Lesson Planning Template & Reflection

1. Teacher Name		2. Course/Content/Grade:	
3. Unit/Module/Topic		4. Plan Duration:	
5. Core Standard(s) **Domain 2 A -Planning and Prep - Using the prescribed concepts from the Utah State Core Curriculum and GSD curriculum. guidelines to define instructional content, consistently using materials adopted by GSD. Using adopted materials in accordance with district guidelines.**		6. Objective(s) Content: Language **Domain 1 A- Students can describe what proficient performance looks like for each learning goal. Proficiency scale posted.** **Domain 4 A – having professional vision and setting goals accordingly.**	I can….. I will…
7. Assessment to show proficiency of the learning target **Domain 2 D – Establishes performance outcomes.**			
8. Essential Vocabulary		9. Technology Integration: (Where applicable) Materials Needed: **Domain 1 B – Uses a variety of instructional materials and methods and enriches instruction through use of technology.**	
10. Scaffolding for ALL Learners/Engagement Strategies. **Domain1 E - Identifying special conditions that are in need of accommodations (e.g., language, disabilities, emergencies, etc.), Designing and implementing a variety of accommodations, using available resources to inform and support the design and implementation of accommodations.**	Graphic organizers, Word Walls, Video Clips, Information Cards **Domain 2 B - Identifying the range of students needs to ensure a variety of appropriate instruction (e.g., learning styles, English language learners, gifted and talented, disability, etc.), Utilizing a variety of instructional materials and methods for skill development.** **Domain 2 D - Using differentiated instructional strategies.**	Grouping Types (including interventions for diverse learners): circle the grouping seen in the lesson. **Domain 3 C- Setting and maintaining high expectations, developing self-motivation and active engagement in learning, recognizing the importance of peer relationships in establishing a climate of learning**.	partners small group whole class stations individual

Pacing (Mins.)	LESSON SEQUENCE

	Starter	What the teacher does: What the student does:	Procedures Looks Like Sounds Like Domain 3A - Learning Environment - Facilitating a caring and motivating environment, encouraging positive social interaction, administering constructive discipline that does not demean the individual, Promoting cooperative and collaborative learning, Formulating rules and expectations collaboratively. Domain 3 D - Arranging and directing classroom and/or school procedures with minimum disruption, effectively managing transitions, Supporting school and district policies and procedures, Maximizing the amount of class time spent in learning, Applying procedures and enforcing rules consistently and effectively.	Behavior Management Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals Domain 3 B- Learning Environment - Participating in school-wide discipline plans. Supporting colleagues in proper discipline procedures. Domain 2 D - Maximizing student time on task. Domain 3 D - Scans room and identifies specific students who appear to be disengaged to ensure high levels of classroom engagement Domain 3 E – Explaining rules, expectations, and consequences, explaining reasons for disciplinary actions, uses a range of strategies, administering discipline that fits the infraction in a calm professional demeanor, using fair and consistent practices, investigating and considering both sides of interpersonal conflicts.
	Hook – How will you get the students excited about the topic -What is Student Prior Knowledge or background knowledge that students need for this topic? Domain 1 C - Displaying enthusiastic, positive demeanor, stimulating interest and enthusiasm, connecting to cultural perspectives (e.g., gender, ethnicity, etc.) Domain 3 C - , connecting curriculum with other environments familiar to the learner. Domain 1 D - , using prior knowledge to connect new knowledge, skills		Procedures Looks Like Sounds Like	Behavior Management Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals
Pacing	Domain 1 B - Instruction & Assessment - Demonstrating proficiency in explicit instruction. Selecting strategies that are developmentally and contextually appropriate		Domain 1 B - Assigning work and setting time limits, allowing sufficient time for mastery.	
	MODELING: (I DO)	What the teacher does:	Procedures Looks Like	Behavior Management Cueing, proximity, attention signal, time limits,

	Introduction (Teacher will introduce/review the new knowledge and skill and how it will lead the students to understanding)	**What the student does:** **Engagement & Checking for Understanding: (What will students be saying, writing, reading and doing)** **Domain 1 C - Praising strengths and constructively addressing weaknesses**	**Sounds Like**	expectations, engagement, voice, signals
	Guided Practice (WE DO) (Students will have to apply the use of the new knowledge and skills while guided by teacher direction	**What the teacher does:** **What the student does:** **Engagement & Checking for Understanding: (What will students be saying, writing, reading and doing**	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals
	Partner Practice We all do together (Students will have to practice the new knowledge and skills with a partner or small group)	**What the teacher does:** **What the student does:** **Engagement & Checking for Understanding: (What will students be saying, writing, reading and doing**	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals
	(YOU DO) (student will have to be individually accountable for new knowledge and skills and movement toward understanding) **Domain 1 D - Using a variety of teaching strategies to promote problem solving activities and task completion, focusing on quality work, reflecting on and evaluating student performance for the purpose of improvement, and teaching integrated content and skills for real world application.**	**What the teacher does:** **What the student does:** **Engagement & Checking for Understanding: (What will students be saying, writing, reading and doing**	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals

			Procedures	Behavior Management
	CLOSURE Teachers will connect lesson back to objectives. Students reflect on their learning and provide feedback on their understanding to the teacher	What the teacher does: Hands out exit ticket to check for understanding to use the next day to divide students up into small group What the student does: Answers sheet quietly before they leave and turns into teacher as they leave	**Looks Like** **Sounds Like**	**Cueing, proximity, attention signal, time limits,** **expectations, engagement, voice, signals**
	Feedback **Domain 1 D - Reflecting on and evaluating student performance for the purpose of improvement.**	Teacher will check independent practice to verify student understanding and provide feedback to students on their learning and growth. Teachers who had problems will work with the teacher during small group or some reteaching activities to help them understand.		
	ASSESSMENT **How will the teacher know the instructional objective was met?** **Domain 4 A- Professional Responsibilities -** Demonstrating that students are learning (i.e., academic improvement) **Domain 2 C - Using data from standardized tests to make adjustments to lesson design and instructional strategies,** **using data from formal and informal measures to select instructional strategies, materials and opportunities for review and practice.**	What the teacher does: Develops the test based on the proficiency scale for the standard. There is depth of knowledge questions that are level 2,3, and 4. The teacher then can analyze data to see what level of understanding students have of the concept. What the student does: Takes the test individually. Then takes the same quiz with a group of students where they discuss the reasons they selected answers and come to a consensus. Student can choose to keep individual score of 80% of the group score.	**Procedures** **Looks Like** **Sounds Like** **Domain 1 F - Using both formal and informal measures, demonstrating flexibility and responsiveness to assessment results, Providing timely and constructive feedback to learners, evaluating student progress by such means as class participation, performance, tests, projects, work samples, portfolios, homework, etc.**	**Behavior Management** **Cueing, proximity, attention signal, time limits,** **expectations, engagement, voice, signals**
	RETEACH/ENRICHMENT • What will I do for the students who are struggling to meet target? What will I do for the students who have met the target? **Domain 2 E - Participating in professional work groups (e.g., grade level, departmental, IEP, and 504), collaborating and exchanging student information with professional colleagues, Seeking**	Tier 2: Enrichment:	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** **Cueing, proximity, attention signal, time limits,** **expectations, engagement, voice, signals**

	and using support from ancillary staff.			

What students will require extra support?	What is your plan?	What is the antecedent? How will you manage the Behavior?

Lesson Plan Reflection Questions - **Domain 4 - Professional Responsibilities -** Evaluating and refining educational practices on an on-going basis, and engaging in annual self-reflection and evaluation of personal educational practices.
Was the instructional objective Met? How do I know students learned what was intended?
Were students productively engaged? How do I know?
Did I alter my instructional plan as I taught the lesson? How and Why?

If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?
Are my students ready to "move on"? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding?
Domain 4 A - Professional Responsibilities - Seeking out opportunities for professional learning, and applying professional learning to individual educational settings. **Do I need additional staff development on any area of instructional planning? If so, what?**

In observation

Domain 4 C - Dressing appropriately and practicing cleanliness.

Domain 4 D - Utilizing consultation and preparation time for professional purposes, accepting necessary job-related responsibilities including the support of school programs and activities, performing necessary recordkeeping and reporting duties, Directing, observing, evaluating, and providing feedback to para educators, volunteers, and peer tutors.

Domain 3 F - *The educator prepares and maintains an environment conducive to learning.* Organizing the physical environment to maximize learning. Creating a safe environment for learning, managing available resources to encourage and stimulate learning.