**UNION UNIVERSITY’S LESSON PLAN FORMAT**

**(Template available at http://www.uu.edu/programs/epp/resources/)**

**Piloted spring 2018; implemented summer 2018. 4 page limit for edTPA**

|  |  |  |
| --- | --- | --- |
| Lesson Title: | Lesson #: of | Grade/Subject: |
| Date: |
| **TN Academic Standards(s)**: (include full reference number and text of standard that relates to this learning segment) |
| **IEP/504 Goal(s) and Benchmarks specific to this** **lesson** (as directly indicated on the plan; **use student initials, NOT names**): |

|  |  |
| --- | --- |
| **Learning—Focus** | **Strategies** |
| **Central Focus.** A description of the important understandings and core concepts [1-3 BIG ideas] that students will develop within the learning segment; same for all lessons in learning segment. |  |
| **Daily learning targets/lesson objective(s).** Learning target(s)/objective(s) are measurable (include content, behavior, conditions, and criterion) and aligned with the standard. | TLW |
| **Assessment/Evaluation Plan**The criterion for assessment must be included in the learning target/objective listed above. This section includes more details relating to these questions: How will students exhibit an understanding of the lesson’s objectives? How will you provide feedback? What evidence will you collect to demonstrate students’ understanding/mastery of the lesson’s learning target(s)/objective(s) including their usage of vocabulary? | **Assessment Plan for IEP Goals and/or 504 Plans** (This is a plan and should be written as such; remember to identify both formative & summative assessments throughout the lesson):**Assessment of Learning Targets/Objectives** (This is a plan and should be written as such; remember to identify both formative & summative assessments throughout the lesson): |
| **Language Demands.**How will students participate in syntax or discourse? What academic language (key vocabulary) will you teach or develop? What opportunities will you provide as language supports for students to practice content language/vocabulary and develop fluency?If literacy lesson:How did you select complex texts for instruction? How will you use complex texts to support students’ vocabulary and knowledge acquisition? | **Language function** (Identify the purpose for which the language is being used, with attention to goal and audience. Example of verbs that lend themselves to “language” *explain, describe, analyze, justify,* etc. See your edTPA handbook.):**Academic vocabulary** (Identify key, content-specific words for this lesson. Also include words within a text necessary for students’ comprehension.):**Syntax and/or discourse** (see handbook for content-specific definition): |
| **Prior knowledge/skills** What must students already know or be able to do in order to start this lesson? |  |
| **Materials** What resources will be used to engage students? |  |

|  |  |
| --- | --- |
| **Lesson Opener to activate thinking.** What is the “hook” for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. Will you introduce the content specific vocabulary words? **\*\*\*Use knowledge of students’ academic, social, and cultural characteristics.** | **Attention-getter** (indication that lesson is starting; minutes):**Hook and bridge** ( minutes):**Provide additional information on any of the following components that relate to the introduction (include the impact of the student’s disability on classroom performance):****Accommodation(s)** (a change that helps a student overcome or work around the disability):**Modification(s)** (a change in what is being taught or what is expected from the student):**Differentiation** (tailoring instruction to meet individual needs; differentiating the content, process, and/or product): |
| **Body of Lesson/Teaching Strategies**What will you have the students do after you introduce the lesson to learn the standards? What instructional grouping arrangements will you use? What questions will you ask to promote higher level thinking? How will you differentiate instruction? How will you monitor and assess guided and independent practice? How will you integrate technology? How will students use the language demand? How will you use cross-curricular/MI applications?If a literacy lesson:How will students be engaged in deep literacy content knowledge with complex texts? How will you create daily and end-of-unit tasks? | **Step-by-step Explanation** ( minutes):**Alternative and/or supplemental activities:****Provide additional information on any of the following components that relate to the body of the lesson/teaching strategies (include the impact of the student’s disability on classroom performance):****Accommodation(s)** (a change that helps a student overcome or work around the disability):**Modification(s)** (a change in what is being taught or what is expected from the student):**Differentiation** (tailoring instruction to meet individual needs; differentiating the content, process, and/or product): |
| **Closure/Summarizing Strategies**How will the students summarize and /or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning? Include **language syntax and/or discourse if appropriate for this section.** |  minutes**Provide additional information on any of the following components that relate to the closure/summarizing strategies (include the impact of the student’s disability on classroom performance):****Accommodation(s)** (a change that helps a student overcome or work around the disability):**Modification(s)** (a change in what is being taught or what is expected from the student):**Differentiation** (tailoring instruction to meet individual needs; differentiating the content, process, and/or product):  |

|  |
| --- |
| **Classroom Leadership/Management Strategies:** Select 1 strategy from each category and give rationale for selection, referring to specific part(s) of the lesson plan. |
| **Preventative**: Greet, bell ringer/do now; active learning/multiple modalities incorporated; Cl Mgmt Plan: Rules/consequences/routines/procedures |  |
| **Supportive:** Directions given; Students redirected; Positive learning behaviors cued and recognized; Higher level questions asked/wait time; Academic feedback given; Proximity control used; Individuals/small groups monitored; Lesson pace considered; Teacher withitness anticipated; Classroom management plan implemented [routines/consequences/routines/procedures] |  |
| **Corrective:** Procedures and rules cued; Individual behavior observed & described; Correction for individual behavior planned; Plan executed) |  |

|  |
| --- |
| **Reflections on Teaching and Learning after lesson:** |
| How do you think the lesson went (be specific)? |  |
| What was the strongest component of the lesson? |  |
| What instructional component needs the most refinement and what do you plan to do to improve that area? |  |
| How did you know which students accomplished the goals and objectives of the lesson and which did not? |  |
| How did you provide academic feedback to your students? |  |
| What insights are you discovering about your teaching? |  |
| How did your choices and actions of classroom management support student learning? |  |