

Appendix D: Lesson Planning

Lesson Outline for General Education edTPA

Candidate		Field Supervisor
Date	Grade	Mentor Teacher

Lesson Part	Activity description/Teacher does	Students do
Formal/Informal Assessment of Prior Learning or Preassessment <i>(Sequence start)</i>	[The section for formal or informal preassessment begins the lesson sequence (or unit) and does not need to be shown on subsequent lessons.]	

Title		
Standard(s)		
Central Focus (CF)		
Academic Language	[e.g. function, demand, vocabulary, discourse, syntax]	
Learning Target (LT)	Checklist p. 42	
Instruction (e.g. inquiry, preview, review, etc.)	Checklists pp. 43 - 47	
Informal Assessment	Checklists pp. 44 & 46	
Practice Activity or Support	Checklists pp. 43 & 45	

Informal Assessment	Checklists pp. 44 & 46	
Practice Activity or Support	Checklists p. 43 & 45	
Closure Assessment of Student Voice	[e.g. student reflection] Checklist p. 47	

Formal Assessment or Postassessment <i>(Sequence end)</i>	[The section for formal postassessment ends the lesson sequence (or unit) and does not need to be shown on preceding lessons.]	
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Lesson Plan Template Checklists

Learning Targets		
	Yes	No
Written in student – friendly language?		
Essential Content Identified (Aligns with standards)		
Language function means the verb used in the learning target, such as <i>identify, analyze, summarize, define, explain, conclude, justify, compare, sort, and so on.</i>		
Language demand means the assignment or product the student makes, such as <i>essay, paragraph, sentence, speech, lab report, reflection, play, poem, comic strip, magazine article. poster, and the like.</i>		
Vocabulary , which includes any words the student should be able to define in order to comprehend the content of the lesson. These words may be specific to the discipline (<i>artifact</i> in social studies) or just general words used in school (<i>list, characteristics, infer, analyze</i>).		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		

Instruction/Opening

Does the hook:	Yes	No
Communication the WHAT & WHY for students		
Communicate HOW the lesson connects to prior personal, cultural, or community learning		
Share the learning target with students & its importance		
Introduce the learning task		
Review/introduce behavioral expectations How will students articulate the above information with peers and you?		
Does the “Activity description/Teacher does box” include:		
A script for the lesson plan that has:		
<ul style="list-style-type: none"> • a language Function explained in student – friendly language? <ul style="list-style-type: none"> ○ Language Discourse: The writing or speaking required to demonstrate understanding. ○ Language Syntax: The system used to engage in discourse. Ex: draw, models, tables, sentence stems. 		
<ul style="list-style-type: none"> • identified the Language Demands needed for the learning task? 		
<ul style="list-style-type: none"> • written vocabulary instructions to be given to students and include previously learned vocabulary that will be needed for this lesson? 		
<ul style="list-style-type: none"> • materials, resource technology that will be used during the opening? 		
Does the “Students do box” include:		
<ul style="list-style-type: none"> • what the students will be doing? 		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		

Instruction/Opening		
Does the assessment:	Yes	No
<ul style="list-style-type: none"> • help you identify students that understand the importance of the learning target and its trajectory in their learning? 		
<ul style="list-style-type: none"> • help you identify students that have understanding of the academic language? 		
<ul style="list-style-type: none"> • help you identify students that know how to access materials and resources for instruction if they need help? 		
<ul style="list-style-type: none"> • align and measure the standards and learning target? 		
Does the “Students do box” include:		
<ul style="list-style-type: none"> • what the students will be doing? 		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		

Instruction/Body of Lesson

Does the Activity description/Teacher does box include:	Yes	No
<ul style="list-style-type: none"> alignment with the standards, central focus, and academic language? 		
<ul style="list-style-type: none"> outline of core learning tasks for engaging students to develop, practice, and apply the concepts/skills needed to meet learning target(s)? 		
<ul style="list-style-type: none"> questions written to elicit higher thinking in students during the lesson body and provide opportunities for students to engage in dialogue about their learning? 		
<ul style="list-style-type: none"> a script for the lesson plan that includes practice activities and/or support 		
<ul style="list-style-type: none"> information on students with IEPs, 504s, ELL, underperforming, and students needing enrichment and the supports you will use to support their learning needs AND identify the representations & materials that will be used to assist these students? 		
<ul style="list-style-type: none"> materials, resources, and technology that will be used during the body portion of lesson, and closure? 		
Does the “Students do box” include:		
<ul style="list-style-type: none"> what the students will be doing? 		

Instruction/Body

Do the assessments:	Yes	No
<ul style="list-style-type: none"> appear more than once throughout the body of the lesson and measure the standards, learning target, and student voice? 		
<ul style="list-style-type: none"> help you identify students that understand the importance of the learning target and its trajectory in their learning? 		
<ul style="list-style-type: none"> help you identify students that have understanding of the academic language? 		
<ul style="list-style-type: none"> help you identify students that know how to access materials and resources for instruction if they need help? 		
<ul style="list-style-type: none"> align and measure the standards and learning target? 		
<ul style="list-style-type: none"> include student work samples that provide evidence of learning target content, Vocabulary/Key Phrases and Syntax/Discourse? 		
Does the “Students do box” include:		
<ul style="list-style-type: none"> what the students will be doing? 		
<p>References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.</p>		

Instruction/ Closure Assessment of Student Voice		
Does the closure assessment of student voice include:	Yes	No
• a plan for sharing feedback with individual students to monitor and move their learning forward?		
• how students will self-reflect and evaluate their learning progress on the day's target?		
• a portion that will you information for informing your next instructional steps?		
• review the content presented in today's lesson?		
• review the academic language presented in today's lesson?		
Does the "Students do box" include:		
• what the students will be doing?		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		