| LESSON OVERVIEW | What will be Taught, Summary of the Task, Length of Lesson, Scope and Sequence, Central Focus  
To Whom will it be Taught, Context for Learning, Class Demographics, Special Circumstances |
| LESSON TITLE |  |
| DURATION |  |
| CO-TEACHING MODEL |  |

| STANDARDS | State Content Standards, Common Core, Competency Standards (Include Number and Text of the Appropriate Standard) |

| LEARNING TARGETS / OBJECTIVES | Clear, Specific, Measurable, Aligned to Content Standards, Student-Friendly Language, I Can Statements (Not Activities) |

| ACTIVATING STRATEGY | Set / Hook/Advance Organizer, Multiple Ways to Engage Students, Motivator, Essential Question, Connection to Prior Knowledge, Promotes Curiosity |

<p>| INSTRUCTION | Strategies, Learning Tasks, Big Ideas, Procedures, Sequence, Higher-Order Questioning, Differentiation, Active Student Participation, Guided and Independent Practice, Descriptive Academic Feedback, Academic Language, Modeling, Problem Solving, Based on Data and Teacher Knowledge of Students |</p>
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MTSU Lesson Plan Explanation of Terms

The MTSU Teacher Candidate Lesson Plan Format presents a skeleton framework that shows the essential components of any good lesson plan. Each component heading within the format is followed by descriptors of elements that typically will be found within that portion of a lesson plan.

Some of the terms used in these descriptors are program specific — thus there may be some variance in which terms are used by each program, and there may be some overlap of meaning across terms.

Since some terms do not have a self-evident meaning, this Explanation of Terms is provided so that faculty, supervisors, and teacher candidates can all have a common understanding of these lesson plan elements.

1. **Unit** – A well-defined thematic body of instruction that has a single instructional goal with several supporting objectives.

2. **Duration** - Length of class period

3. **Co-Teaching Models** – One Teach, One Observe; One Teach, One Assist; Alternative Teaching; Station Teaching; Parallel Teaching; Team Teaching.

Lesson Plan Overview:

4. **Essential Questions** - Concepts in the form of questions that set the focus for the lesson and initiate creative and critical thinking. Essential questions encourage students to put forth effort to probe for deeper meaning when faced with complex, open-ended, challenging, meaningful, and authentic questions.

5. **Summary of the Task** – A brief description of the major components of a learning task.

6. **Scope and Sequence** - A scope and sequence refers to the breadth and depth of a specific curriculum. The scope is how much you are going to teach of a subject over the course of a year, the sequence is the order in which you teach the lessons.

7. **Central Focus (edTPA Learning Segment)** – A single instructional theme or essential question across the planned learning segment that is aligned with content standards and learning objectives relevant to the segment.

8. **Context for Learning (edTPA)** – Information provided by the candidate related to the school/classroom featured in the planned learning segment. Brief demographic information is also provided for the students who will participate in the learning segment, with specific information provided for any students who may require accommodations or modifications.

9. **Class Demographics** - The population of the class broken down by number of boys/girls, ELL students, IEP/504 students, number of students who qualify for free and reduced lunch, number of students categorized as gifted or advanced.

10. **Special Circumstances** - Special characteristics of the students or classroom that might impact your instruction.

Standards:
11. State Content Standards - Specific standards that outline what students should know and be able to do.

12. Common Core - Common Core State Standards are nationally endorsed math and ELA standards that provide a consistent, clear understanding of what students are expected to know and be able to do.

13. Competency Standards - Standards that form the basis for recognizing students' skills in Career and Technical Education.

Learning Targets/Objectives:

14. Measurable Learning Objectives – Observable statements that specify what students will be able to do at the conclusion of a lesson. Such objectives should be aligned with relevant content standards and should include verbs that allow for measurement of students’ achievement of the desired outcome.

15. Aligned to Content Standards - Making sure that lesson objectives match State Content Standards for a specific subject and grade level.

16. Student Friendly Language - Learning targets that are written in terms students understand and are grade level appropriate

17. I Can Statements - The language of the standards are re-written in “I Can” statements to promote student understanding. Post “I Can” statements in the classroom as reminders for focused lessons and student goal setting.

Activating Strategy:

18. Set/Hook/Motivator - The “hook” grab the students’ attention, the Hook Activity is a brief activity or event at the beginning of the lesson that effectively engages all students’ attention and focuses their thoughts on the learning objective(s).

19. Advanced Organizer- A cognitive strategy used to promote the learning and retention of new information. It is presented prior to learning and can be used by the learner to organize and interpret incoming information.

20. Connection to Prior Knowledge - Candidate links new information to what students already know. The candidate associates new learning with learning that has already taken place. This activates the student’s interest and curiosity for the learning at hand.

21. Multiple Ways to Engage Students - Hands-on activities and strategies that keep students focused on the learning. Lessons should contain a variety of these strategies to promote interest and engagement.

Instruction:

22. Strategies – A variety of instructional approaches used to accomplish your learning objectives.
23. Learning Tasks – Activities, discussions, etc., that engage students to develop, practice, and apply skills and knowledge related to a specific learning objective.

24. Big Ideas - List questions that help students probe for deeper meaning. Related to major issues, problems, concerns, interests, or themes relevant to students’ lives. Set the stage for further questioning.

25. Procedures - The body of your lesson plan, the way in which you will share information with students and the methods you will use to help them assume a level of mastery of that material.

26. Sequence - The order in which information is presented in the lesson

27. Questioning - Candidate uses higher-order questioning techniques, based on Webb’s Depth of Knowledge, to inquire about the learning

28. Differentiation - Adapting instructional strategies to meet the needs of the students.

29. Modeling - I Do
   Provides students with proficient modeling by the candidate.

   Candidate should:
   • Explain critical aspects moving from basic to complex
   • Reinforce understanding through labeling, categorizing, explaining, comparing
   • Balance talking with showing
   • Provide student with choices
   • Identify real application of skill in workplace

   Students should:
   • Follow along closely and ask questions
   • Take notes or diagram a sequence
   • Follow along or perform steps themselves

30. Guided Practice - We do
   An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the candidate’s direct supervision and support.

   Candidate should:
   • Give oral/written feedback that is focused and frequent
   • Circulate, support engagement, and monitor student work
   • Monitor and adjust instruction based on student feedback Guide whole group
   • Remind students of required elements for summative assessment; clarify expectations
   • Target and build on one or more dimensions of the Competency Attainment Rubric categories

   Students should:
   • Go through all steps of the process or items to be learned
   • Have assistance from candidate and solve routine and authentic problems
   • Generate a variety of ideas and alternatives
• Analyze problems from multiple perspectives
• Self-assesses and monitor own learning

31. Independent Practice - You do
To help students reach proficiency, next is reinforcement practice. Applies knowledge
to new situations to complete a relevant project (this may happen in class or in
extended time such as homework).

Candidate should:
• Define proficiency and mastery
• Provide assistance materials such as safety posters, etc.
• Provide clear expectations for performance, timelines, evaluation
  elements (rubric), etc…
• Provide regular opportunities to accommodate individual student needs;
• Measure student performance in more than three ways (in the form of a project,
  experiment, presentation, essay, short answer, or multiple choice test)
• Collect evidence that most students demonstrate mastery of the
  objective

Students should:
• Work independently
• Have less direct guidance and intervention as deemed safe and
  appropriate
• Use their notes and materials to assist with recall and performance
• Problem solve and monitor their own learning gaps in relation to what will be
  expected of them on the summative assessment.

32. Academic Feedback – Information (oral or written) provided to students that specifically
identifies what students are doing well and what needs to improve in relation to the learning
objectives.

33. Academic Language – Oral and written language used for academic purposes. It is the
means by which students develop and express content understandings. Specific learning
tasks have associated language demands (such as vocabulary, functions, discourse, or
syntax) that students must use to participate successfully in the task.

34. Candidate Knowledge of Students - The candidate carefully analyzes each individual
student’s cognitive, language, social, emotional, and physical development, then matches
his/her teaching to promote achievement of each student.

Modifications, Grouping:

35. Accommodations – A change in instruction and/or assessment that helps a student
overcome or work around a disability in order to successfully demonstrate learning. Some
examples of accommodations are: shortened assignments, extra time given to complete
tasks, verbal prompts/cues, and preferential seating.
36. Supports for Diverse Student Learning Needs - Supports include instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning.

37. Interventions - A planned set of procedures, usually sustained over a series of lessons that targets a specific set of skills and/or knowledge needs for a student.

38. Extensions - Extra activities that relate to the lesson, yet go beyond factual learning and give students opportunities to apply what they have learned through activities that promote higher order thinking skills.

39. ELL - English Language Learners

40. IEP - Individual Education Plan – A legal document that defines a child’s special education program. An IEP includes the disability under which the child qualifies for Special Education services, the services the team has determined the school will provide, his/her yearly goals and objectives and the accommodations that must be made to assist his learning.

41. 504 Plan - Refers to Section 504 of the Rehabilitation Act. A 504 Plan spells out the modifications and accommodations that will be needed for students who do not qualify for an IEP, but still require some assistance to be able to participate fully in school. A 504 Plan falls under the civil-rights law and is in place to make sure that students can safely pursue the same opportunities as everyone else.

42. Differentiation - Adapting instructional strategies to meet the needs of individual students.

Materials, Resources, Technology

43. Key Instructional Resources and Materials to Engage Students in Learning - A description of the essential materials that the teacher candidate and the students will be using during the learning tasks of a lesson. Resources and materials must align with the lesson’s content standards and should ensure that students are provided with sufficient instructional differentiation to meet diverse individual needs.

Assessment and Evaluation:

44. Formative Assessment – A range of formal and informal assessment procedures used by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. Formative assessment occurs throughout the learning segment. Candidates monitor and adjust their teaching according to the feedback they receive during formative assessment.

45. Summative Assessment - Assessments that are given periodically to determine at a particular point in time what students know and do not know. Summative assessments include standardized tests, weekly tests, or tests that are given at the end of a unit of study.

46. Performance Based Assessment - A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

47. Formal / Informal - Formal assessments have data which support the conclusions made from the testing. (paper and pencil testing)
Informal assessments are not data driven, but rather content and performance driven. These assessments include group or individual projects, experiments, oral presentations, demonstrations, or performances.

48. Evaluation Criteria – Performance indicators that are used to assess evidence of student learning. They designate the qualities by which levels of performance can be differentiated, and that also form the basis for judgments about the learner’s degree of success on an assessment.

49. Periodic Check for Understanding - Candidates check with students throughout the lesson to make sure all students have an adequate understanding of the learning target. Checks for understanding may take place by asking questions, written assignments, exams, “tell your neighbor”, skits, creating PowerPoint presentations, art displays, etc.

50. How will Data be Collected and Recorded - The candidate will determine what types of assessments will be used during the lesson and what kinds of data will be available. The candidate will then determine the means by which the data will be collected and where it will be recorded.

51. Include Type of Assessment and What is Being Assessed - Types of assessments:
   - Oral Tests
   - Long and Short Answer Tests
   - Multiple Choice
   - Problem Solving Tests
   - Observational Assessments
   - Performance Assessments

Closure:

52. Final Check for Understanding - Candidate closes lesson with questions and/or activities that require students to restate the learning objective. The candidate may ask students to “pair/share”, write a response, ask students to summarize the learning, “ticket out the door”, etc.

53. Student Reflection - Students reflect on their own learning and performance. Types of reflection activities are:
   - Oral Reflection
   - Journals
   - Discussions

54. Student Assessment of Their Own Performance – Students engage in ongoing reflective self-assessment in order to monitor their own progress toward the learning target(s).