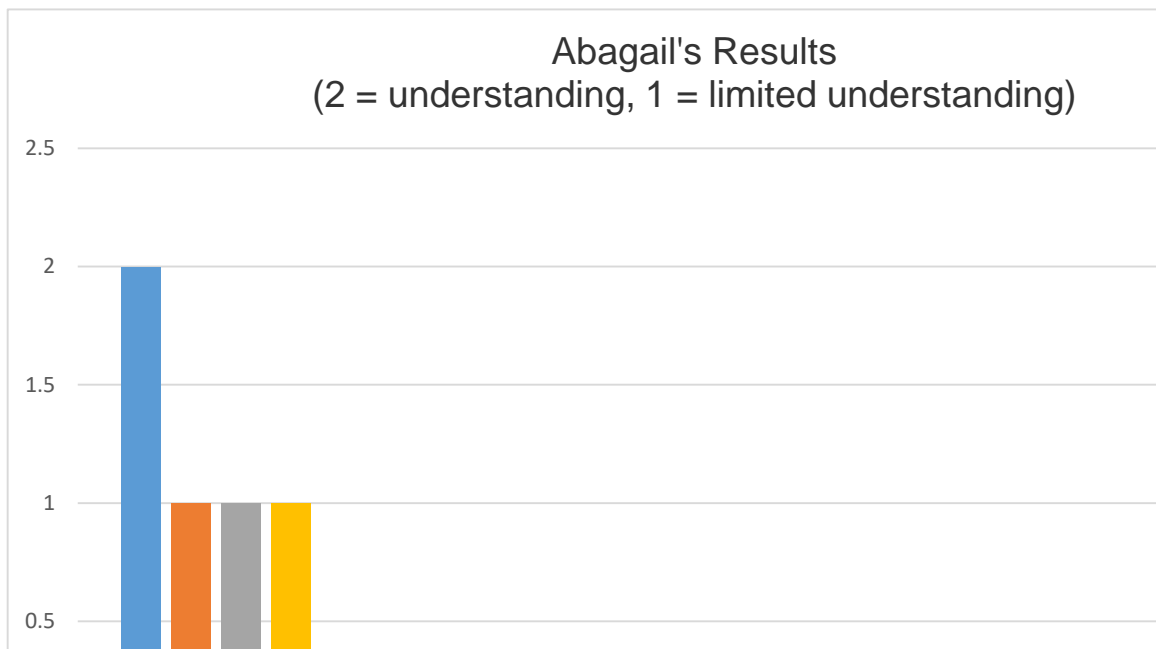
1. Students will complete the bell-work assignments placed on their desks before class starts.
2. Students will hand in homework upon entry of the classroom by placing it in the homework bin.
3. Students will pass papers from left to right when papers are handed out and/or collected.
4. Students will be assigned to groups and will transition into and out of them in an organized way.

**Stage 2 – Assessment Evidence Directly Aligned to Content Standard**

**Pre-Assessment (including analysis of the pre-assessment results): (Module 3)**

- The students will analyze a short narrative piece of their choosing by recognizing and explaining the introduction, the beginning, the middle, the end, and the conclusion.
- The students will be given a narrative piece and must identify/describe the dialogue, pacing, description, and reflection involved in the piece.

**Analysis:** When asked to analyze a short narrative piece, my 8<sup>th</sup> grade ELL student (Abigail) was able to recognize and explain the introduction, beginning, middle, end, and conclusion of the narrative essay titled *Mashed Potato Pizza* with only slight difficulty. It was somewhat challenging for her to figure out where the different parts of the plot started and ended, but she successfully labeled the different parts of the plot. However, when asked to identify/describe the dialogue, pacing, description, and reflection involved in *The True Story of the Three Little Pigs*, she only demonstrated an understanding of dialogue, but not of description, pacing, and reflection. Based on these results, I have a clearer understanding of Abigail's overall understanding of the concepts dealt with in this lesson, which guide me as I design the lesson.



**Performance Task(s) or Assignment Description(s): (Module 3)**

- The students will be given the opportunity to compose their own personal short stories, involving the appropriate usage of dialogue, pacing, description, and reflection.

**Rubric: (Module 3)**

	<b>1 – Poor</b>	<b>2 - Average</b>	<b>3 – Good</b>	<b>4 - Excellent</b>	<b>Score</b>
<b>Content / Ideas</b>	The ideas are incomplete and incoherent. Additional details are needed.	The ideas are somewhat complete, but lack coherence. Additional detail are needed.	The ideas are complete and mostly coherent. Details are reasonably supportive and helpful.	The ideas are complete and coherent. The details are supportive and helpful.	
<b>Plot Organization</b>	The plot is hard to follow and is not fully developed.	The plot is slightly difficult to follow and needs to be developed further.	The plot is mostly developed, but clear organization is needed.	The plot is fully developed and organized.	
<b>Use of dialogue, pacing, description, and reflection</b>	Dialogue, pacing, description, and reflection are missing from the piece.	Dialogue, pacing, description, and reflection are not appropriately utilized.	Dialogue, pacing, description, and reflection are utilized somewhat appropriately to support plot and character development.	Dialogue, pacing, description, and reflection are appropriately utilized to support plot and character development.	
<b>Conventions</b>	Many errors make the piece difficult to understand.	Some errors make the piece difficult to understand.	Several minor punctuation, spelling, and grammar errors are spotted, but they do not cause major misunderstanding.	The piece is free of any major punctuation, spelling, or grammar errors.	

<p><b>Self- or Peer Assessments: (Module 5)</b></p> <ul style="list-style-type: none"> <li>• Students will assess their own work by continually revising their short-stories drafts by comparing their drafts to the provided rubric.</li> <li>• Students will assess their peers by reading through their essays and providing constructive criticism based on the provided rubric.</li> </ul>	<p><b>Formative Assessments, Summative Assessments, etc.: (Module 3)</b></p> <p><b><u>Formative Assessments:</u></b></p> <ol style="list-style-type: none"> <li>1. Observations</li> <li>2. Short story drafts</li> <li>3. Personal white board responses to posed question(s)</li> <li>4. Green, yellow, or red understanding-level indicator cards</li> <li>5. Metacognition slips</li> </ol> <p><b><u>Summative Assessment:</u></b></p> <ol style="list-style-type: none"> <li>1. Final Essay</li> </ol>
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**Stage 3 – Learning Plan – Directly Aligned to Content Standard AND Assessments**

**Learning Activities: (Module 4)**

**Lesson 1**

- The students will take notes on direct instruction of dialogue, pacing, description, and reflection. **(approx. 10 mins)** (*Connection & Coherence*)
- The students will be guided to analyze one of several multi-cultural short stories that involve the various usage of dialogue, pacing, description, and reflection. (*culturally responsive*) They must analyze the text and take notes on which literary devices are used in the text and the specific contribution they make to the overall piece. **(approx. 10 mins)** (*Coherence & Concentration*)
- The students must orally discuss their findings with peers and/or their teacher. **(approx. 10 mins)** (*Coaching*)
- The students will choose from 3 topics to write about and create an outline for their personal short story (keeping in mind the proper usage of dialogue, pacing, description, and reflection). **(approx. 10 mins)** (*Curiosity*)
- The students will write their first draft of their personal short story (paying especially close attention to the rubric for guidance). **(approx. 10 mins)** (*Concentration, Coherence, Context*)
- The students will have individual coaching sessions with teacher and/or peer-review sessions before being assigned their second draft for homework. **(approx. 10 mins)** (*Coaching*)

**Processing Opportunities:** (approximately every 15 mins.):Teacher-posed Guided Questioning, Reviewing Rubrics, Peer/Teacher Review Sessions, and Individual Student Conferencing

**Stage 4 – Feedback Strategies, including Timeliness (Module 5)****Feedback Strategies:**

- Students will receive feedback via. teacher comments throughout their writing process. Feedback will be provided following their outline formation, first draft, second draft (non-evaluative) and their final draft (evaluative) within 3 days of submission. The feedback provided will be specific, actionable, and timely to ensure students are provided the support and guidance they need.

**Analysis of Lesson Plan Outcome**

As noted in the introduction, Goodwin and Hubbell’s “12 touchstones of good teaching” guided the design and implementation of the lesson plan provided above. Besides intentionally embedding the 12 touchstones in the lesson plan, I also kept the touchstones in mind while I taught the lesson. Most broadly, the touchstones guided me to be demanding, supportive, and intentional. In the remainder of this analysis, I will explain how the touchstones were implemented, the outcome of the lesson, and certain aspects of the lesson that could be improved.

As I designed and taught the lesson, each of the touchstones were considered. First and foremost, I used standards to guide all learning activities (item 1). As shown in the lesson plan above, I drew learning objectives from the standards and then designed activities to help students master these objectives. Furthermore, I helped students set personal learning goals that focused on mastering the objectives (item 2). With student achievement in mind, I made performance expectations clear (item 3) and measured understanding against high expectations (item 4) by modeling what success looked likes and providing a detailed rubric of the main assignment.

While planning and teaching the lesson, I also kept in mind the importance of cultivating a nurturing learning environment for my students. In order to do so, I engaged student interests

(item 5) by allowing them to choose their own topic for their short stories, I interacted meaningfully with each student (item 6) by coaching them and providing appropriate feedback on their writing that encouraged effort (item 7), and I created an oasis of safety and respect (item 8) by modeling behavior expectations and representing multiple cultures with various short stories from a variety of cultures.

In addition to implementing the touchstones listed above, I also made the most out of every minute (item 9) by allotting a certain amount of time for each learning activity. Furthermore, I helped students develop deep knowledge (item 10) by creating essential questions that require students to think critically and use higher-order thinking skills. Beside that, students were coached to mastery (item 11) while drafting their short stories, which also allowed them to apply their learning (item 12).

The outcome of teaching the lesson was quite successful. Although the lesson plan provided above was designed for an average-sized class, I only taught this lesson to one student – Abigail. Attesting to the effectiveness of the lesson, Abigail’s performance results improved by the end the instructional period. At the beginning of the lesson, Abigail did not have a clear understanding of description, pacing, and reflection usage in short stories. However, toward the end of the lesson, she demonstrated growth in her understanding by successfully utilizing the literary devices/styles in the first draft of her short story. The table provided below gives a visual representation of her improvement.

	<b>Before Instruction</b>		<b>After Instruction</b>	
	Limited Understanding	Understanding	Limited Understanding	Understanding
<b>Dialogue</b>		X		X
<b>Description</b>	X			X
<b>Pacing</b>	X			X
<b>Reflection</b>	X			X



Although Abigail's improvement shows that the lesson was effective, there are several modifications that I would make if I were to teach the lesson again. First, I would provide example short story topics for the students. Although I expected Abigail to come up with her own topics, this was quite a challenge for her. By providing her with several examples, I would have been able to provide her with the appropriate scaffolding she needed. In addition, if I were to teach this lesson again, I would give the students more time to engage in self assessment/ reflection. As I look back on my teaching, I notice that I told Abigail what she should do too frequently. A more effective approach for me to adopt would be to allow my students to engage in a healthy amount of struggle with more limited guidance. By doing so, my students will be able to take greater ownership of their learning and ultimately learn more efficiently.

References

Goodwin, B., & Hubbell, E. (2013). *The 12 touchstones of good teaching: A checklist for staying focused every day*. Alexandria, VA: Association for Supervision & Curriculum Development.