**Lesson Plan Template**

**edTPA Planning (Part B)**

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| **Part B: Planning** | | |
| **Preliminary Information** | | |
| **Date of Lesson:** | | Grade Level: |
| **Subject/Topic:** | **Learning Segment Theme:** | |
| **Where in the learning segment does this lesson occur?**  Beginning Middle End | **Lesson Structure or Grouping:**  Whole Class Small Group 1:1  Other (specify): | |
| **Student Assets (Knowledge of Students)** | | |
| **Personal** (Interests, family backgrounds, experiences, etc.) |  | |
| **Cultural** (Traditions, dialects, worldview, literature, arts, etc.) |  | |
| **Community** (Landmarks, community events, etc.) |  | |
| **Developmental** (Cognitive, physical, social, and emotional) |  | |
| **Consider the Following Question for the next section of this Form:**  What are your goals for student learning and why are they appropriate for these students at this time? | | |
| **Big Idea or Concept being Taught – Central Focus** | | |
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| **Rationale/Context for Learning – Justification for your Plans**  Why this lesson at this time, for this group of learners? How does it connect to previous learning or succeeding lessons? | | |
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| **Prior Knowledge and Conceptions** | | |
| **What prior knowledge must students already know to be successful with this lesson?** |  | |
| **What prior skills must students already know to be successful with this lesson?** |  | |
| **What prior academic language must students already know to be successful with this lesson?** |  | |
| **Standards** | | |
| **State Standards** |  | |
| **National Standards** |  | |
| **InTASC Alignment** |  | |
| **Learning Objective(s)**  *These must be behavioral and measurable.*  Statements of what students will know, understand and be able to do at the end of the lesson *(consider all three domains).* Include condition, performance, and criterion. | | |
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| **Academic Language Demands** | | |
| **Language Demand(s)** |  | |
| **Language Support(s)** |  | |
| **Essential Vocabulary** |  | |
| **Consider the Following Question for the next section of this Form:**  How will you know and document students’ progress towards meeting your learning objective? | | |
| **Evidence and Assessment of Student Learning**  How will you know whether your students are meeting your learning objective? What tools will you use to measure their progress? How will you provide feedback to promote student learning? | | |
| **Diagnostic/Pre-assessment(s)** |  | |
| **Formative Assessments/**  **Feedback to Learners** |  | |
| **Summative Assessments** |  | |
| **Expectations for Student Learning – Standards and Criteria**  Describe in detail the following levels of student performance and what student’s work will look like in each circumstance. How will you communicate your expectations to students? Provide any rubrics you will use. | | |
| **Exceeds Expectations** |  | |
| **Meets Expectations** |  | |
| **Below Expectations** |  | |
| **Consider the Following Question for the next section of this Form:**  How will you support students to meet your goals? Describe EXPLICITLY what you will do! List planned supports (instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus). | | |
| **Character Education** |  | |
| **Planned Supports** |  | |
| **Resources and Materials** |  | |
| **Technology Connection** |  | |
| **Beginning: Launch/Hook/Anticipatory Set**  How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students? | | |
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| **Middle: Instructional Strategies to Facilitate Student Learning**  For example: How will you engage students with ideas/texts to develop understanding? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning—for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? Detail your plan.*Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson—with the correct answers.* | | |
| **Instruction/Modeling** |  | |
| **Guided Practice** |  | |
| **Independent Practice** |  | |
| **End: Closure**  How will you end the lesson in a way that promotes student learning and retention? | | |
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| **Supports: Differentiation/Extension**  How will you provide successful access to the key concepts by all the students at their ability levels? | | |
| **Exceptionalities** (special needs [IEPs/504 plans], gifted and talented, accommodations, etc.) |  | |
| **ELL** |  | |
| **Learning Styles/Student Engagement** |  | |
| **Extension** |  | |
| **What Ifs**  Be proactive. Consider what might not go as planned with the lesson. What will you do about it? | | |
| **What if students...** |  | |
| **What if students cannot...** |  | |
| **References: Materials and Resources**  Cite all sources used in the development of the lesson materials and resources, including URLs or other references. | | |
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| **References: Research to Support Instructional Design**  Cite all research used to support instructional design, including URLs or other references. | | |
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