**Lesson Plans and Lesson Observations**

Lesson plans are essential for effective classroom instruction.

**Daily plans**: The student teacher (ST) writes daily lesson plans for every lesson the ST is teaching. The ST must obtain cooperating teacher (CT) approval for these plans. The ST must plan ahead so the CT can go over lesson plans a **week in advance.** The plans should be presented on Thursday for CT approval and returned on Friday (unless CT has another schedule that he/she wishes the ST to follow). Please use CT’s preferred format for daily lesson plans.

**Detailed plans:** The student teacher should write at least five (5) detailed lesson plans to accompany the written unit. The ST will provide detailed plans for the university supervisor (US) for three (3) formative lesson observations and for one (1) summative lesson observation; the ST will provide detailed plans for the CT for two (2) formative lesson observations and one (1) summative lesson observation. \*The ST should consult with the CT to determine approved lesson plan format for the assigned school and district and confirm this format with the US. Any lesson plan format used for formally evaluated lessons must include all of the elements in the lesson plan template shown below.

Once the ST’s lesson observations have been scheduled, the ST will upload the Lesson Plan to Chalk and Wire (via the Canvas course associated with the student’s Student Teaching course; e.g. EDEC 4840, EDEL 4830, EDSC 4440, 4460, 4470, 4480, EDSP 4980) **at** **least *two days*** prior to the scheduled observation. If the lesson plan is not uploaded to Chalk and Wire, the US and/or CT will not receive an email with a link to the rubric needed to observe/assess your lesson.

Note: While the ST should plan for 7 formal scheduled observations (3 formative by US, I summative by US, 2 formative by CT, 1 summative by CT), one to two observations after the midterm could be unannounced and unscheduled. This is the minimal expectation for formal scheduled observations (4 by US and 3 by CT) however more observations may be required depending on ST growth/progress and/or CT and US recommendation.

**Reflections of Formal Lessons:** The ST is required to write a reflection of teaching after each formally evaluated lesson; see reflection guidelines in the lesson plan template below. These reflections will be uploaded to Chalk and Wire (via the Canvas course associated with the student’s Student Teaching course; e.g. EDEC 4840, EDEL 4830, EDSC 4440, 4460, 4470, 4480, EDSP 4980) and assessed by the US and/or CT.

**Short Range Lesson Plan Template (APS 2 & 3)**

**Title of Lesson:**

**Subject:**

**Grade level:**

**Cooperating Teacher:**

**Student Teacher:**

**Objective(s):** (APS 4)

* + The purpose of a behavioral objective is to COMMUNICATE.
  + The objective clarifies the intent of the instruction for the teacher, and for all who have interest in the outcome of instruction
  + Ideally, all behavioral objectives should contain 3 elements:
    - **Conditions** (a statement that describes the conditions under which the behavior is to be performed)
    - **Behavioral Verb** (an action word that connotes an observable student behavior)
    - **Criteria** (a statement that specifies how well the student must perform the behavior)

**State Standard(s) Addressed:** (APS 4, 6)

**Rationale for Instruction:** Indicate why this instruction is appropriate based on student performance and data.

**Prerequisites:** Indicate what the student must know or be able to do in order to achieve the stated objective.

* This section is necessary in considering the readiness state of your students.
  + Students cannot master the objective and teachers cannot duplicate your lesson without prerequisites
  + List one or two specific behaviors necessary to begin the lesson

**Materials/Preparation:** (APS 6)

* List all materials/equipment to be used by the teacher and students
* Include preparation considerations of the materials to ready them for the lesson.

**Procedures:** (APS 4, 5, 6, 7, 8, 9)

* Describe what the ST will do when teaching the lesson. Include how plan to introduce the lesson to the students, the instructional techniques to be used (to include the use of instructional technology and digital resources), and how the lesson will be summarized and provide closure.
* Consider the following elements:
* **Introductory Activity:** Provides FOCUS for the lesson, activates prior knowledge, and interests students in content.
* **Main Activity:** Includes specific techniques used (e.g., input, demonstration, explanation, discussion, guided practice, check for understanding, independent practice)
* **Closure:** Pull the information together at the end of the lesson. Provide feedback to students as needed to reinforce the lesson.

**Assessment:** (APS 3)

* + Determine to what extent the students have attained the objective.
  + Specific behaviors and actions must be demonstrated by students to support the mastery of the objective

**Adaptations:** (APS 6, 7)

* + This is a statement or two telling how all levels of ability and pace in the lesson will be included
  + Include modifications that will allow students of all cultures to participate and feel successful
  + Include modifications for English Language Learners (ELL) and special needs (IEP) students

**Follow-up Lessons/Activities:** (APS7)

* Include suggested activities for enrichment or reinforcement of the lesson.
* Include possible lessons that might follow.

**Reflection:** Complete separately after lesson is taught. Consider decisions made in planning the lesson (materials, procedures, strategies). Consider the impact the lesson had on the students (Did they achieve the objective(s)? Did your procedures seem effective?). Finally, consider areas for improvement if lesson were taught again, and what areas were most successful.