TEM 3.0 Lesson Plan Template

Teacher: _____

Teacher B: _____
(If Co-Teaching)

Week of: _____

Subject: _____

Plan 1: Know your students in order to plan your instruction effectively.
Plan 2: Set through-course and end-of-course goals.
Plan 3: Create or adapt standards-based instructional plans and assessments
guided by pacing and content from instructional maps.

CLE 1:   Build a respectful, learning-focused classroom community.
CLE 2:   Develop classroom procedures and routine.
CLE 3:   Use classroom space and resources to support instruction.
CLE 4:   Manage student behavior.

Teach 1: Engage students in objective driven lessons.
Teach 2: Explain content clearly and accurately.
Teach 3: Engage students at all learning levels in appropriately challenging work.
Teach 4: Provide students multiple ways to engage with content.
Teach 5: Use strategies that develop higher-level thinking skills.
Teach 6: Check for understanding and respond appropriately during the lesson.
Teach 7: Maximize instructional time.

Reflect and Adjust 1: Monitor progress relative to through-course and
end-of-course goals.
Reflect and Adjust 2: Use student data to inform and modify
instructional practice.

	Indicators	Monday	Tuesday	Wednesday	Thursday	Friday
Stage 1. **What knowledge of your students' performance data,* interests, background, etc., are you using to inform your planning process?** (*Data may range from district's assessment data to teacher-created classroom data.)	**P1, P2, P3, RA2**					
Stage 2. **What will students know and be able to do at the end of this lesson?** *The learning objective(s) is best stated in student friendly language (learning target or an "I Can" statement), measurable, stating what the student will be able to do by the end of the lesson. Objective(s) should also be communicated within the context of the standard(s).*	**P1, P2, P3, T1, T3**					

Connecting Prior Knowledge: *Bell work, Do Now, Journaling, KWL Chart, Review, Re-teach, etc.*	**T1, T7**					
Guiding Question(s): **What are the questions that will drive the content and skills that you will teach?** *Higher order, open-ended, and frequently asked questions begin with "how" or "why".* *Can be the driving question for the lesson or for a longer period of time (i.e., week, unit).*	**T2, T5**					
Stage 3. **What instructional task(s) will be used to reach the learning target? Think about the standard's level of rigor (revised Bloom's taxonomy) when developing the task(s).**	**T1, T3, T4, T5 & T6**					
Task(s): **Think about including one or more of these instructional strategies:** *Literacy, interventions, differentiation, anticipation of students' misconceptions, students guiding their learning, accommodations/modifications, extension of knowledge, scaffolding where appropriate, small groups, whole group, etc.*	**P1, T7**					
How will you maximize the instructional time with each task?						
Introduction (approximate time):						
Guided Practice (approximate time): *In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performances? (WE DO)*	**T4, T7**					
Independent Practice (approximate time) *How will your different learners attempt the objective on their own? How will you gauge mastery? (THEY DO)*	**T4, T5, T6**					

The highlighted "Stage 3." appears with a yellow highlight.

Assessment (approximate time) *How will you know that students have reached the targeted learning?* *Assessments may include:* *Pre-assessment, formative assessment, summative assessment, post-assessment, discussions, performance, demonstration, etc.*	**P3, T6, RA2**					
Closure (approximate time) *How will you engage students (not the teacher) in restating or demonstrating their learning?* *Closure strategies are usually the last 5 minutes of class: 3-2-1, ticket out the door, journals, reflective stems, answering guiding question, PMI, etc.*	**T1, T6, T7**					
Resources and Materials Needed for Addressing the task *Consider any differentiated materials needed based on the developed tasks and student modifications (all levels).*	**CLE3**					
Stage 4. (TO BE COMPLETED AFTER TEACHING LESSON) **Thinking About This Lesson** *How well did the students achieve the learning targets based on your evidence? What surprises, questions, dilemmas, or problems did you encounter?* **Thinking Ahead** *What will you do next for your students; why? Consider students who mastered the learning target at different levels or not at all.*	RA2, P1 RA2, P1					