First Observation Reminders

Reminders for the first round of observations as the new evaluation system goes live:

- Standards and objectives must be clearly communicated with everyone. Suggest that they are posted and shared visually and orally each day.
- Remember to have a definite and effective opening (Set) and ending (Closure).
- Connect the learning to prior learning and to student experiences. Build from simple to complex.
- Require students to interpret information, draw conclusions, and support them through writing.
- Provide numerous checks for understanding and ample time for student processing.
- Vary your teaching methods and your students' physical state often.
- Remember to appropriately differentiate your teaching and the work of your students.
- Assess student performance in more than two ways.
- Remember to include opportunities for discussion, pairing, and group work.
- Provide specific oral and written student feedback often (specific, related to task...not always just 'good job').
- Include performance checks (benchmarks) throughout the school year (teacher-made and/or Classworks – yes, there was a reason for getting Classworks beyond hassling everyone!). Use performance checks (both your own and Classworks) to guide your instruction.
- All visitors should be greeted (at the appropriate time for the activity at hand).

You will have an opportunity to discuss your work, plans, strategies and such with your observers, so don't try to include every rubric item in every lesson. Your good teaching will shine through!

TENNESSEE FIRST TO THE TOP

Tennessee Benchmark Lesson Plan Template

Lesson plan originally created by:_____

Quality Lesson Components	My Lesson
Lesson Title	
Lesson Plan Overview / Details Summary of the task, challenge, investigation, career-related scenario, problem, or community link	
Tennessee Career & Technical Ed (CTE) Program of Study: Grades: 9 to 12	
Course Title	
Lesson Time	
Tennessee CTE Standards & Competencies	**Course Standard:** **Course Competency:**
Common Core Standards	
Tennessee CLEs	
Objectives and Goals	
1. Hook/Set **Getting Started/Essential Question** Also called a "hook" to grab the students' attention, the Hook Activity is a brief activity or event at the beginning of the lesson that effectively engages all students' attention and focuses their thoughts on the learning objective(s). Your Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions. Have students: • Observe a scenario or process • Listen to a story • Predict an outcome • Inspect a machine, tool, part or instrument • Assess prior knowledge • Review an external document (article, ad, interview or job application) • Connect learning objectives to prior knowledge, experiences, observations, feelings, or situations in their daily lives both inside and outside of school	

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Quality Lesson Components	My Lesson
2. Lecture **Discover/Explain** The teacher provides the basic information needed for students to gain the knowledge or skill through brief, direct instruction. Teacher might: • State learning objectives of the day in easy, accessible language; display standards and objectives • Introduce/review vocabulary terms • Identify how students will be assessed • Provide detailed overview of skill or process • Induce curiosity and suspense • Incorporate multimedia and technology • Illuminate where this skill/info is applied in the field • Connect standards to real-world and help students "make sense" of the content Students should: • Build on experiences and background knowledge • Organize information • Incorporate literacy strategies through teacher prepared, interactive, or combination note taking (graphic organizers)	
3. Demo/Modeling: I DO This part of the Discover/Explain process provides students with proficient modeling by the teacher. Teacher should: • Explain critical aspects moving from basic to complex • Reinforce understanding through labeling, categorizing, explaining, comparing • Balance talking with showing • Provide student with choices • Identify real application of skill in workplace Students should: • Follow along closely and ask questions • Take notes or diagram a sequence • Follow along or perform steps themselves	
4. Checking Understanding **Formative Assessment** Continuous monitoring of whether or not a student "got it" Teacher should: • Summarize process or knowledge • Ask questions that go beyond recall • Clarify expectations and allow students to redo Students Should: • Know their roles in grouping arrangements (either as whole class, small groups, pairs, individual, etc.) • Be held accountable for their work	

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Quality Lesson Components	My Lesson
5. Guided Practice (Group Work or Lab): WE DO An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision and support. Teacher should: • Give oral/written feedback that is focused and frequent • Circulate, support engagement, and monitor student work • Monitor and adjust instruction based on student feedback Guide whole group • Remind students of required elements for summative assessment; clarify expectations • Target and build on one or more dimensions of the Competency Attainment Rubric Categories Students should: • Go through all steps of the process or items to be learned • Have assistance from teacher and solve routine and authentic problems • Generate a variety of ideas and alternatives • Analyze problems from multiple perspectives • Self assess and monitor own learning	
6. Independent Practice (Lab): I DO To help students reach proficiency, next is reinforcement practice. Applies knowledge to new situations to complete a relevant project (this may happen in class or in extended time such as homework). Teachers should: • Define proficiency and mastery • Provide assistance materials such as safety posters, etc. • Provide clear expectations for performance, timelines, evaluation elements (rubric), etc… • Provide regular opportunities to accommodate individual student needs; Sometimes provide differentiated instructional methods and content • Measure student performance in more than three ways (in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) • Collect evidence that most students demonstrate mastery of the objective Students should: • Work independently • Have less direct guidance and intervention as deemed safe and appropriate • Use their notes and materials to assist with recall and performance • Problem solve and monitor their own learning gaps in relation to what will be expected of them on the summative assessment	

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Quality Lesson Components	My Lesson
7. Closure Designed to help students bring things together. Teachers should: • Provide informal review of proficiency and determine if gaps exist on behalf of individuals and/or class • Review standards and objectives covered • Remind what this is leading up to Students should: • Assess their own performance/learning (in groups, pairs or individually) • Individually review steps, procedures, information to increase performance • Connect content to powerful questions or ideas	
8. Assessment Students provide evidence of their proficiency. Teachers should: • Assess knowledge/skills for each individual student • Provide feedback in accordance with rubric and/or expectations for performance • Look for ways to exhibit student work beyond the classroom for authentic feedback Students should: • Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it • Use practical thinking by applying and implementing what they learn in real-life scenarios • Draw conclusions, make generalizations, and produce arguments that are supported through extended writing • Model appropriate soft skills, ethical and occupational safety behaviors • Identify gaps in learning by self-evaluation	
CTE Competency Attainment Rubric Categories Embedded	
Webb's Depth of Knowledge (DOK) Level	
Scaffolding Extensions **(modifications provided to IEP or GT students)**	