T&L Instructional Plan Template

(Updated 4/17/15)
(edTPA Aligned)

Overview

The information included in this document is to support faculty in teaching about and supporting students with the T&L (and edTPA) Instructional Plan. While there are many variations of lesson plans, this format meets departmental requirements and is aligned with the 2014 edTPA as well.

Background Information (When doing the actual edTPA, leave out identifiers)

Teacher Candidate: _____ Date:_____
Cooperating Teacher: _____ Grade:_____
School District: _____ School: _____
University Supervisor:_____
Unit/Subject:_____
Instructional Plan Title/Focus: _____

Section 1: Planning for Instruction and Assessment

a. **Instructional Plan Purpose:** Teacher candidates explain how this instructional plan develops students' conceptual understanding of overall content goals. This is sometimes also called a "rationale" and includes a "what, why, how" general statement (see also *Central Focus* in edTPA)

   Additionally, explain where in a unit this lesson would be taught. What lesson topic came prior to this one (yesterday) and what related lesson will come after this one (tomorrow)?

b. **State/National Learning Standards:** Teacher candidates identify relevant grade level concepts/content and align them to Content Standards—Common Core Standards or Washington State EALRs, or National.

c. **Content Objectives (**to be copied in Assessment Chart below**) and alignment to State Learning Standards:**

   1. *SWBAT...*

   Aligned standard:

   Language Objectives:
   1. *SWBAT...*

   Aligned standard:

d. **Previous Learning Experiences**: Teacher candidates should explain what students know and have learned that is relevant to the current lesson topic and process.

e. **Planning for Student Learning Needs** (accommodations, student experiences, prior learning and experiences):

f. **Assessment Strategies** (Informal and formal)
   Teacher candidates should attach questions, worksheets, tests or any additional documentation related to their assessment strategies, including accommodations or modifications for students with disabilities as stated in their IEPs. They may also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc.

Consideration for <u>multiple means of expression</u> should occur here. That is, how will teacher candidates allow for K-12 students to express their learning in different ways? Will K-12 students be given some choice?

Content/Language Objectives	Assessment Strategies
Content example: SWBAT <u>create</u> an input-output diagram, and explain reasoning in writing.	Informal:
Language example: SWBAT use conditional forms correctly 90% of the time when describing their input-output diagram.	Informal:

(Add rows as needed)

*In the right column, describe whether the assessment you'll collect is **informal** or **formal**. Note: *most* assessment is considered formative when thinking about day-to-day lessons. Summative is related to **mastery**. An exception might be having a "formal" quiz mid-way in a unit to assure that students are on track with a certain degree of proficiency. Should the quiz indicate students are not progressing, and adjustment of timing in the instructional "unit" will be required.

g. **Student Voice:** Student voice is a term used to describe students expressing their understanding of their own learning process. For your lesson, respond to the **three** required components of student voice and identify how students will reflect and/or communicate on their learning or progress toward meeting the goals. (Use the following table.)

K-12 students will be able to:	Student-based evidence to be collected (things produced by students: journals, exit slips, self-assessments, work samples, projects, papers, etc.)	Description of how students will reflect on their learning.
1. Explain student learning targets and what is required to meet them (including why they are important to learn).		
2. Monitor their own learning progress toward the learning targets using the tools provided (checklists, rubrics, etc.).		
3. Explain how to access resources and additional support when needed (and how/why those resources will help them).		

h. **Grouping of Students for Instruction:** Describe why, how, and where in the lesson students will be divided into groups, if applicable (e.g., "why" could be to support language learners, for reciprocal teaching, and/or to use jigsaw, and "how" might include random, ability-based, interest, social purposes, etc.). Recognize that some lessons or parts of a lesson may call for grouped work or individualized work or both.

Section 2: Instruction and Engaging Students in Learning

a.   **Introduction**: Teacher candidates identify how they are going to introduce the concept, skill or task in a way that gains students' attention and gets them involved (the lesson "hook").

b.   **Questions:** Questions teacher candidate will ask during the lesson that drive thinking and learning and engagement (5 or more questions) and in parentheses, indicate Bloom level and/or question type to ensure that you are posing questions that push critical thinking and engagement (e.g. Analysis/Divergent)

c.   **Learning Activities:** Describe what the teacher <u>will do</u> and <u>say</u> and **students** will <u>do</u> during the lesson. Write it as a procedural set of steps in the left column of table below. On the right, refer to a supporting learning theory or principle driving that activity and/or your rationale for doing what you are doing.

   Prompts for right hand column—supporting theories/principles. In the right column, use references from texts, research/peer reviewed journals, or other learning theories to support your choice of activities. You might draw from your 301 and/or your methods courses here.
   o   Connections between students' own lives, experiences, cultures, interests and the content.
   o   Active learning over passive learning (e.g. SCI Learning Experiences ladder—*simulation over verbal*)
   o   Theoretical support for learning activities (e.g. Culturally responsive strategy, or processing)
   o   Multiple means of representation for the K-12 students (UDL principle)
   o   Multiple means of engagement for the K-12 students (UDL principle)
   o   Multiple means of expression of learning by the K-12 students (UDL principle)
   o   Accommodations and modifications for students with diverse needs, including those with disabilities (as stated in their IEPs)
   o   How the teacher candidate will assess the learning of the students (from table above)

   (Add rows as needed)

Learning Steps and Activities	Supporting Theories/Principles (*Why* are you doing what you are doing?)
Example: Transition from introduction by asking students to look at "inputs" and in pairs, create a list of additional community assets/contributions (inputs) for social change diagram. Circulate around groups to observe students' progress.	Supports multiple means of engagement, and allowing students to generate their own inputs from experience; is more culturally responsive than teacher generated ideas only.
1.	
2.	
3.	
4.	

b.   **Closure:** Closure is the signal to students that the lesson is now coming to an end. In closure, teachers review the learning targets (what was taught) for the day and refocus on what is important.

c.   **Independent Practice:** Describe how students will extend their experiences with the content and demonstrate understanding in a new and different context (perhaps even outside of the classroom). Include possible family interaction (identify at least one way in which you might involve students' families in this instructional plan.)

d.   **Instructional Materials, Resources, and Technology:** Attach a copy of ALL materials the teacher and students will use during the lesson; e.g., handouts, worksheets, multi-media tools, and any assessment materials utilized.

e.   **Acknowledgements:** Acknowledge your sources