

Special Education Lesson Plan (edTPA focus)

Student Teacher:	School:	Course number:
Date and Time:	Grade/Subject:	Lesson Focus:
Content Standards Include where the standards are from and list the complete standard.		
Learning Objective(s) <i>What are the specific learning objective(s) for learners in this lesson? (# the objectives) Objectives must have measurable criteria.</i>		
Focus Learner's Learning Goal and Objective(s) <i>State the learning goal for the edTPA lesson segment. State the specific lesson objective(s) for the focus learner. Objectives must have measurable criteria.</i>		
Prior Knowledge and Concepts <i>What knowledge, skills, and concepts must learners already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do your learners have that are necessary to support the learning of the skills and concepts for this lesson?</i>		

Assessments: Include each assessment and associated evaluation criteria/rubric at the end of the lesson plan. Each objective must be linked to at least one assessment. Use as many rows as needed.

Objectives (#s)	Type of assessment (formal, informal, summative, formative)	Assessment/data collection tools (i.e. checklist, rubric, exit slip, complete project, etc.)	Measurable Evaluation Criteria – <i>State the expected level(s) of performance and how you will determine the degree to which students have met the learning objective.</i>	Feedback - <i>What specific, meaningful and descriptive feedback will you give to learners? Include reinforcement and error correction.</i>

Procedure - Instructional Strategies and Learning Tasks

Sufficient detail should be given so that another teacher could teach from this lesson plan without question. Classroom management considerations such as time allotment for each activity, how materials will be passed out, etc. need to be precisely documented.

<p>Anticipatory Set</p> <p>_____ Minutes</p> <p><i>How will you launch the lesson to engage and motivate students in learning?</i></p> <p><i>How will you transfer students' prior academic learning and their personal/cultural and community assets to the new content (skills and concepts)?</i></p>	
<p>Basic Procedures/ Instructional Strategies</p> <p>_____ Minutes</p> <p><i>What will you do to engage learners in developing understanding of the lesson objective(s)? What will learners do?</i></p> <p><i>What will you say and do? What questions will you ask?</i></p> <p><i>How will you give learners the opportunity to practice and apply learning so you can provide feedback?</i></p> <p><i>How will you determine if learners are meeting the intended learning objectives?</i></p> <p><i>How will you structure opportunities for learners to work with partners or in groups? What criteria will you use when forming groups?</i></p>	
<p>Communication Skill for the focus learner</p> <p><i>One communication skill that the focus learner(s) will need to participate in the learning tasks and/or demonstrate learning. State as an objective.</i></p> <p>Planned Supports: <i>Explain how you plan to support the focus learner's use of the communication skill.</i></p>	
<p>Teaching of generalization, maintenance, and/or self-directed learning:</p> <p><i>Strategies for how the learning tasks, materials and/or planned supports will promote generalization, maintenance and/or self-directed learning.</i></p>	

Closure	
_____ Minutes <i>How will you refer back to the learning objective and guide students to reflect on their learning and generalize what they have learned?</i>	

Materials/Resources, including any modifications or accommodations to the materials for the focus learner (include citations for all materials/resources):

Modifications or Accommodations to Support Diverse Learners

<i>Address the needs of all exceptional learners (with IEPs and 504 plans). Add as many rows as needed.</i>	Content - <i>How will you adapt the content to make it accessible for the learner?</i> Process - <i>How will you adapt the process of learning and participation in the activities?</i> Product - <i>How will the learner demonstrate what he/she learned, knows, understands, and is able to do as a result of this lesson, given adaptations to the product?</i>
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Learner:	
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Learner:	
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Learner:	
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What are common errors and misunderstandings and strategies for responding to them?

Reflection of teaching: Complete this section after you teach. Consider the following questions as a guide for your thinking.
How did your instruction engage and motivate the learners? How did your instruction support learning for the whole group and for individual learners? How did you respond to each learner and give him/her feedback regarding the lesson? What changes would you make to your instruction to better support the learners related to the lesson objectives and goals? Why do you think these changes would improve learning? Based on how your lesson went, what would you recommend as the next steps for instruction?