

King's College Lesson Plan used for General and Special Education Classes v.10.26.23

Student Teacher _____

Date _____

Grade _____ Subject _____

Topic _____

<u>PA Academic Standards</u> <u>PA Core Standards</u> <u>National Standards</u>	
<u>Objective</u> <i>What are the students expected to learn at the end of the lesson?</i> 	<u>Assessment(s)</u> <i>Often formative.</i>
<u>Objective</u> <i>What are the students expected to learn at the end of the lesson?</i> Tips: <ol style="list-style-type: none"> 1. Use the Bloom's Taxonomy to choose a better verb. 2. State objectives in terms of what the pupils are expected to learn in observable form. 3. Each objective should be linked to an assessment item. 	<u>Assessment(s)</u> <i>Often formative.</i>
<i>Add objectives, if needed.</i>	<i>Add assessments, if needed.</i>

Materials and Resources Needed *Include materials used by the teacher and students as well as audio-visual and computer technology.*

Tips:

1. Describe the instructional materials to be utilized by the teacher and the students that are fully aligned with advancing the lesson objectives.
2. The materials should be developmentally appropriate.
3. Try to integrate UDL items: Include audio-visual and computer technology. *The teacher candidate uses their knowledge to identify and use high quality resources (including books, standards, documents, web resources and individuals who have specialized expertise.)*
4. All relevant resources and materials should be attached.

Anticipatory Set/Motivation

Tips:

What “grabs” the students’ attention? This may take the form of engaging students in an activity that serves to review a previous lesson.

Procedures

Self- check the activities/teaching modality that are used in your procedures.

<input type="checkbox"/> Individual	<input type="checkbox"/> Pairs	<input type="checkbox"/> Small group	<input type="checkbox"/> Large group
<input type="checkbox"/> Jigsaw	<input type="checkbox"/> Student Centered	<input type="checkbox"/> Teacher Centered	<input type="checkbox"/> Discussion
<input type="checkbox"/> Lecture	<input type="checkbox"/> Cooperative Group	<input type="checkbox"/> Student Roles	<input type="checkbox"/> Explorative activity
<input type="checkbox"/> Experiment	<input type="checkbox"/> Reflection	<input type="checkbox"/> Project Based Learning	<input type="checkbox"/> <i>Other:</i>

Include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used.

Examples: input, modeling, guided practice and checking for understanding where appropriate. Give examples of how the student practices the expected performance (checking for understanding).

Tips:

1. Estimate how long each activity will take
2. Would someone unfamiliar with the lesson be able to follow your directions?
3. Provide time for students to practice skills or to synthesize knowledge. (Describe)
4. How will you check for understanding and provide feedback?
5. Self-evaluate:
 - My procedures engage students for a high proportion of the time (80 to 100%).
 - My procedures/activities align with the learning objectives.
 - My procedures help to support and differentiate learning.
 - My procedures align to student learning needs.
 - There are multiple structures and scaffolds to support engagement.

Accommodations/Modifications required for individual students: (Mark an X or the applicable items and describe how this will be done).

Check and **Describe** how you will differentiate instruction and create multiple pathways to meet the diverse needs of students.

Accommodations	HIGH LEVERAGE and/or Evidence PRACTICES for Inclusive Classrooms	CEC HLP: Collaboration
Checking for Understanding	Behaviorism: Prompting, Task Analysis, ABA, TEACCH, Systematic Direct Instruction, Explicit Instruction	Leading professionals & families
Chunking	Constructivism: Schema Building, Inquiry Based, Project Based	Collaborate with families to support students
Fine motor/perceptual skills	Pragmatism: Social, Functional, project-based learning	CEC HLP ASSESSMENT Practices
Electronic Texts	Metacognitive: Self-monitoring, Peer Support, Advocacy	Multiple Sources of Information
Extended Response Time		Interpreting and communication Assessment Information
External Positive Reinforcement (e.g. Tokens, stickers, etc..)	TEACCH™	Reflecting on Assessment Data
Fine motor/perceptual skills	WICOR™	CEC HLP Instruction:
Hands on activities	AVID™	Identify & Prioritize Long & Short-term goals
Intrinsic Motivation/Reinforcement	Marzano™	Systematically Design Instruction
Small Group Instruction	Orton-Gillingham or other phonics-based reading.	Adapt curriculum tasks & Materials for specific learning goals
Other:	OTHER	Teaching Cognitive & Metacognitive Strategies

				Provide scaffolded Supports
	Universal Design for Learning		CEC HLP: Social/Emotional/Behavioral Practices	Explicit instruction
	<i>Multiple Means of Representation</i>		Consistent, Organized, Respectful Learning Environment	Flexible Grouping
	Multiple Means of Engagement		Using Feedback to improve outcomes	Assistive & Instructional Technologies
	Multiple Means of Performance/Assessment		Teaching Social Skills	Intensive Instruction
			Functional Behavioral Assessment & Behavior Interventions	Active Engagement Strategies

Tips: Try to concentrate your efforts on using Universal Design and CEC High Leverage Practices because you can support a wider range of students.

Closure *Helps students review what they learned in the lesson (see objectives.) Closure activities must involve all students.*

Tips: The teacher helps students review what has been learned in the lesson. Closure includes all students summarizing key points of the lesson and synthesizing onto coherent whole. This may include facilitating students' summarization of the lesson, students questioning each other about what happened during the lesson, the students' report of their progress, a formative assessment for evaluation by the teacher and uncovering the relationship of this lesson to the next lesson or unit, or assignment of independent practice. Closure activities must involve all students and should relate to lesson objectives. Describe the end of the instructional experience. Closure activities may provide students with a preview into future learning.

Assignment *Describe the independent practice/assignment that demonstrates how the students exhibit the behavior set forth in the objectives. (Complete problems, write a paper, complete a project, do research, etc.)*

Tips: The student independently exhibits the behaviors set forth in the instructional objectives. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment.

King's College Lesson Plan Rubric v.10.26.22

Descriptor	Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)	Score
Grade Level Academic Standards	No alignment with PA Academic Standards and PA Core Standards or National Standards.	Inaccurate/non-grade level alignment with PA Academic Standards and/or Pa Core Standards or National Standards.	Some alignment with PA Academic Standards and/or PA Core Standards or National Standards.	Complete alignment with PA Academic Standards and/or PA Core Standards or National Standards and reflect integration of more than one content area.	Score:
Objectives	Objectives stated but do not include what students will know or be able to do and are procedural in nature.	Objectives are not stated in the form of what students will know or be able to do.	Some objectives state with reference to what students will know and be able to do.	Objectives clearly stated w/reference to what students will know and be able to do and include how the students will demonstrate what they know and will be able to do.	Score:
Alignment	Objectives are not aligned with stated academic standards.	Objectives are partially aligned with stated academic standards.	Objectives are mostly aligned with academic standards.	Objectives completely are aligned with stated academic standards and demonstrate high expectations.	Score:
Assessments	Assessments are not aligned with the objectives of the lesson.	Assessments reflect the students' mastery of the objectives but do not indicate what is satisfactory.	Assessments reflect the students' mastery of the objectives and indicate what level is considered satisfactory.	Assessments reflect the students' mastery of the objectives and indicate what level is considered satisfactory for the	Score:

				diverse groups in the class.	
Adaptations and/or Accommodations	No plans included to adapt or accommodate diverse learners.	Adaptations and/or accommodation included for some diverse learners.	Adaptations and/or accommodations with corresponding assessments are included for all diverse learners.	Plans include integration of adaptive and inclusive teaching and learning strategies with appropriate assessments that fully align with learner needs.	Score:
Materials and Resources	Materials do not align with learning outcomes. Materials not developmentally appropriate.	Materials are partially aligned with learning objectives. Materials are developmentally appropriate.	A variety of instructional materials are used and are partially aligned with the lesson objectives. Materials are developmentally appropriate.	A variety of instructional materials are used and are fully aligned with advancing the lesson objectives. Materials are developmentally appropriate. The candidate identified high quality resources. (Books, web resources, etc.)	Score:
Anticipatory Set	No evidence of an anticipatory set or one that does not prepare learners for lesson.	Anticipatory set did not prepare or motivate students. Low (20-49%) levels of active student participation and engagement.	Anticipatory set prepared students to learn. Some (50-79%) active student participation and engagement.	Anticipatory set prepared and motivated the students to learn. High levels (80% or more) of active student participation and engagement.	Score:

Procedures	<p>Procedures are poorly organized.</p> <p>Procedures do not include engaging the students in the lesson.</p> <p>Procedures do not include ways to support student learning and differentiation/modification/accommodation.</p> <p>Procedures do not include modeling and guided practice where appropriate.</p>	<p>Procedures are somewhat clear.</p> <p>Procedures include plans to engage students in a small proportion of the time.</p> <p>Procedures include ways to support student learning and differentiation/modification/accommodation.</p> <p>Procedures reflect some modeling and guided practice.</p>	<p>Procedures are succinct and clear.</p> <p>Procedures include plans to engage students throughout the class period.</p> <p>Procedures include some instructional groups to support student learning and differentiation/modification/accommodation.</p> <p>Procedures reflect modeling and guided practice.</p>	<p>Procedures are clear and include pacing and transition information.</p> <p>Procedures include plans to engage students in learning a high proportion of the time.</p> <p>Procedures include instructional groups to support student learning and differentiation/modification/accommodation.</p> <p>Procedures include modeling and guided practice for diverse learners.</p>	Score:
Closure	No closure or closure does not relate to the lesson.	Closure includes the teacher summarizing key points of the lesson.	Closure includes the students summarizing key points of the lesson.	Closure includes students summarizing and	Score:

				analyzing the key points of the lesson.	
--	--	--	--	--------------------------------------------	--