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| Student Teacher/Intern: | Date: |
| Cooperating Teacher: | Duration (in minutes): |
| Campus: | Grade Level/Subject: |

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| Framework refs& Guiding Questions | Lesson Component | Planning Notes |
| 1. Standards - **1a, 1c, 3a**
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| \*What standards are addressed in this lesson? (TEKS, PK Guidelines)\*What level of Bloom’s is called for in these standards? (Will guide questioning and assessment)\*What do students need to know and be able to do by the end of this lesson? (Lesson objectives/outcomes/expectations, maintaining the same level of Bloom’s) | Standards (TEKS)Include Strand, Knowledge/ Skills statement, and Student Expectation(s):* Written out completely.
* Highlight level of Bloom’s.
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| Learning Objective(s)Based on learning, not activity:* Write in student- friendly language for communication of learning objective to students.
* Highlight level of Bloom’s to ensure a match to the standard above.
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| B. Assessment - 1a, 1c, 1f, 3a, 3d |
| \*What are the overarching (big) questions to be addressed?\*How will students demonstrate their understanding of the objectives/ outcomes? \*What is an example of a high-quality demonstration of a student’s understanding? (Aligned with the TEKS)\*What criteria will you use to measure their understanding, and how will you communicate this to students? (What you will be looking for in their demonstration)\*How can students assess their own work against this set of criteria? | Assessment Designed to measure student understanding of the objective(s) above. Should include:* The essential questions to be addressed in this lesson.
* Assessment for learning/ checks for understanding DURING instruction to help the teacher determine student progress towards the learning.
* A plan for sharing the assessment criteria with students (How will STUDENTS know they are learning the content? How can they measure their own progress?).
* A plan for student self-assessment.
* Assessment of learning/ final evidence of understanding (question/discussion, product, etc.).
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| C. Instructional Components - 1a, 1b, 1c, 1d, 1e, 1f (Planning to meet all components of Domains 2 and 3) |
| Domains 1 & 3 \*What key terms/ vocabulary will be addressed?\*What resources and technology will be needed?\*How will students be grouped?\*What accommodations are needed for special needs students and students with a 504 plan? How will ELL students be supported?\*How will instruction be differentiated for all students to be engaged? | Lesson Context Preparation for lesson details that will impact instruction and learning. Should include:* Key Vocabulary to be used in the lesson.
* Resources/Technology to be utilized for instruction and learning.
* Grouping for effective instruction and learning.
* Accommodations of the lesson for specific students or groups (if applicable).
* Methods/strategies for differentiation (content, process, or product).
 | Key Vocabulary:Resources/Technology:Grouping:Accommodations: Differentiation: |
| Domains 2 & 3\*How will you manage instructional groups? (Composition, monitoring, etc.)\*How will you support/manage student participation?\*How will you transition from one lesson segment to the next?\*How will you ensure students understand directions?\*What materials will you need to prepare? \*How will you manage resources and technology during the lesson?\*How will you gain and maintain student attention?\*What behavioral accommodations will be used for specific students?\*How will you maintain awareness of lesson pacing and management of time? | Management ContextPreparation for management details that will impact instruction and learning. Should include:* A plan for group management.
* Methods to ensure student participation (engagement strategies).
* A plan for managing transitions and activities.
* A plan for managing resources and technology.
* Attention signal(s).
* A plan for time management/pacing.
 | Group Management:Student Participation and Engagement:Transitions and Activity Management:Resource/Technology Management:Attention Signals:Time Management: |
| Domains 1 & 3\*How will the lesson **begin**? (Launching the lesson; introduction; anticipatory set)\*What will be said to the students about why they are learning the content/skill? How will the importance and **relevance** be explained to them? \*How will the **content** be presented (learning expectations, objectives/outcomes, teacher modeling, think-alouds, anchor charts, instructional strategies, etc.)?\*What **key questions** will be asked? What are the expected responses? What secondary questions and/or prompts will scaffold for students?\*How will students add to the class understanding? (i.e., **discussions**)\*What **activities** will engage students and support practice of the content/skill? (Guided practice, group work, individual work; “I do/We do/You do”)\*What **work products** will generate evidence of students’ understanding of both knowledge and skills?\*How will you **check student understanding** of the objectives/ outcomes? (Maintaining awareness of student’s understanding, leading to instructional adjustment)\*When will **assessment** occur and how will assessment criteria be communicated to students? How will students self-assess?\*How will directions/ procedures be communicated to students?\*How much **time** (instructional periods and/or minutes) will be needed for the lesson and lesson segments?\*How will students/ teacher **closure and reflection** occur? | Lesson FlowPreparation for/scripting of teacher communication and instructional activities within the lesson cycle. Should include:* **Lesson Beginning** (to be accomplished through direct instruction, questioning/discussion, etc. Should engage/ prepare learners). Should include:
* Relevancy/Purpose
* Learning Outcome(s)
* Assessment Criteria (how you will measure learning, how students will know they are meeting the outcomes)
* Presentation of Expectations and Content (learning activities and focus).
* Connections to previous/future learning.
* Key Questions to be addressed.
* **Lesson Middle/Body** (Main teaching and learning components) Should also include:
* Discussion & Collaboration Opportunities (integration of Key Questions).
* Activities/Work Products (attach artifacts).
* Checking for Understanding Strategies (identify strategy/technique and how it will be used).
* **Lesson End**
* Closure (readdress purpose, outcomes).
* Student Reflection/ Self-Assessment.
 | Beginning:Middle (Body):End: |

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| D. Student Teaching Faculty Feedback - To be completed by ST Faculty ONLY. |
| D.1 Reinforcement Areas - What parts of this lesson plan are well developed, and why?  |  |
| D.2 Area(s) of Refinement - What parts of this lesson plan require further attention, and why? |  |
| D.3 Recommendations - Suggestions and resources to help improve Areas of Refinement |  |