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| --- | --- |
| **Academic Language/Vocabulary:****Instructional Materials:****Supporting a Variety of Learners/Differentiation:**□ What are the variety of learners in your class who may require different strategies/support? □ How will you support the needs of these specific students or groups with similar needs? **Language Supports:** *ex: graphic organizers, visuals, sentence starters… (see p.1 of edTPA glossary)* **>Provide a Seating Chart/Grouping Patterns:** | **Central Focus/Content Standards & Learning Objectives** **Content Objective:****What will the student learn?** *TLW - (analyze, identify, describe, explain, discuss, justify, compare, contrast…)***Language Objective/Language Demand**:**How will your students learn this?** *What specific learning tasks will students participate in in order to demonstrate their understanding through* ***reading, writing, listening, and/or speaking****? TLW – (retell, explain, describe, defend, predict, …)* |
| *□ What types assessments will you use to monitor students’ progress* ***throughout*** *the learning segment?* *□ Is your assessment aligned to the objective?**□ How will the assessments (informal or formal) be used to monitor students’ progress toward the learning objectives?* *□ How do your assessments incorporate students’ use of language to demonstrate content understanding?*  | **Assessments (Formal and/or Informal):** |
| *□ How will you analyze evidence of student learning through the assessments?* *□ What type of specific feedback will you provide to students to address both strengths and needs related to the learning objective?* *□ How will you support students to understand & use the feedback on their strengths & weaknesses?*  | **Meaningful Feedback for the Assessment(s):** |
| **Lesson Prompts** | **Teacher Actions/Commentaries** |  **Student Actions** |
| **“DO NOW!”/Bell Ringer***□ What will your students do first?**□ How is this activity tied to the learning objectives and the central focus?* *□ How does this activity build on prior learning?* |    |  |
| **OPENING/HOOK***□ How will you grab your students’ interest to draw them into the lesson? Ex: media piece, article, picture…**□ How does this connect to the learning objective?*  |  |   |
| **INTRODUCTION TO NEW MATERIAL****I DO -Direct Instruction***□ How will you promote a positive learning environment that supports students’ learning?* *□ How will you establish the goal/purpose for this lesson?* *□ How will you build on previous learning?* *□ How does this connect to prior learning and/or build on future learning?* *□ What student misconceptions can be anticipated?* *□ What supports and specific strategies will you implement to respond to these misconceptions?*  |  |  |
| **Lesson Prompts** | **Teacher Actions** | **Student Actions** |
| **GUIDED PRACTICE (Interactive Instruction)** **WE DO - Teacher Models-Students Do***□ How will you deepen the learning? Ex: eliciting & building on student responses, questioning...**□ How will you use the knowledge of your students to target support for students to develop the learning?* *□ How will you address the needs of specific individuals or groups with similar needs?* *□ What specific strategies will you use to respond to common student errors and misunderstandings?*  |  |   |
| **GUIDED PRACTICE** **YOU DO TOGETHER - Students work together while teacher facilitates by moving among groups to clarify confusion and provide extra support.***□ Explain the learning task(s) that will actively engage students in the learning?* *□ How are you using your knowledge of your students to justify the specific learning tasks?* *□ How are you using students’ prior academic learning to justify the learning task?* *□ How will students know if they are practicing correctly?* *□ When and how will you intervene to help struggling students?* *□ What* ***language demands\**** *will you implement to help support the learning task(s)?* *\*****Language demands*** *are specific ways that the academic language is used by students to participate in the learning tasks through reading, writing, listening, speaking, and/or signaling to demonstrate their understanding.See p.1 of edTPA Glossary(attached).*  |  |  |
| **INDEPENDENT PRACTICE****YOU DO ALONE – Student practices while teacher monitors and provides individual support as needed.** *□ How will you analyze and evaluate the evidence you gather from the Independent Practice?* *□ How will you use this evidence to provide specific feedback to address both strengths AND needs related to the learning objective?* *□ How will you use the evidence to evaluate and change teaching practice to meet students’ varied learning needs?* *□ How will you use the analysis of what students know and are able to do to plan next steps in instruction?***CLOSURE****Students briefly reflect on what was learned, its value, and relevance to the central focus and the real world.***□ How will you guide students to reflect on their own learning for this lesson?* *□ How can students incorporate the feedback given to them to help them reflect on their strengths and weaknesses?*  |  |  |

 ***Reflections:***

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