**What is expected in a King’s College Lesson Plan? Student Teaching Indicators in Red**

Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| PA Academic Standards  PA Core Standards  National Standards    |  |
| Objective *What are the students expected to learn at the end of the lesson?*  State objectives in terms of what the pupils are expected to learn in observable form. Each objective should be linked to an assessment item.  Each objective should be aligned with an academic standard.    | Assessment(s) *Often formative.* Numbered assessments are aligned with numbered instructional objectives. There should be a correspondence between the two items.  |
| Objective *What are the students expected to learn at the end of the lesson?*  | Assessment(s) *Often formative.*     |
| *Add objectives, if needed.*  | *Add assessments, if needed.*  |

*Describe how you will* ​*differentiate instruction*​ *and create multiple pathways to meet the diverse needs of students.*

Describe how you will differentiate instruction and create multiple pathways to meet the needs of your diverse students. Describe how you will meet the needs of your students with special needs.

Materials and Resources Needed *Include materials used by the teacher and students as well as audio-visual and computer technology.*​

Describe the instructional materials to be utilized by the teacher and the students that are fully aligned with advancing the lesson objectives. The materials should be developmentally appropriate. Include audio-visual and computer technology. *The teacher candidate uses their knowledge to identify and use high quality resources (including books, standards, documents, web resources and indiviuals who have specialized expertise.)*

All relevant resources and materials should be attached. Any references to text resources should be cited.

Anticipatory Set/Motivation *What “grabs” the students’ attention? Sometimes takes the form of a review of a previous lesson.*​

In every lesson the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times, it is designed to gain the students' attention. Indicate the way the lesson will be started.

*The anticipatory set is built on students’ prior knowledge and helps motivate the students to learn. Aim for high levels of active student participation and engagement. (i.e. 80 – 100%).*

Procedures *Include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used. Examples: input, modeling, guided​ practice& checking for understanding where appropriate. Give examples of how the student practices the expected performance (checking for understanding.)*

Procedures/ Input/ Modeling: Describe the sequence and approaches to be followed in lesson development. ​Approximate how long each step will take. ( i.e. 2 minutes)

# Guided Practice/ Checking for Understanding:

In every lesson the student practices the expected performance. This may include exercises completed with the teacher, examples done by students at the board, students reading orally, students working together to complete assignments, games that allow the students to exhibit understanding, etc. Describe the procedure for the lesson.

*Reminders:*

*Procedures demonstrate plans to engage students in learning a high proportion of the time (80 – 100%).*

*Instructional procedures are fully aligned with learning objectives.*

*Instructional procedures include instructional groups to support student learning and differentiation.*

*Instructional procedures are fully aligned with learning needs of students.*

Closure *Helps students review what they learned in the lesson (see objectives.) Closure activities must involve all students.*​

The teacher helps students review what has been learned in the lesson. This may include a summary of the lesson, questions about what happened during the lesson, the students' report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or unit, or assignment of independent practice. Closure activities must involve all students and should relate to lesson objectives. Describe the end the instructional experience.

*Closure includes all students summarizing key points of the lesson and synthesizing onto coherent whole.*

*Closure activities provide students with preview into future learning.*

Assignment *Describe the independent practice/assignment that demonstrates how the students exhibit the behavior set forth in the objectives. (Complete problems, write a paper, complete a project, do research, etc.)*

The student independently exhibits the behaviors set forth in the instructional objectives. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment.

References:

Post Lesson Reflection for Observed Classes:

*Upon the completion of the lesson, write a short reflection on the lesson including these areas:*

1. academic strengths/areas to improve
2. classroom management strengths/areas to improve
3. any other additional reflections on the lesson