|  |  |
| --- | --- |
| 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 |

|  |  |  |
| --- | --- | --- |
| 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 |  |
| 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 |  |
| 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 Assessment  Plan 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:   |  |  |  | | --- | --- | --- | | **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* | |  |  |  | |  |  |  |  |  |  |  | | --- | --- | --- | | **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)* | |  |  |  | |  |  |  |  |  |  |  | | --- | --- | --- | | **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)* | |  |  |  | |  |  |  |  |  |  |  | | --- | --- | --- | | **Differentiation** | | | | Content | Process | Product | |
| **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. | |  |  | | --- | --- | | **Specific Co-Teaching Responsibilities** *(if applicable)* | | | Teacher Candidate | Cooperating Teacher/Host Teacher | |  |  |   Group Management:  Student Participation and Engagement:  Transitions and Activity Management:  Resource/Technology Management:  Attention Signals:  Time Management: |

|  |  |
| --- | --- |
| **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 |  |