

MTSU TEACHER CANDIDATE LESSON PLAN FORMAT

TEACHER CANDIDATE NAME

DATE

GRADE/CLASS

UNIT

LESSON TITLE

DURATION

CO-TEACHING MODEL

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

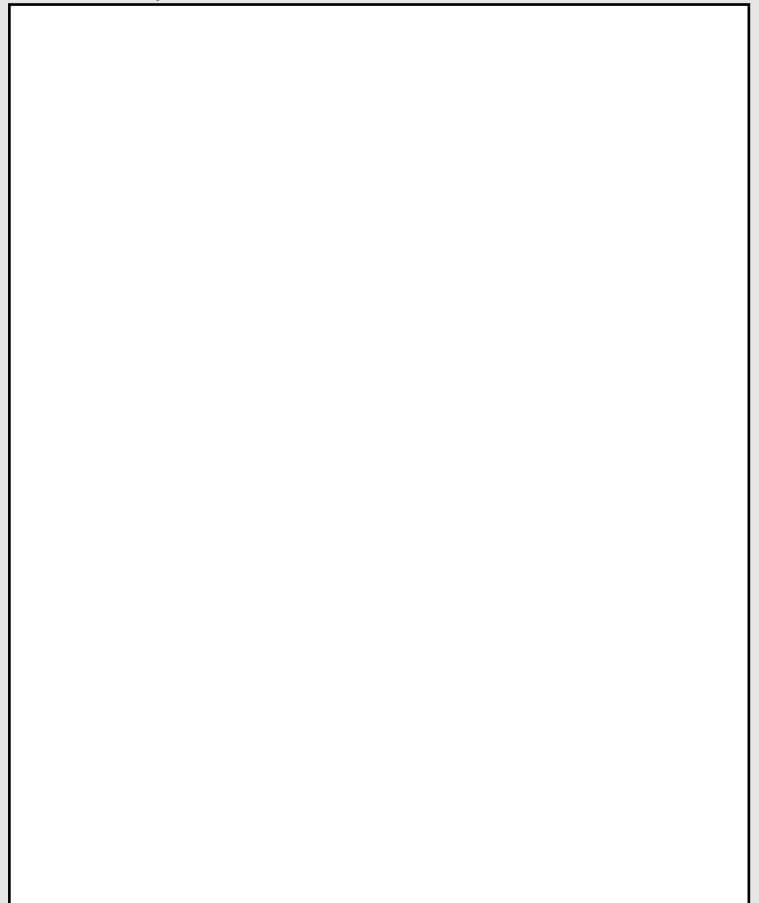
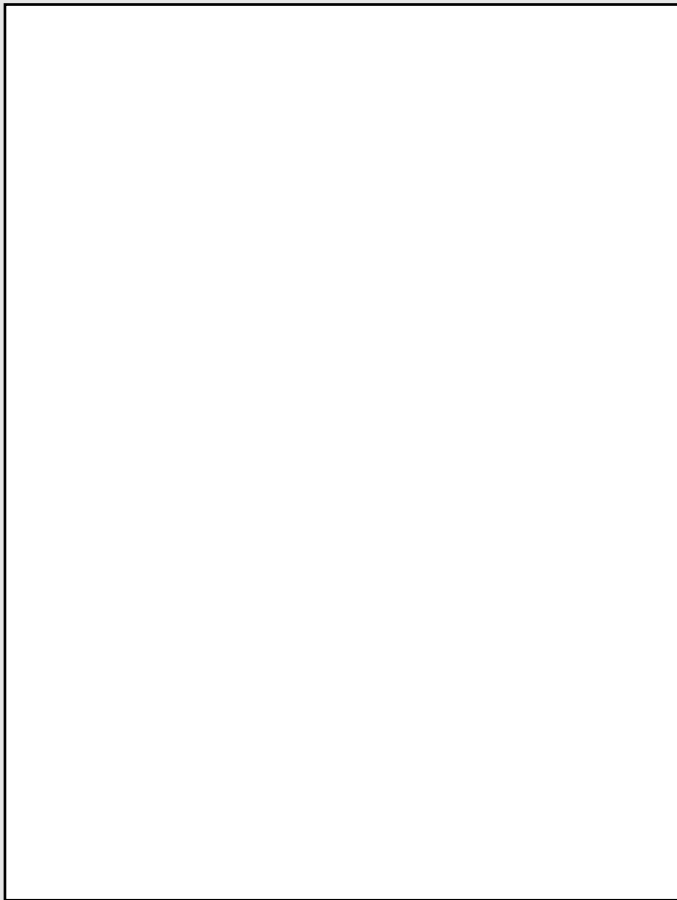
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STANDARDS: State Content Standards, Common Core, Competency Standards (Include Number and Text of the Appropriate Standard)

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OBJECTIVES: Clear, Specific, Measurable, Aligned to Content Standards, Student-Friendly

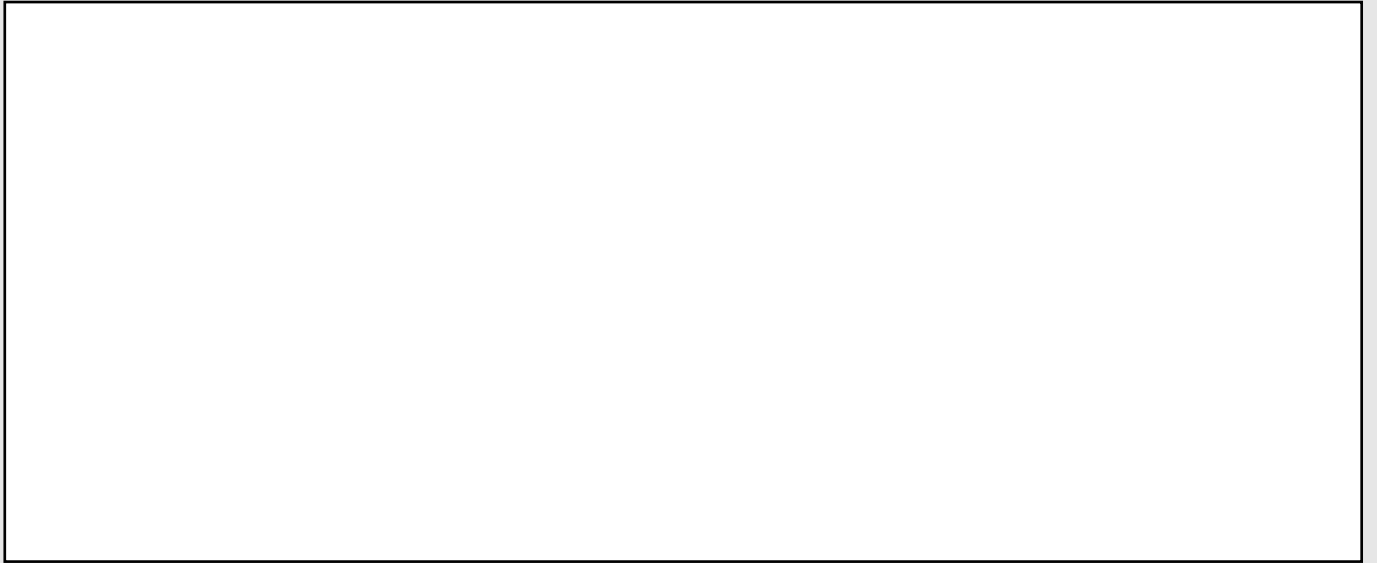
**ASSESSMENT/EVALUATION: Aligned with Lesson Objective and Standard, Formative, Summative, Performance Based, Formal/Informal
Used to Monitor Student Learning, Evaluation Criteria, Periodic check for Understanding, How will Data be Collected and Recorded, Plans for Re-Teaching (Include Type of Assessment and What is being Assessed)**



LEARNING TARGETS: Student Friendly Language, I Can Statements (Not Activities)



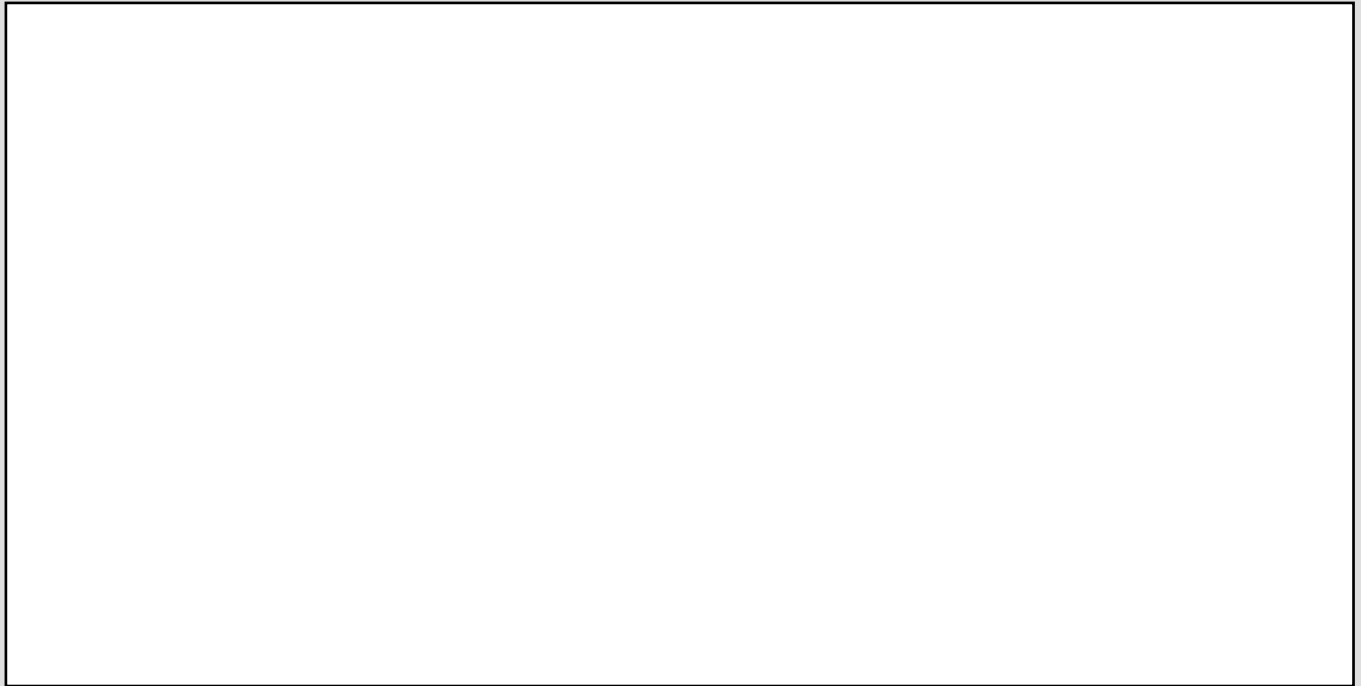
ACTIVATING STRATEGY: Set/Hook/Advance Organizer, Multiple Ways to Engage Students, Motivator, Essential Question, Connection to Prior Knowledge, Promotes Curiosity



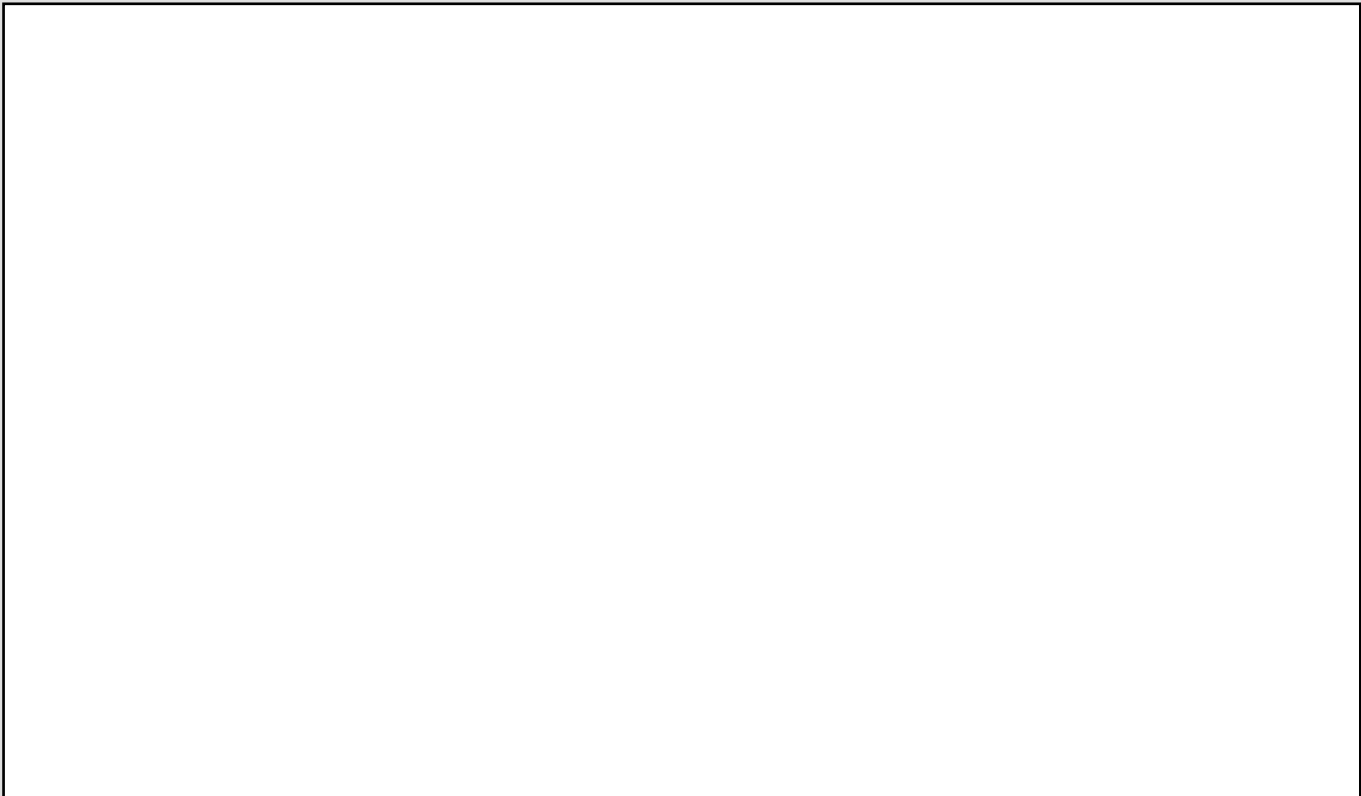
INSTRUCTION: Strategies, Learning Tasks, Big Ideas, Procedures, Sequence, Higher-Order Questioning, Differentiation, Active Student Participation, Guided and Independent Practice, Descriptive Academic Feedback, Academic Language, Modeling, Problem Solving, Based on Data and Teacher Knowledge of Students




MODIFICATIONS/GROUPING: Accommodations, Modifications, Support for Diverse Student Learning Needs, Interventions, Extensions, ELL, IEP, 504, Differentiation, Teacher Knowledge Of Students



MATERIALS/RESOURCES/TECHNOLOGY: Key Instructional Resources and Materials to Engage Students in Learning, Aligned with Lesson Objectives and Standards, How Materials will Support Differentiation



CLOSURE: Review, Final Check for Understanding, Renaming Objectives and Learning Targets, Student Reflection, Students Assess their Own Performance



REFLECTION: Submitted after lesson. Consider the feedback from your mentor teacher and your own reflections. What would you change about the lesson? What would you keep the same? Based on this lesson and your feedback, what are your plans moving forward?

