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| Teacher Candidate: | Date: |
| Cooperating Teacher, Host Teacher, or Mentor: | Duration (in minutes): |
| Campus: | Grade Level/Subject: |
|  | Co-Teaching Strategy: *Check all that apply*[ ] Station Teaching [ ] Parallel Teaching [ ] Alternative Teaching [ ] Combination [ ] NA/Solo Teach |

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| T-TESS refs& Guiding Questions | Lesson Component | Planning Notes |
| 1. **Standards & Objectives**

Dimension 1.1- Standards and Alignment |
| \*What standards are addressed in this lesson? \*What level of Bloom’s is called for in these standards? (Will guide questioning and assessment)\*Are the lesson objectives aligned to the state standards?\*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, PK Guidelines, ELPS)* Write standard out completely. Include Strand, Knowledge/ Skills statement, and Student Expectation(s):
* Highlight level of Bloom’s.
* Any applicable standards for your special population
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| Learning Objective(s)Based on learning, not activity:* Write in student- friendly language for communication of learning objective to students. “I can…”
* Highlight/Indicate level of Bloom’s to ensure a match to the standard above.
* Include Language Objective for Emergent Bilingual (EB) students and/or IEP Objective as applicable
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| What is the big idea or essential question to be addressed in this lesson? | Central Focus:(Big idea/focus question) |  |
| **B. Assessment**Dimensions 1.2- Data and Assessment, 1.1 Standards and Alignment, 2.1 Achieving Expectations |
| \*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 work against this set of criteria?\*What types of formal or informal assessments can be used?\* How will students receive feedback on their assessments?\*(How will STUDENTS know they are learning the content? How can they measure their own progress?). | Assessment Designed to measure student understanding of the objective(s) above. Should include:* Alignment with the TEKS & objective
* Formative 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.
* Summative Assessment of learning/ final evidence of understanding. (question/discussion, product, etc.).
* A plan for how you will provide feedback to the students on this assessment.
* A plan for student self-assessment.
 | Assessment **FOR** Learning (Checks for Understanding DURING Instruction): Assessment **OF** Learning (Final Evidence of Lesson Understanding)- Describe or Attach AssessmentPlan for Sharing Assessment Criteria with Students: Plan for Providing Assessment Feedback to Students and/or Plan for Self-Assessment of Learning Objective: |
| **C. Lesson Considerations**Dimension 1.4- Activities, 1.3- Knowledge of Students, 2.4-Differentiation |
| \*What prior knowledge will students need to use and build upon to be successful in this lesson?\*What might be some possible misconceptions regarding the concepts addressed in this lesson?\*What key terms/ vocabulary will be addressed?\*What key questions will encourage higher-ordered thinking?\*What resources and technology will be needed?\*How will students be grouped?\*What accommodations are needed for special needs students with IEP plans and students with a 504 plan that may require different strategies/support? \*How will Emergent Bilingual (EB) students be supported?\*How will you address students that need a greater challenge or additional support?\*How will instruction be differentiated for all students to be engaged? | Preparation for lesson details that will impact instruction and learning. Should include:* Prerequisite Skills
* Common Misconceptions
* Key Vocabulary to be used in the lesson.
* Higher Order Thinking Skills (HOTS)
* Resources/Technology to be utilized for instruction and learning.
* Grouping for effective instruction and learning.
* Accommodations of the lesson for specific students or groups (as applicable).
* Methods/strategies for differentiation (content, process, or product).
 | Prerequisite Knowledge and Skills:Possible Misconceptions: Key Vocabulary:Key HOTS Questions: Materials/Resources/Technology:Grouping:Accommodations:

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| **Students with Disabilities (Students with IEPs/504 Plans)** |
| **Classification/Needs** | **Number of Students** | **Accommodations/Supports** |
| *Example: Visual Processing* | *1* | *Close Monitoring, large print text, window card to isolate text* |
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| **Students with Specific Language Needs-Emergent Bilingual Students** |
| **Classification/Needs** | **Number of Students** | **Accommodations/Supports** |
| *Example: EB students with only a few words* | *2* | *Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)*  |
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| **Students with Other Learning Needs** |
| **Classification/Needs** | **Number of Students** | **Accommodations/Supports** |
| *Example: Struggling readers* | *5* | *Small group instruction, ongoing reading assessment (e.g., running records, conferencing)* |
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| **Differentiation** |
| Content | Process | Product |

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| **D. Lesson Flow** Dimensions: 1.1-Standards and Alignment, 1.4- Activities, 2.2- Content Knowledge and Expertise, 2.3 Communication |
| \*How will the lesson **begin**? (Launching the lesson) \*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 **you pique interest** and/or curiosity about the topic?\*How will you **activate** and build on **prior knowledge** and experiences related to the topic?\*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)\*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 share or show what they have learned? How will students self-assess?\*How will directions/ procedures be communicated to students?\*How much **time** will be needed for the lesson? (Time stamps for each portion of the lesson)\*How will students/ teacher **closure and reflection** occur?\*How could you extend this lesson if time permits? | **Lesson Flow/Details**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:* Introduction
* Anticipatory set/Hook
* Connections to prior/future learning.
* Relevancy/Purpose
* Learning Outcome(s)
* Presentation of Expectations and Content (learning focus).
* Key Questions to be addressed.

**Lesson Middle** (Main teaching and learning components) Should also include:* Modeling Skill/Strategy (“I Do”)
* Discussion & Collaboration Opportunities (integration of Key Questions).
* Guided Practice (“We Do”)
* Activities/Work Products (attach artifacts).
* Checking for Understanding Strategies (identify strategy/technique and how it will be used).
* Independent Practice (“You Do)

**Lesson End*** Closure (readdress purpose, outcomes).
* Lesson Assessment/Check for Understanding
* Student Reflection/ Self-Assessment.
* Extend Ideas
 | **Beginning:** (Lesson Introduction-Setting the Stage) *“Before”***Middle:** (Learning Activities- Explicit Instruction, Active Engagement in Meaning Making, Opportunities to practice skill/strategy, Checking for Understanding*) “During”***End:** (Closure- Restate teaching point, clarify key points, extend ideas, check for understanding/assessment) *“After”* |
| **NOTE: Attach any relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in the lesson.** |
| **E. Management Considerations**Dimensions 3.1-Classroom Environment Routines, and Procedures, 3.2- Managing Student Behavior |
| \*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? | 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.
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| **Specific Co-Teaching Responsibilities** *(if applicable)* |
| Teacher Candidate | Cooperating Teacher/Host Teacher |
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Group Management:Student Participation and Engagement:Transitions and Activity Management:Resource/Technology Management:Attention Signals:Time Management: |

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| **F. Faculty Field Supervisor Feedback** - To be completed by Supervisor ONLY. |
| **Areas of Reinforcement** - What parts of this lesson plan are well developed, and why?  |  |
| **Area(s) of Refinement** - What parts of this lesson plan require further attention, and why? |  |
| **Recommendations** - Suggestions and resources to help improve Areas of Refinement |  |