**This Lesson Plan Template should be used in all Education Department courses**

**Lesson Subject/Title: Whole group/Small group/#students: Grade Level: Length of Lesson:**

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| 1. **Central Focus/Enduring Understanding/Big Idea:** Description of the core concept taught within the learning segment/unit. Why is this meaningful and important for students? Connect this to student interests and assets. |

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| 1. **Parent & Community Connections**: How are you purposefully connecting the learning in this central focus to community assets? (This can be unit based, lesson based, or both. Connections should not be family homework and should offer equitable opportunities for all. Ex: conversation starters, sharing community events connected to central focus, inviting family participation, etc.) |

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| 1. **Academic & Content Standards (National/State):** List the standards met in this lesson. Paste the number and language of standard. Avoid listing more than 3 standards, unless instructed to do so by your methods professor. Use only those standards aligned and measured in the lesson. |

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| 1. **Learning Target(s):** Number target(s). Align each target to the standard(s) met (ex. (ELA.w.3.3.a) or (appropriate coding, per content area instructor)). Each target should be measurable and aligned to assessments below and achieved in the length of the lesson. |

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| 1. **Assessment. Align the assessment to the learning target it evaluates (ex. (T1)).**   Pre-Assessment: If applicable, briefly explain how prior assessment data informed instructional decisions (ex. KWHL chart, review of prior learning/entry task, class profile, prior conversations, observations, and experiences, student voice assessments from earlier lessons).  Formative: Measures students’ progress during the learning, happens often (ex. observation, student one-on-one conversations, check-lists, anecdotal notes, in-class activity, pre-writes, peer editing, entry tasks, etc.). Explain how your formative assessments will be used to inform your instruction.  Summative: Measures students’ learning of the target(s) at the conclusion of lesson, segment or unit instruction; may or may not be in this lesson. If no summative assessment is identified for this lesson, when and how will the learning targets be assessed?  Self-Assessment (SV): How do students perceive their own learning, and their ability to meet the learning target? This happens in every lesson. How will students identify what they are doing well and what they need to improve? What are the resources they can use?  **\*Attach all assessments and scoring criteria to the end of your lesson plan\*** |

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| **Instructional Strategies/ Embedded Learning Tasks to Support Learning** | | | | |
| 1. **Personal Cultural/Student Assets:** Describe the personal, cultural, and community assets and interests your students offer. How are you building upon these assets in your lesson? Ex., Student Interests, Language, Social-Emotional Intelligence, Tradition, Landscape/Geography/Economy of neighborhood. 2. **Academic Language Demands & Supports:** Language Demands are the lesson specific language tools students use to express their learning and attainment of the target. Label where **Language Support** is provided in the lesson (LS).   Identify the Function: Choose one. The focus of the learning task expressed as an active verb. Functions are what students do. Ex., Compare, analyze, justify. The academic language function should be ALIGNED to your **Target** and **Assessment**.  Identify the Demand: Vocabulary: Identify any word(s) students should be able to define or use during the lesson. List whether vocabulary will be taught, reinforced, or modeled (in this lesson, specific past or future lesson, specific to discipline).  Identify the Demand: Syntax: How is information organized to communicate understanding? What language structures will students USE to meet the target? Ex. symbols, sentence frames, graphs, graphic organizer, table, music staff.  Identify the Demand: Discourse: How students will be asked to talk, write, and participate understanding of the target using written and oral language. Ex. Essay, debate, multi-media presentation, lab report.  Identify the Language Support: How does this lesson support student learning of vocabulary, syntax and discourse?   1. **Planned Accommodations:** Identify where planned modifications (planned adaptations) and accommodations (specific to identified student need) occur in the Instructional Strategies (**AC**). Ex.: Students with IEP, 504, ELL, Behavioral needs. 2. **Differentiated Instruction and/or Universal Design for Learning:** How have you planned supports for student learning beyond readiness? (ex. Tiered questioning, learner profiles, additional scaffolding, intentional grouping, small group support, student interest, enrichment, etc.). Align where this is applied in your instructional strategies section (**DiF/UDL**). 3. **Expectations, Routines & Safety:**   ConsiderPreventative/ Supportive/ Corrective practices as they apply to your classroom practices.  Classroom Community & Climate (Culturally Responsive Practices): As it applies to **this** lesson how will you purposefully and intentionally build a safe learning environment for all students in your classroom? What guidance will students need to work as a community during this lesson? Ex: discussion protocols for group work, statements that relate activities directly to classroom norms, proactive expectations for inclusion, prevention of foreseen behavioral issues, preparation for potential emotional triggers.  Unique Lesson Expectations & Routines: Describe known classroom routines required for this lesson. How do expectations in this lesson differ from regular routines in your classroom? How will this lesson guide the transition to support student success in meeting these new expectations? ex. Group norms, seating charts, raising hands, bathroom breaks, movement within the room, transitions, student access, independent work to whole group/small group, etc.  Unique Safety Concerns: Specific to the lesson – ex. lab equipment, use of sharp objects, known student conflict, movement through room, appropriate websites, etc.   * **Resources & Materials:** List the materials and resources needed for this lesson. Attach or address any materials or resources for accommodations. Cite all resources and materials used from others using APA.  1. **Research-based Practice:** Provide at least one professional reference that supports key instructional decisions and **how** the research or theory is applied in the lesson. Cite all research using APA. |  | 1. Prior knowledge or lessons:   How does this lesson build on what the students already know? | | |
|  | Include the following labels   * Dif/UDL: If appropriate, label planned **differentiated instruction** or applied **Universal Design for Learning** to support student learning. * SV: Label when students identify what they **need to learn (target)** and, if appropriate, **why it is important** to learn. Use student friendly language. * SV: Consider the best places to **share, review and self-assess the target**. * LS: Label where **Language Support** is provided in the lesson. | Include the following labels   * SV: How are students interacting with the target throughout the lesson * PE/AE: What are students doing while you are directly teaching? (Label passive engagement (PE), active engagement (AE)). |
| * Time Estimate for Opening, Middle, Closing | 1. Teacher’s Role: Script your instructional plan for engaging students. Include appropriate higher-level discussion questions, pre-planned examples, supports, student feedback, formative assessment. Label using the guide above. | 1. Student’s Role: Align bullets to time and teacher’s role. What are students doing while you are directly teaching? What responses do you anticipate to questions and how will you respond? Anticipate possible misconceptions or misunderstandings. |
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| 1. Future Lessons: How will you build on the lesson to continue the learning? Identify where **Parent and Community Connections** will be included, if appropriate. | | |
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| 1. **Reflection**: Effective teachers are reflective teachers. You may be asked to share specific reflections about this lesson with your instructors or supervisors. | | | | |

**Candidate Last Name, First Name EDUC COURSE Date Taught:**

**Instructor/Supervisor:**

**Mentor Teacher:**

**School Name / District:**