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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** | | |
| \*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. |  |
| 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. |  |
| 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.). |  |
| 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 Context  Preparation 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 Flow  Preparation 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 |  |