

Lesson Plan Template- (edTPA) and Course Expectations

The **Lesson Plan** is the **Learning Objective**

(The **Central Focus** is used on elementary edTPA; the **Learning Goal** is used on the Spec Ed edTPA)

Central focus: What are you teaching? What is the purpose? How do the standards you chose apply to a learning strategy being used?

Objective- needs t be aligned and measurable. You cannot measure “learn”

If an **IEP goal** is to improve reading comprehension, **the Learning Goal** connects the IEP with the objective.

e.g. **A Learning Goal** might be to increase mastery on answering “wh” questions. This is also a reading comprehension skill. It is more nuanced than the IEP goal.

e.g. **IEP goal** says Students will increase reading skills

(TPA says) “Student will improve reading comprehension

Identify who the characters are in the book

Where do the characters live?

Who and where or what are they doing?

(TPA says) student will increase sight vocabulary

Student will learn five words

Student will learn five other sight words

Student will be able to use all ten sight words in sentences.

Standard: Only refer to one standard and it should be aligned with the IEP goal and learning goal (central focus)

Learning Objective and Language Demands- (critical for TPA.)

- **Three lessons** must have L.O.s which are aligned with each other and the Learning Goal.
 - E.g. **SWBAT** answer “what” questions; **SWBAT** answer “who” questions; **SWBAT** “where” questions.
 - **Or SWBAT** answer “who and “what” questions; **SWBAT** to answer “where” and “why” questions”; **SWBAT** to answer “who”. “what”, “where” and “why” questions.

Goals- Build on prior knowledge;

- lesson two builds on lesson 1;

- lesson 3 builds on lessons one and two.
- Use verbs that indicate measurability, e.g. list, define (NOT SWBAT “understand”)

Language Demand: e.g. vocabulary words, syntax, teacher discourse (modeling), expressive language. Pick one. E.g. Using “who” and “what” in a discussion (**NOT** writing for this lesson)

Key Vocabulary- e.g. “who”, “what”, “where”, etc.

- SWBAT describe, list, etc. (For the TPA you do not need to list vocab but if you do it, be sure words are about the goal and objective.
- For our class, include words from the literature book you are using.

Resources and Materials- This is critical.

- For our class, attach them to lesson plan.
- (For the TPA it is uploaded at the end. It needs to be detailed and complete because the scorer doesn’t know the quality of the lesson plan without that info.)
- Be very specific!!! Do not be global or generic.

Prior Academic Knowledge and Skills- Introduce the topic to the students. Define terms. Include a pre-lesson activity.

Misconceptions- (this is not on the TPA)

Lesson Plan Details:

- Use bullets and be specific.
- Refer to the materials and resources.
- Use the vocabulary words that you introduced

Guided Practice:

Formative Assessment- How do you assess before, during and after the lesson?

Summative assessment is a document that you grade

(edTPA- they do not use terms “formative” and “summative” but they want to see assessments that are done before, during, and after the lesson.)

- Check for understanding during the lesson.
- **For the TPA,** the pre-assessment validates the need for the objective.
- **For the TPA-** strategies and skills to master for each lesson are in the L.O.

- Assess at the end of each lesson to see how the students did- that is the daily assessment. This will help determine what you will do during the next lesson.
- **Do not** use an Exit Ticket after lesson three because you have no way to show how you will use the assessment for the next lesson.

(Extension: this is not on the TPA)

Accommodations- (This is not on the Spec Ed TPA; it is on the Elementary Ed TPA.)

Rationale-(on the TPA, this is in the **Commentary** NOT in the lesson plan itself.)

You do not need to write the name of a theorist but talk about the theory specifically. Spend less time defining and more time connecting the issues specific to the Focus Learner. Everything is geared to the Focus Learner.

Assessment Guide- (not part of the TPA lessons but is in the Commentary).

1- How is the Learning Goal aligned with the IEP goal? 2- How are the Learning Objectives aligned with the Learning Goal?

Evidence- written in the **Commentary-** this includes the Daily Assessments

Feedback- (on the TPA it is in the **Commentary**). Put comments on the work samples. **MUST** be specific.

(TPA group size-

- Can be 1:1 if you describe why it is relevant. What does the IEP say about the child's needs?
- Small group is optimal
- In the video 50% of the focus is on the Focus Learner.)