

Residency Lesson Plan (edTPA aligned)

Lesson Title:	Skill/Content Area/Domain	Date: __ Day 1 __ Day 2 __ Day 3
Grade: Subject:	# of Students:	Mentor Teacher:

Central Focus

(Table will expand as text is entered)

<p>Context for Learning</p> <p>About the School</p> <p>What type of school do you serve?</p> <p>What grade level do you serve?</p> <p>What special features are used to describe your school/classroom? (charter, museum, themed magnet, co-teaching, Title 1, bilingual)</p> <p>What are the district/school/mentor teacher requirements/expectations that could affect planning or delivery of instruction?</p> <p>About the Class</p> <p>Grade level or course name if middle grades to high school?</p> <p>How much time is given to instruction?</p> <p>Grouping or Tracking used?</p> <p>Textbooks or instructional programs used for this subject?</p> <p>Other resources used?</p> <p>About the Students</p> <p>Number of students? Female__? Male__?</p> <p>Number of students needing <i>IEPs/504s Plans</i> including type of supports, accommodations, modifications, and IEP goals</p> <p>Number of students with <i>Language Needs</i> including supports, accommodations, modifications</p> <p>Number of students with <i>Other Learning Needs</i> including supports, accommodations, modifications?</p>	
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<p>Central Focus</p> <p>What is the central focus for the content in this learning segment?</p>	
<p>Content Standard</p> <p>What standards are most relevant to the learning goal(s)?</p>	
<p>Student Learning Goal(s)/Objective(s)</p> <p>Skills/procedures</p> <p>What are the specific learning goals(s) / objective(s) for the students in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking strategies</p> <p>What are the specific learning goals(s) / objective(s) for the students in this lesson?</p>	

<p>Prior Academic Knowledge and Concepts</p> <p>What knowledge, skills, and concepts must students already know in order to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstanding</p> <p>What are common error or misunderstandings of students related to the central focus of this lesson?</p> <p>How do you plan to address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Describe specifically what the teacher (YOU) will be doing and what the students will be doing

Engage _____ Minutes How will you start the lesson to engage and motivate students in learning?	TEACHER:	STUDENTS:
Instruction _____ Minutes 1. What will you do to engage the students in developing an understanding of the lesson objective(s)? 2. How will you link the new content (skills and concepts) to the students' prior academic learning and their personal/cultural and community assets? 3. What will you say and how do you plan for students to respond? 4. What will you do and what will the students do? 5. What questions will you ask? 6. How will you engage the students to help them understand the concepts? 7. What will students do? 8. How will you determine if the students are meeting the intended learning objective(s)?	TEACHER: (every question should have a detailed set of actions)	STUDENTS: (every question should have a detailed set of actions)

<p>Structured Practice _____ Minutes</p> <p>How will you give the students an opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if the students are meeting the intended learning objective(s)?</p>		
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p> <p>How will you connect the completed lesson content with the upcoming lesson?</p>		
<p>Differentiation / Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p>Whole Class:</p> <p>Groups of students with similar needs:</p> <p>Individual students:</p> <p>Students with IEPs or 504s:</p> <p>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, or misunderstandings:</p>	
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups?</p>		
<p>What Ifs</p> <p>What might not go as planned?</p> <p>What would likely be your adjusted plan in the event things do not go as planned?</p>		

<p>Theoretical Principles and/or Research Based Practices</p> <p>Why are the learning tasks for this lesson appropriate for the students?</p> <p>What is the theory or research based practice that serves as the guidance for this lesson and the activities?</p>		
<p>Materials</p> <p>What materials are needed by the teacher for this lesson to be taught?</p> <p>What materials are needed by the students for this lesson to be learned?</p>		

Academic Language Demands (AL)

Describe specifically how the teacher (YOU) will present and explain the AL and what the students will be doing to comprehend the AL

<p>Language Function</p> <p>What language function do you want students to develop in this lesson?</p> <p>What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>Content Specific Terms</p> <p>What content specific terms (vocabulary) do students need to support mastering the learning objective(s) for this lesson?</p>	
<p>Using the Academic Language</p> <p>What specific way(s) will students need to use language (reading, writing, listening, and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>Oral and Written Language</p> <p>What are the students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>Support for Students</p> <p>How will you support students so they can understand and use the academic language associated with the language function and other demands in meeting the learning objective(s) of this lesson?</p>	

Assessments

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria /rubric in the resource section at the end of each lesson segment.

Type of Assessment (informal or formal)	Description of the Assessment (formative or summative)	Modifications—how will the assessment be modified so that all students can demonstrate their learning?	Evaluation Criteria—what evidence of student learning, related to the learning objective(s) and the central focus, does the assessment provide?

Analyzing Teaching

Complete this section after the lesson has been taught.

What worked and for whom?	
What did not work and for whom?	
Adjustments What instructional changes need to be made as you prepare for the next lesson?	
Proposed Changes If you could teach this lesson to the same group of students again, what would you change about the instructional plans or the implementation of the plans?	Whole class: Group of students: Individual students:
Justification Why will these changes improve student learning? What research or theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

Residency Lesson Plan Rubric

Element	Exemplary—4	Proficient—3	Basic—2	Needs Improvement—1
Central Focus	<p>The candidate has attuned to the context for learning providing detailed background information on the students and their abilities.</p> <p>The candidate highlights the central focus for the lesson and provides a clear connection between content standards relevant to TN and the discipline.</p> <p>The learning goals/objectives are appropriately identified with the skills/procedures used for the facilitation of learning, and the concepts and problem solving strategies that will need to be employed are accurately identified.</p> <p>The candidate also accurately identified the knowledge, skills, and concepts that students should already know and highlights how he/she will deal with any gaps in the knowledge base as they arise.</p> <p>The candidate identifies any student misconceptions and appropriately plans to deal with those with individual students and the group.</p>	<p>The candidate provides the context for learning and provides a brief background on the students and their past abilities.</p> <p>The candidate highlights the central focus for the lesson and provides the connection between content standards relevant to TN and the discipline.</p> <p>The learning goals/objectives are identified with the skills/procedures used for the facilitation of learning.</p> <p>The candidate identifies the knowledge, skills, and concepts that students should already know and explains how he/she will handle gaps in the knowledge base.</p> <p>The candidate identifies student misconceptions and provides a brief plan with how to deal with them.</p>	<p>The candidate provided a really brief context of learning simply highlighting demographical information about students.</p> <p>The candidate highlights the central focus of the lesson and simply states the TN and discipline specific content standards.</p> <p>The learning goals/objectives are identified.</p> <p>The candidate identifies the knowledge, skills, and concepts that students should already know.</p> <p>The candidate identifies student misconceptions.</p>	<p>The candidate failed to provide background information on the students.</p> <p>Although the candidate highlights the central focus for the lesson and provides the content standards relevant to TN and the discipline, it is unclear how the two are related.</p> <p>The candidate has failed to provide appropriate learning goals/objectives. Rather, the candidate simply restates the standards. It is uncertain what problem solving strategies will be employed to address the goals.</p> <p>No prerequisite knowledge, skills, and concepts that students should know are identified.</p> <p>No student misconceptions are identified, and thus, no plan of remediation is suggested.</p>
Element Score with Comments:				

Element	Exemplary—4	Proficient—3	Basic—2	Needs Improvement—1
Instructional Strategies and Learning Tasks	<p>The candidate specifically describes what the teacher and students are doing.</p> <p>The candidate begins by saying how they plan to engage and motivate the students in learning.</p> <p>The candidate describes in detail what will occur during the instructional phase.</p> <p>The candidate clearly explains how he/she will integrate technology in the lesson and how students will have the opportunity to demonstrate competence with technology.</p> <p>The candidate specifically addresses student prior learning, developing an understanding of the objective, how students are expected to respond, detailed account of what the students and teacher candidate will be doing, and an explanation of how the candidate will know if the students are meeting the intended learning objective.</p> <p>The candidate explains the structured practice that students will be allowed to do to determine if they understand the lesson and are meeting the objectives.</p> <p>The candidate accurately</p>	<p>The candidate describes what he/she will be doing and what the students will be doing.</p> <p>The candidate mentions the engagement activity.</p> <p>The candidate describes the instructional phase of learning.</p> <p>The candidate explains how he/she will integrate technology in the lesson and how students will have the opportunity to demonstrate competence with technology.</p> <p>The candidate provides an engaging opportunity for the students to practice what they have learned.</p> <p>The candidate provides a closure of the lesson with a summary.</p> <p>The candidate provides appropriate accommodations/modifications for students.</p> <p>The candidate describes the plan for group work and peer to peer interaction.</p> <p>The candidate discusses the materials that he/she will need as well as the students need.</p>	<p>The candidate describes the student activity.</p> <p>The candidate provides a brief description of what he/she will be doing at different phases of the lesson.</p> <p>The candidate describes briefly how he or she will deliver content.</p> <p>The candidate references that he/she will utilize technology in the lesson.</p> <p>The candidate makes the students complete a worksheet to assess understanding.</p> <p>The candidate closes the lesson.</p> <p>The candidate makes some accommodations/modifications for students; however, it is done holistically and not based upon the students' exceptionalities.</p> <p>The candidate chooses either for students to work in groups or do peer to peer interactions.</p> <p>The candidate provides a list of materials needed for the lesson.</p>	<p>The candidate states the chosen activity for students.</p> <p>The candidate provides no differentiation between different phases of the lesson.</p> <p>The candidate provides a very sketchy description of what will occur throughout the class session.</p> <p>The candidate makes no reference to technology utilization.</p> <p>The candidate does not address student prior learning, developing an understanding of the objective, or the expected response of students.</p> <p>The candidate provides a very limited description of what the students will be doing.</p> <p>The candidate says nothing about closure for the lesson.</p> <p>The candidate makes no mention of how modification or differentiation will be handled for students.</p> <p>The candidate does not mention group work or student to student interactions.</p> <p>The candidate makes no mention to how he/she will change the lesson if things do not go as planned.</p>

	<p>captures how he/she intends to end the lesson and the transition to the next lesson.</p> <p>The candidate describes how he/she will provide access to learning for all students.</p> <p>He/she provides a detailed account of how the lesson will vary based upon the specific disability or needs of the students.</p> <p>The candidate explains how he/she will provide students the opportunity to interact and learn from peers.</p> <p>The candidate shows that they have been forward thinking and discusses the adjustments he/she plans to make if everything does not go as planned.</p> <p>The candidate discusses the teacher and students materials needed.</p>			The candidate does not describe any materials needed for the lesson. (teacher or student)
Element Score with Comments:				

Element	Exemplary—4	Proficient—3	Basic—2	Needs Improvement—1
Academic Language Demands (AL)	<p>The candidate provides a detailed description of what students must understand in order to be intellectually engaged in the lesson.</p> <p>The candidate provides a list of vocabulary terms that students need to understand in order to</p>	<p>The candidate provides a somewhat detailed description of what students must understand to be intellectually engaged in the lesson.</p> <p>The candidate provides the terms that students need to understand to support learning</p>	<p>The candidate provides a description of what students must understand.</p> <p>The candidate provides students with vocabulary words needed for the lesson.</p> <p>The candidate provides examples of ways students</p>	<p>The candidate does not provide a description of what students must understand in order to be engaged in the lesson.</p> <p>The candidate only lists the vocabulary terms in the textbook.</p> <p>The candidate does not provide</p>

	<p>have the requisite knowledge to support mastering the learning objective(s) of the lesson.</p> <p>The candidate provides a detailed account of the specific way(s) that students need to use language (reading, writing, listening, and/or speaking) to participate in learning tasks. Furthermore, the candidate provides an explanation of the ways that students will be able to demonstrate their learning during the lesson.</p> <p>The candidate provides ways that the students will be able to demonstrate their understanding through the use of oral and written language. The specific tasks are explained and what students will do during these moments is expressed.</p> <p>The candidate describes how he/she will support students so that they can understand and use the academic language associated with the language function and other demands in meeting the learning objective(s) of the lesson.</p>	<p>the objective(s) of the lesson.</p> <p>The candidate provides an account of the way(s) the students need to use language to participate in learning tasks.</p> <p>The candidate provides ways that students will be able to demonstrate their understanding through the use of oral and written language.</p> <p>An explanation of tasks is provided to the students.</p> <p>The candidate describes how the use of academic language is beneficial.</p>	<p>need to understand language to participate.</p> <p>The candidate provides students ways to demonstrate some understanding of oral and written language.</p> <p>Little explanation of tasks is provided to students.</p>	<p>an account of the ways students need to use language in reading, writing, listening, and/or speaking. He/she simply states that candidates need to read.</p> <p>The candidate gives an assignment; however, he/she does not make the connection of how the student must express his/her own understanding through oral and written language.</p> <p>Very little explanation of the tasks is provided.</p> <p>The candidate provides no explanation of how he/she will support students in their understanding of the academic language associated with the learning objective.</p>
Element Score with Comments:				

Element	Exemplary—4	Proficient—3	Basic—2	Needs Improvement—1
Assessments	<p>The candidate describes the tools/procedures that will be used in the lesson to monitor students' learning of the lesson objective(s). They attach a copy of the assessment and the evaluation criteria/rubric in the resource section at the end of the lesson segment.</p> <p>The candidate provides a detailed account of the type of assessment(s) that will be utilized. For each assessment, he/she:</p> <ul style="list-style-type: none"> • Tells what type of assessment it is • Provides a detailed description of the assessment and states if it is formative or summative in nature • Provides a rubric for the assessment. • Describes how the assessment will be modified so that all students can demonstrate their learning of the content objective • Explains the evaluation criteria that will be utilized to determine if the student has met the learning objective 	<p>The candidate describes the tools/procedures that will be used in the lesson to monitor students' learning of the lesson objective(s). They attach a copy of the assessment and the evaluation criteria/ rubric in the resource section at the end of the lesson segment.</p> <p>The candidate provides an account of the type of assessment(s) that will be utilized. For each assessment, he/she:</p> <ul style="list-style-type: none"> • Tells what type of assessment it is • Provides a description of the assessment and states if it is formative or summative in nature • Describes how the assessment will be modified. Explains the evaluation criteria that will be utilized. • The candidate determines if the assessment should be used again in the future. 	<p>The candidate provides a brief description of tools/procedures that will be used in the lesson to monitor students' learning of the lesson objective(s). They attach a copy of the assessment and the evaluation criteria/ rubric in the resource section at the end of the lesson segment.</p> <ul style="list-style-type: none"> • Tells what type of assessment it is • States if it is formative or summative in nature • Provides a brief description of how the assessment will be modified. Explains the evaluation criteria that will be utilized. 	<p>The candidate provides very little description of the tools/procedures to be used to monitor student learning progress.</p> <p>The assessments are simply provided with no accompanying detail besides instruction and the score. No rubric is provided and potential way for modification.</p>

	<ul style="list-style-type: none"> The candidate determines if the assessment should be used again in the future. In such, the candidate describes what changes he/she will make to the assessment prior to using it again. 			
Element Score with Comments:				

Element	Exemplary—4	Proficient—3	Basic—2	Needs Improvement—1
Analyzing Teaching	<p>After teaching the lesson the candidate completes this section to determine:</p> <ul style="list-style-type: none"> What was effective about the lesson? Was it effective for all or were there students who did not grasp the concepts that were trying to be instilled? What was ineffective about the lesson? What instructional changes need to be made as he/she prepares for the next lesson? Why does the candidate believe that these changes will result in the lesson being more effective? What data supports that this is the change that 	<p>After teaching the lesson the candidate completes this section to determine:</p> <ul style="list-style-type: none"> What was effective about the lesson? Was it effective for all? What was ineffective about the lesson? What instructional changes need to be made as he/she prepares for the next lesson? If you could teach this lesson to the same group of students again, what would you change about the instructional plans or the implementation of the plans? What research or theory supports the changes that you would make? 	<p>After teaching the lesson the candidate completes this section to determine:</p> <ul style="list-style-type: none"> What was effective about the lesson? Was it effective for all? What was ineffective about the lesson? 	<p>The candidate does not complete a reflection on the lesson to determine modifications and changes. The candidate also does not provide any analysis of the teaching segment.</p>

	<p>needs to be made?</p> <ul style="list-style-type: none"> • If you could teach this lesson to the same group of students again, what would you change about the instructional plans or the implementation of the plans? • If you had to teach the lesson again, would you incorporate more small group or individuals activities? Why or why not? • What research or theory supports the changes that you would make? 			
Element Score with Comments:				