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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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