

Evidence 1.4.1 Model Lesson Plan

Source of Evidence: Lesson Plan

Teacher Candidate Name: Ages/Grades of Students: Number of Students having IEP/504: Number of Students who are ELL:	Date of Observation: Number of Students in Class: Number of Gifted Students:
Lesson Title:	
Context: Describe the students for which this lesson is designed. Identify your students' background, special needs, cultural differences, interests, and language proficiencies.	
Lesson Learning Target(s)/Objectives <ol style="list-style-type: none">Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.	
Students' Baseline Knowledge and Skills Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.	
Formative Assessment Describe and include the formative assessment(s) to be used to measure student progress during this lesson.	
Resources Identify the resources and assistance available to support your instruction and facilitate students' learning.	
Lesson Procedures – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. <ol style="list-style-type: none">provide a detailed outline of your lessondescribe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students	
Co-Teaching Will this lesson be co-taught (yes or no)? (A “yes” answer is mandatory during clinical experiences). If yes, which co-teaching approach will be used? (One teach/one observe; one teach/one assist; station teaching; parallel teaching; alternative; team teaching) How did you co-plan your lesson with your P-12 clinical educator?	

Explain why this co-teaching approach is an appropriate instructional choice for this class and content.