

Texas State University Lesson Internalization Protocol

Prework: Review all lesson activities, materials and assessments.

- Read through the entire lesson in the Teacher Guide and download a copy for annotation purposes.
- Read all texts/readers/problems, etc. that will be used during the lesson as applicable.
- Review activities and resources.
- Review the unit's culminating task or summative assessment to understand how this lesson prepares students for success on the unit assessment.

Standards Internalization: Understanding the Lesson Purpose and Objectives

- **Identify** and **connect** lesson objective(s) to the Texas Essential Knowledge and Skills (TEKS) or Pre-K Guidelines and English Language Proficiency Standards (ELPS).
- **Identify** and **notate** your understanding of alignment between the lesson goals and state standards. Consider how the lesson supports the goals of the unit.
 - **Record** on Section A of the TXST Required Reflective Lesson Plan.

Assessment Internalization: Understanding the Formal and Informal Lesson Assessments

- **Complete** the Formative Assessment (FA) or end of lesson assessment and any Checks for Understanding (CFU) the students will be required to complete to gain an understanding of what students need to learn and be able to do. (If no FA is provided, **create** an assessment that is aligned with the TEKS/Lesson objective).
 - **Attach** completed exemplar assessments, problems, question responses etc. to Section B of the TXST Required Reflective Lesson Plan or share completed assessments with your field supervisor during the pre-conference.
- **Notate** your understanding of alignment between the FA, CFUs, and lesson objectives. What are the most important things students must know and be able to do to successfully complete the lesson assessment?
 - **Record** on Section B of the TXST Required Reflective Lesson Plan.

Lesson Support Internalization: Understanding Student Needs & Embedded Supports

- **Think** about students with disabilities, emergent bilingual students, GT, at-risk, and students with other learning needs in your classroom. Anticipate areas where students may need support.
- **Identify** and **notate** the following information and supports from the lesson that students need to be successful on the FA: prerequisite skills, possible misconceptions, vocabulary, and embedded supports for learners noted above.
 - **Record** on Section C of the TXST Required Reflective Lesson Plan and annotate embedded supports in the Teacher Guide.

Lesson Sequence Internalization: Understanding Lesson Progression and Pacing

- **Identify** the lesson cycle (beginning, middle and end)
- **Identify** and **annotate** pacing (review allotted time for each portion of the lesson, add time stamps, note transitions between key components)
- **Identify** and **notate** instructional strategies, student questioning and engagement, discussion formats, and student grouping during the lesson.
 - **Record** on Section C, D, and E of the TXST Required Reflective Lesson Plan as applicable, provide OER/HQIM Teacher Guide (TG) lesson link with related page number(s), or provide annotated PDF of TG.
- **Review and rehearse** each lesson segment especially explanation on new content and anticipate possible student questions.

Organize Resources:

- Locate needed resources, supplies, and/or materials
 - **Record** on Section C of the TXST Required Reflective Lesson Plan.