**Lesson Plan Title (Insert Here)**

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| **Objectives/ Learning Targets**  **Both of these come from unpacking the standard and identifying which skill(s) you are teaching in today’s lesson.** | Students will be able to: This is your goal for the students by the end of the today’s lesson.  I can statement here: Student friendly language establishing what they need to know how to do at the conclusion of today’s lesson. We (as well as most administrators) expect this to be posted and stated to the students daily. | |
| **Standards and/or**  **Competencies**  List all standards and/or competencies used for this lesson here. | List all standards for today’s lesson here. Copy and paste the full standard so that you, your mentor, your supervisor, and an administrator have access to the full language of the standard on the plan itself. If your lesson is focusing on one particular area of the standard, it is advisable that you bold that part of the standard. | |
| **Academic Language & Vocabulary** | If something is listed here, it needs to be taught to your students in your procedures.  **Academic Language** is associated with the standard, the learning target or “I can” statement, and the skills present in today’s lesson.  **Vocabulary** is associated with the content in today’s lesson. | |
| **Materials Needed** | Include ALL materials for today’s lesson  Hardware  Software  Texts  Handouts  Anything supplementing instruction | |
| **Procedure**  Outline your lesson here.  Introduction, Middle and Conclusion  **Include times.**  **\* ALL assessment needs to measure what students know and are able to in connection with the learning target or steps toward achieving the learning target.** | You and Mentor do:  This needs to be thorough and detailed enough for a substitute to teach it.  Include:  \* A lesson intro and hook  \* Pre-assessment measuring today’s learning target/ “I can”  \* Teaching today’s “I can”  \* Detailed account of each learning task including differentiation for all learners.  \* Formative assessment and scripted questioning connecting back to the learning target at each transition.  \* Closure and post-assessment measuring today’s learning target. | Students do:  For each “you” do, there should be a concurrent “students do” because all learning should have an active element. |
| **Differentiation Strategies**  Address needs of groups and individuals as needed | These strategies ALSO need to be spelled out in your procedures. Please address how you will scaffold for your struggling learners, how you will challenge your high achievers, how you will account for various learning styles, and how you will accommodate any identified learning needs. | |
| **Assessment**  How will you assess student learning for this specific lesson?  (Pre- Assessment Formative assessing and Post Assessment) | These also need to be detailed in your procedures and provided as materials if they are in handout form. Remember that assessments are not complete if you do not share how they will be scored. Any time that you are able to, be transparent about the point value and assessment criteria for any scored item. However, many formative assessments that you use to measure understanding during the lesson will not be scored items. It is essential that all assessments align with your learning target. | |
| **Rationale Including Knowledge of Students and**  **Before & After the Lesson**  Why are you teaching this? Explain the importance of the lesson, what the students will learn and why you want them to learn this.  What came before this lesson? How does this lesson connect to previous lessons?  What will come next? How will this lesson lead into the next one? | Because it is from The Common Core is not enough here. What learning occurred before this lesson? How does today’s knowledge build on previous knowledge? Where does it fit in the scope and sequence? Where are you going next in the learning process and how will today’s learning serve as a building block? Why is this relevant? | |
| **Engagement Strategies**  How does this lesson engage students and help them achieve the goal of the lesson? How will you measure their engagement and time on task? | Refer to the supplemental handout titled Engagement Strategies. Choose strategies that are developmentally appropriate for your learners’ age and the content. Consider the variety of learning styles present in your classroom and how you will differentiate to keep all learners engaged throughout the lesson. What evidence will you look for so that you know they are engaged? | |

**Post – Observation Reflection: (Response/Reflection)**

**CSU Intern:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Supervisor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade level/subject area:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Observation #:** \_\_\_\_\_\_\_\_

**Directions:** Following the observation and post-conference, interns are to complete the post-observation reflective responses provided below and submit them electronically to their supervisor within 48 hours of the observation. Interns and supervisors should then use the data from the observation, post-conference, and post-observation reflection to formulate next steps for both the intern and supervisor.

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| **Post-observation Reflective Responses:** |
| 1. What was the greatest surprise in the lesson today? |
| 1. What evidence supports that students understood the purpose of the lesson and the connection between the purpose and their learning? |
| 1. What were some of the most effective connections between the lesson purpose and the activities? |
| 1. How did the assessment tasks provide students the opportunity to demonstrate and explain their thinking? |