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| Student Teacher: | 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? (district curriculum and/or TEKS)  \*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. * Hilight 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 modifications are needed for special needs students?  \*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. * Modifications of the lesson for specific students or groups (if applicable). * Methods/strategies for differentiation (content, process, or product). | Key Vocabulary:  Resources/Technology:  Grouping:  Modifications:  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 modifications 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. Reflection - 3e, 4a, 4c (NOTE: OPTIONAL. This section becomes a **reflection assignment** due after the 3rd observation, as per supervisor’s instructions.) | |
| D.1 After gathering and analyzing/ reviewing student work products from the lesson and any other evidence of students’ understanding, respond to the following prompts. | What evidence do you find to indicate how well students learned the content and skills of the standards?  Based on that evidence, what instructional steps might you take next?  What did you learn about your lesson planning/design from the analysis of student work and other evidence of student learning?  How can you improve the flow and connectedness of your lesson? |
| D.2 Discuss with your cooperating teacher potential revisions that would strengthen:   * Alignment to the standards * Alignment to the appropriate level of Bloom’s Taxonomy * Students’ attainment of the criteria * Classroom logistics and management | Based on this discussion, identify adjustments and revisions that would improve the plan. |
| D.3 Consider the implications from this process, the analysis of student work, the discussion with your cooperating teacher, and the reflective conversation during the post-observation conference with your supervisor. | What changes will you make in future lesson-planning efforts? |