****

**\*General Education - Instructional Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| **Teacher Candidate Name** | **Date and Title of Lesson** |
| **Standard(s)** | **Lesson Objective/Learning Target** |

 |
|  | **Points to Consider for Your Instruction:*****What the Teacher Does*** | **Points to Consider for Student Engagement *(Ask Yourself, “What Does Learning/Engagement Look Like?”)*** |
| **Hook***(sequence begins)* | *How will you introduce the learning segment and learning target?* *How might you incorporate student interests, experiences, and cultural assets into the hook?* *Consider hooks that will engage your class based on what you know about them, such as* p*rimary source images, riddles, puzzles, sensory experiences, etc.* | *How will students engage with the hook?**How will students show their understanding of the learning target?* |
| **Instructional Segment and Student Supports** | *What will you do to help students meet the learning target? Be* ***very clear, descriptive, and sequential****.**Describe the main activities including strategies (modeling, questioning, discussion) and materials. Make sure each skill builds on the previous lesson.**How are you accommodating the students who need the support? Think about students receiving services like ELL or Special Education but also emerging and advanced learners. Use initials as appropriate.* | *What will student engagement look like during the instructional segment/activity?**as a whole class?**in small groups?**individually?* |
| **Formative Assessments** | *How will you assess learning during the lesson?* *Describe different types of assessments, not just the same one used in each lesson.* | *What will students do to show progress toward the learning targets?**as a whole class?**in small groups?**Individually?* |
| **Closure****Student Voice and Summative Assessments** *(sequence ends)* | *How will you elicit student understanding of their progress toward the learning target? (Exit tickets, quizzes or other authentic closure strategies that connect to students’ lives or past/future learning)**If possible, create a tool used to identify areas for improvement that may be used with students to reflect on progress.**If there is a summative assessment, name that here.* | *What will students do to demonstrate proficiency and understanding towards the learning target? How will this be measured and what is your evidence?**Include self-assessment opportunities for students that contains the success criteria. “I am progressing towards the learning target. I completed all 10 problems with 70% accuracy. I need to work on grouping and double checking my work****.”***  |

**\****See the* ***SPU General Education Lesson Planning Guide*** for a set of pre/post teaching worksheets, instructions and examples