Instructional Planning and Preparation
## Basic Components of a Lesson Plan

### Grade Level

<table>
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<tr>
<th>Objective of Learning Experience in terms of outcomes for students. What will students learn? What are your goals for the students’ learning?</th>
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### Standards/Core this lesson addresses

Alaska Content Standards Website:  
[www.educ.state.ak.us/contentstandards/home.html](http://www.educ.state.ak.us/contentstandards/home.html)

<table>
<thead>
<tr>
<th>Assessment by teacher to determine if objectives have been realized. How will you know if students met your purpose? What will you look for in the students behavior?</th>
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### Materials to be used in the lesson

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### Teaching/Learning Activities. How will learning be guided, supported, facilitated? Such as stating purpose, creating curiosity, exploring existing knowledge, demonstration/instruction, involvement/activity, closing/summary of learning.

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### Adaptations. How will students with specific disabilities be fully included in all activities related to this lesson? What cultural adaptations will you make.

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### Reflection

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## Lesson Plan Rubric

<table>
<thead>
<tr>
<th></th>
<th>Developing</th>
<th>Acceptable</th>
<th>Optimum</th>
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</thead>
<tbody>
<tr>
<td><strong>Quality of Lesson Plan</strong></td>
<td>The way lesson demonstrates the assigned strategy lacks clarity. Directions in assignment are not followed. Lesson plan needs more detail or organization. Lesson is clearly taken from teacher, internet or commercial resource. Lesson lacks relevance to student interest.</td>
<td>Demonstrates the ability to design literacy instruction effectively. Demonstrates understanding of the principles or concepts of the teaching technique assigned. Lesson plan is clear.</td>
<td>Demonstrates the ability to design literacy instruction highly effectively. Demonstrates a full understanding of the teaching strategy assigned. Lesson is well organized. Content is original and creative. Student learning is designed to be relevant and engaging.</td>
</tr>
<tr>
<td><strong>Quality of Lesson as conducted</strong></td>
<td>Lesson taught without consideration for assessment of student learning. Lesson does not follow lesson plan and no explanation given in reflection.</td>
<td>Demonstrates the ability to teach and assess lesson effectively. Assessment allows for analysis and reflection.</td>
<td>Demonstrates the ability to teach and assess lesson highly effectively. Lesson is conducted so that students are engaged and learn. Assessment generates information for thorough reflection.</td>
</tr>
<tr>
<td><strong>Adaptation for individual needs</strong></td>
<td>Lesson activities are generally uniform for all students. No variation evident.</td>
<td>Some adaptation is evident. Explanation in reflection clearly demonstrates understanding of or of adaptation for individual needs.</td>
<td>Adaptation is clearly demonstrated. Reflection discussion goes into detail about several considerations listed (cognitive &amp; dev. levels, cult &amp; ind. learning styles, lang background, etc.)</td>
</tr>
<tr>
<td><strong>Impact on student learning</strong></td>
<td>Lesson presentation was intern's focus without consideration of student's learning. No discussion of impact on student learning.</td>
<td>Has a general idea of student achievement of objective, but states too generally to reflect thorough knowledge.</td>
<td>Can show evidence of the intern's impact on student achievement as a result of this lesson.</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Stated expectations for student achievement are fuzzy.</td>
<td>Outlines expectations in lesson plan and communicates them to students.</td>
<td>Clearly outlines expectations in lesson plan and communicates them to students.</td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td>Activity requires little thinking and/or problem solving.</td>
<td>Makes some attempt to integrate critical thinking and/or problem solving in the activity.</td>
<td>Integrates critical thinking and/or problem solving in the activity and clearly identifies it as such.</td>
</tr>
<tr>
<td><strong>Reflection / Self-Analysis</strong></td>
<td>Analysis of lesson weak. Link between theory and practice does not reflect knowledge gained in coursework. Reflection does not include adaptation, impact, communication, and/or critical thinking.</td>
<td>Analyzes lesson and demonstrates knowledge of coursework in evaluating self. Reflection of adaptation, impact, communication, and/or critical thinking is not well developed or convincing.</td>
<td>Analyzes lesson with critical eye. Is honest and clearly demonstrates knowledge of coursework in evaluating self, including adaptation, impact, communication, and/or critical thinking.</td>
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</table>
Lesson Reflection:

A reflection includes the following information:

1) Describe what happened in the lesson (include size of group, level, student response, etc.) in enough detail to make the interactions of your lesson clearly demonstrate that you understood the elements of the teaching strategy.

2) How did you adapt instruction in terms of individual cognitive and developmental levels, variations in cultural and individual learning styles, language background, and special strengths and weaknesses? How would you do so in the future?

3) Did the students meet the objectives of the lesson? How do you know? What impact did you have on student learning? How do you know?

4) How clearly did you communicate your expectations and challenging standards? How did you integrate critical thinking and problem solving into the activity?

5) What would you change to improve the lesson the next time?
Exit Portfolio
Knowledge Statement

CONTENT AREAS:
   Literacy -- Reading and Writing       The Arts
   Math                               Health and P.E.
   Social Studies                     Technology
   Science

Approximately three to six pages

1. Review basic concepts of the subject
   → Content concepts—what basic conceptual areas should be covered in this content area?
      Demonstrate your knowledge of this content.

   → Learning/instructional concepts—how is subject best learned/taught?
      Reflect your knowledge about the way the subject may be taught. Reflect your
      knowledge – at this point – of ways to implement
      Types of pedagogical approach (inquiry, discussion, directed, etc.)
      Types of materials
      Types of instructional groupings
      (You should cover the basic approaches suggested in the field. If you do not agree with
      something, discuss it in terms of why you would not use it.)

   → How the learning should be assessed, both in terms of formative and summative
      assessment.

Relate to local, state and national standards

2. Use examples to demonstrate your ideas.
   Anyone can make general statements. By using specific examples of what you have done, or
   might do, you show that you know how to apply your knowledge to make it work.

   You may also want to include:
   How do multicultural issues relate to teaching this subject (gender, ethnicity, special needs,
   etc.) How will you differentiate?
   How does technology relate to teaching this discipline?
   How will you relate to general learning principles of:
      Relevance/real world, background knowledge, practice, risk-taking, models, context,
      purpose, critical thinking or problem solving
   Is there a role that parents should play in this instruction?
Observation Form A

Elementary MAT
Observation Form
Building Community:
Teacher-Student Relationships
Student-Student Relationships

Grade level:

Before school begins:
Children ?
Parents & Families ?

First day:
Greetings:
(Where? What said? How said? Etc.)

Procedures / routines introduced:

Introductory activities
Relieving anxiety --students / parents
Familiarity student to student

Developing sense of belonging(in addition to anything else above):
Observation Form A

Other
Observation Form B

Elementary MAT
Observation Form
Building Community:
Teacher-Student Relationships
Student-Student Relationships

Grade level:

First week:
Familiarity of student to student:

Familiarity with routines/ procedures:

Developing sense of belonging

Support for Parents & Families
Parent resource books by door
Parent volunteer sign up sheets
Teacher interaction before/after school

Teacher assessment of student’s:
cognitive level
Observation Form B

Teacher assessment of student’s:
  personality/ maturity level

learning style

other

Other observations:
Observation Form C

Elementary MAT
Observation Form
Classroom Environment

Grade Level:

Sketch of furniture design in classroom:

Where do students store belongings?

How are supplies stored / accessed?

Where are the “meeting” areas?

Where are computers placed (students’ and teacher’s)?

Bulletin boards / things on walls:
How do they draw students in to learn?
How do they summarize information for future reference?

How does env. ensure ease of movement / traffic patterns?

General feeling about the room environment:
(In what ways are learning motivated? i.e. soft/hard; open/closed)
Observation Form C

Lighting

Use of Color

Use of music:

What does this environmental design suggest about the teacher’s approach?
Observation Form C

Other observations:
Observation Form E

**Elementary MAT**
Observation Form

*Building Community:*
  - Teacher-Student Relationships
  - Student-Student Relationships

Grade level:

Familiarity of student to student:

Familiarity with routines/ procedures:

Developing sense of belonging

Support for Parents & Families
Observation Form E

Teacher assessment of
cognitive level

Teacher assessment of:
  personality/ maturity level

learning style

other

Other observations:
Observation Form G

Elementary MAT
General Lesson Plan
Observation Form

Topic:
Grade Level:

INTRO:
Stated objective or purpose--what they will learn:

Hook / Anticipatory Set / Creating curiosity:

Exploration of existing background knowledge:

States expectations for behavior:

BODY OF LESSON:
Exploration of concept
☐ Teacher tells ☐ Teacher-guided discussion ☐ Teacher demonstrates/models
Description:

Directions for Activity/ Written work:

CONCLUSION:
Observation Form G

Summary of learning:
☐ By teacher: ☐ By students:

Directions for transition:

MANAGEMENT (what techniques were used? i.e. counting down, positive noticing, calling names, voice volume, etc.):
Getting attention:

Maintaining attention:

Keeping students on-task during activity:

What did you notice? How was it used?
Voice:
volume:
inflection:
rate:
use of /avoidance of repetitive expressions:
amount of talk:
Hand gestures:
Eye contact:

Use of children’s names:
Observation Form G

Body Posture

Body placement in room

Pacing

Other:
Observation Form H

Elementary MAT
Language of the Lesson
Observation Form

Topic:
Grade Level:

Quantity of what is said:

Particular ways an idea is expressed:

Ways behavioral expectations are phrased:

Examples of language to express positive response:

Examples of language to express negative response or indicate need for change:
Observation Form D

Elementary MAT
Observation Form
Students

(Do at end of each day)

List as many names from memory as you can:

What do you know about a student (individual observation):
Interests / Previous experiences / Friends / Siblings / Current activities outside of school /

Student 1:

Student 2:

Student 3:

Student 4:

Student 5:
Observation Form D

Student 6: