

This document is meant to guide you through the process of lesson planning using the student teaching template. This lesson plan should be used when writing daily lesson plans during student teaching.

**Special Notes:**

- The student teaching lesson plan template meets the edTPA specification guidelines of 11-point Arial font with 1-inch margins; do not change the margins or font type or size. You can adjust the columns and rows if needed to maximize space. You can add or delete ‘sections’ in table 1 if you have fewer or more than three objectives, and you can add or delete ‘sections’ in table 4 if you have fewer or more than five LXs. You can also delete boxes you do not feel are relevant for the lesson or learning experience; but be careful not to eliminate important information that you could use as evidence when writing to the prompts.
- The edTPA learning segment must be 3-5 lessons. Each lesson has a 4-page limit. You will submit the lessons for the learning segment as one document that is no more than 20 pages (e.g., 5 lessons = 20 pgs.; 3 lessons = 12 pgs.). Include page numbers, lesson label, and begin each lesson at the top of a page.

**This lesson plan support document is organized** based on the tables in the lesson plan template – in the order they appear on the lesson plan template. Remember lesson planning is not a linear process and it will be necessary to plan parts of table 4 before you are able to plan tables 2 and 3. In this document I have reproduced each table and provided definitions, simple directions and helpful information right in the table (see the purple asterisks\*). I have also included a simple example (see green – for example) of what the table could look like; I did this so you could see the ‘mechanics’ of how to fill in the table. My examples are merely examples to provide you with a visual. Your completed tables may or may not look like my example, depending on the grade, students, content, and timing.

The first box at the top of the lesson plan (i.e., lesson plan label) is used to identify the lesson number within the learning segment, the central focus, grade level, and number of students.

<b>Central Focus</b>	*Lesson #: central focus, grade, number of students
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**For example:**

<b>Central Focus</b>	<b>Lesson 1:</b> maintaining rhythm and movement pattern, 7 <sup>th</sup> grade, 32 students
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**Table 1: Learning Targets and Assessment Plans**

<b>Table 1: Learning Targets and Assessment Plans</b>	
<b>State Standard-Benchmark</b>	*Include the benchmark number and write out the entire benchmark
<b>Objective</b>	<p>*Include a complete, clear objective (3 Cs).</p> <p>*Some objectives may span across multiple lessons; or objectives may be progressive from one lesson to another by changing the condition, so it is more complex or demanding, adding to the content, or increasing the level of expectation of the criterion.</p> <p>*Remember, objectives guide all planning, instruction, and assessment choices, and are written for the teacher to ensure alignment throughout one lesson, across multiple lessons, and within a long-term plan (i.e., unit plan).</p>

<b>Domain/s</b>		<p>*Name and bold the domain and identify the domain-specific learning focus; identify the domains in the order of priority for this objective.</p> <p>*Remember, this box is directly related to the objective (see box directly above) and to any learning experiences aligned to this objective; which means you will come back to this box after planning the rest of the lesson plan.</p> <p>*<u>Special note</u>: It is important for physical educators to always consider how we are planning to foster learning in the domains; however, it does not ‘literally’ need to go on the lesson plan as long as it is intentionally thought about during the lesson planning process. I suggest keeping this box during the lesson planning process, so you have a reminder about how you planned for the domains when you are writing the commentary, but then remove this row if you need the extra space based on the 4-page limit/lesson plan. If you have adequate space leave the row here.</p>	
<b>Learning Target</b>		<p>*Write an “I Can’ statement for the lesson using student-friendly language</p> <p>*Learning targets are NOT the same as an objective. Learning targets guide learning, whereas objectives guide instruction; learning targets are designed for (and sometimes with) the students, whereas objectives are designed for the teacher.</p> <p>*Learning targets use student-friendly, developmentally appropriate language. They describe lesson-sized chunks of content (knowledge and/or skills), are written from the students’ point of view, are shared with the students, and referred to throughout the lesson implementation.</p>	
<b>Assessment/s</b>		<p>*Identify the use of informal or formal (and/or formative or summative) assessment; identify <u>what</u> is being assessed; identify <u>how</u> it will be assessed; and identify the <u>tool</u> that will be used when assessing.</p> <p>*<u>Special note</u>: for the edTPA learning segment you should use a coding system in this box (e.g., assessment 1.1 would mean the first assessment used in lesson plan #1). This code will direct the reader to the assessment, which you will include as part of task 1. There is an unlimited number of pages allowed for assessment documents per lesson plan. Using a coding system reduces the information needed in this box.</p>	
<b>Common Errors</b>		<p>*Describe the common errors typically made with the content and criteria identified in the objective (i.e., errors that can be anticipated based on what you know about your students).</p> <p>*Common errors are based on the whole class, or when relevant, based on the specific needs of an individual student or small group of students.</p>	
<b>Learning Supports</b>	<b>Whole Class</b>	<p>*Describe strategies you will implement in the lesson – during various LXs – that are meant to decrease the chance of these errors occurring; or to assist students when the errors do occur. <u>Suggestion</u>: When there are multiple common errors that are each supported with different strategies it is useful to number the error and support; when the errors can be supported with a similar strategy numbering is not necessary.</p>	
	<b>Target Student [TS]</b>	<b>TS A:</b>	<p>*Based on each student’s needs (as identified in the Context for Learning), identify ‘targeted supports;’ when the supports are the same as the whole class supports write ‘see whole class supports;’ remember these supports are directly aligned to the content and criteria in the objective, and to the common errors.</p>
		<b>TS B:</b>	
		<b>TS C:</b>	

**Table 1: Example** – Pay attention to how I used **bold**, underline, *italics* and other markings; these help the reader better understand and ‘see’ the plan – but are not necessary; it also helps you organize, visualize and differentiate the sections more clearly.

For this lesson assume target student A (TS-A) has a sensory processing disorder; TS-B has been in dance since he was 3 years old; and TS-C experiences anxiety in movement-based situations.

<b>Table 1: Learning Targets and Assessment Plans</b>	
<b>State Standard-Benchmark</b>	<u>7.1.1.4</u> : demonstrate correct rhythm and pattern for two of the following dance forms: fold, social, creative, line and world dance
<b>Objective</b>	Using moderate tempo music, TSW perform the eight-count East Coast swing dance step, CB/moving fluidly and remaining on rhythm for six consecutive phrases.
<b>Domain/s</b>	<b>psychomotor</b> : perform a rhymical movement pattern <b>cognitive</b> : recall and apply the eight-count swing footwork
<b>Learning Target</b>	<i>I can stay on beat when performing the East Coast swing without a partner</i>
<b>Assessment/s</b>	<b>Informal formative self and peer assessment</b> : students will video tape one another; they will watch the video and count the consecutive patterns they remained on beat using a rhythm tracker sheet (see assessment 1.1)  <b>Informal teacher observation</b> of student’s ability to do the pattern on beat; keep track of students who pick it up quickly, those who struggle, and those who appear inhibited or self-conscious.
<b>Common Errors</b>	1) not stepping on the ‘and’ during the 1 and 2, 3 and 4; 2) not shifting weight back then forward on counts 5 and 6; too upright and stiff
<b>Learning Supports</b>	<b>Whole Class</b> 1) start with a single step and progress to the triple step; 2) use the cue – 1&2, 3&4, <i>baaack</i> ... together; or the cue – 1,2,3–4,5,6–7-8
	<b>Target Student [TS]</b> <b>TS A:</b> position away from the speaker and monitor volume of the music
	<b>TS B:</b> instead of the triple steps have him do double kicks
	<b>TS C:</b> Every activity in this lesson will be done individually in personal space; when we video tape I will place her with a pre-planned partner/group

**Table 2: Academic Language Demands and Supports:** complete this table after planning Table 4

<b>Table 2: Academic Language Demand</b>	<b>Language Demand Support</b>
<b>Function:</b>  *Identify the primary language function(s) for the lesson; or the highest level of cognitive processing required by the students in this lesson.	*Describe strategies you will implement in the lesson to help students achieve the language function.
<b>Vocabulary:</b>  *List the vocab. you will use, and the vocab. students must understand and use to accomplish the function; in some cases, you may want to include the student-friendly definitions for this vocabulary.	*Describe strategies you will implement in the lesson to help students understand and use the vocabulary.  *If you plan to use instructional materials to communicate the vocabulary you can use a coding system, similar to the one used in the assessment box in table 1 (e.g., instructional material 1.1, refers to the first instructional material used in lesson 1. There is a 5-page limit per lesson for instructional materials included in the edTPA learning segment.

<p><b>Syntax:</b></p> <p>*Identify the syntax that will be communicated through the various forms of discourse.</p> <p>*Remember <u>discourse</u> is how we communicate (e.g., verbal, written, physical modeling, use of technology); and <u>syntax</u> is what we communicate (e.g., cue phrases, images and words on a task card, instructional information on a power point, the movement processes used during a physical demonstration).</p>	<p>*Describe strategies you will implement in the lesson to help students understand and use the syntax (and discourse); including how you will support student use of the language with one another.</p>
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Special Notes:

- If a target student requires a specific language support for any of the demands, you can indicate that in this box too; or you can include it in table 4 'learning supports.'
- Remember we often support language by using multiple forms of discourse to communicate the same information (e.g., using verbal cues during a demonstration; using a visual on a projector when verbally cueing; using images on task cards that students read out loud with one another).

**Table 2: Example** – the information in blue is provided for you to help you see the way discourse is used to support the use of each language demand; this information would not have to be included on the LP, but it helps to think about it so you can use this information when writing to prompt 4 in task 1.

Table 2: Academic Language Demand	Language Demand Support
<p><b>Function:</b> Apply the 8-count East Coast Swing pattern</p>	<p>Show a video of the dance at start of class; use student volunteers as models placed strategically throughout the space; and teach students to say the steps out-loud when moving.</p> <p>*visual, physical, and verbal discourse</p>
<p><b>Vocabulary:</b> triple step; rocker step; single step; chasse</p>	<p>Model each term as part of the movement pattern while using verbal cues; and check for understanding by having students show each step when the term is used by teacher or peer</p> <p>*physical and verbal discourse</p>
<p><b>Syntax:</b> 1&amp;2, 3&amp;4, 5, 6: triple step, triple step, rocker step; chasse – 1,2,3 - 4,5,6 - 7 – 8</p>	<p>cue the using various methods – physical gestures, saying the counts, saying the steps</p> <p>*physical and verbal discourse</p>

**Table 3: Preparing the Environment** - Consider class size, student development, and learning needs when choosing equipment, materials and organization. Complete this table after/while planning Table 4.

Table 3: Planning the Environment	
<p><b>Equipment and Materials</b></p>	<p>*Include quantity and when relevant quality (e.g., size, color).</p>

<b>Preparing the Environment</b>	<p>*Describe what the gym or space will look like ‘before’ the students arrive; identify where will you place the equipment and material listed above.</p> <p>*It can be very useful to draw a diagram of the gym and include it as instructional materials.</p> <p>*Remember for the edTPA learning segment you can use a code to identify instructional materials (e.g., instructional material 1.2, refers to the 2<sup>nd</sup> instructional material used in the 1<sup>st</sup> lesson). If you use create a diagram, you could simply write – see instructional material 1.2 – in this box, which will save space.</p>
<b>Physical Safety Supports</b>	<p>*Describe the strategies you will put into to place during the lesson that will decrease possible <i>physical safety issues</i>.</p> <p>*To fill in the safety supports boxes you must <i>consider</i> the activities, task structure and organization planned in table 4, <i>anticipate</i> safety concerns that could arise, and <i>determine</i> strategies to avoid or limit the occurrence of these safety concerns</p>
<b>Emotional Safety Supports</b>	<p>*Identify the strategies you will put into to place during the lesson that will decrease possible <i>emotional safety issues</i>; also refer to note directly above.</p>

**Table 3: Example**

<b>Table 3: Planning the Environment</b>	
<b>Equipment and Materials</b>	Sound system, swing music, 12 iPads, 32 copies of assessment 1.1 and markers
<b>Preparing the Environment</b>	See instructional material 1.2 for a diagram of the space organization
<b>Physical Safety Supports</b>	Monitor spacing between students
<b>Emotional Safety Supports</b>	<p>-activities will be done individually – using slow to moderate tempo music</p> <p>-when asking students to physically and verbally show the pattern to their peers, I will use a system that allows choice of <u>if and when</u> they choose to share [see table 4, learning experience 1, activity box for a description of this strategy]</p> <p>-include a <u>sharing greatest challenge and success</u> activity to highlight how everyone has difficulties and we can provide and receive help from others</p>

**Table 4: Progression of Learning Experiences and Use of Instructional Strategies**

<b>Table 4: Progression of Learning Experiences and Use of Instructional Strategies</b>	
<b>Transition Plans</b>	<p>*Include what you will say and do; and what students will do, where they go, and what they get/put away/organize.</p> <p>*Consider students, space and stuff when planning the transition into the class and from one activity to another.</p> <p>*Don't use this box for planning the introduction or debriefing for the activity; use it for planning the transition; include all learning/instructional information in the activity box.</p>

<p><b>Activity #1</b></p> <p>-type of LX + content</p> <p>*identify the type of LX(s) and the content taught using that type of LX</p> <p>-X# min. *estimate the time</p>	<p>*Name the <b>activity</b>, identify the <b>task structure</b> and describe what students will do in the activity - explicitly include the planned <b>extensions</b> for the activity.</p> <p>*Identify what you will do and say, and some of what they will say <u>as the activity starts and as it progresses.</u></p> <p>*Consider what you will do as students are engaged in the activity.</p> <p>*Consider what you will do in the middle of the activity or near the end of the activity <u>to engage students in learning, to create relevance and meaning, to monitor and support learning.</u></p> <p>*Identify what students will do as the activity progresses.</p> <p>*Explicitly include the <u>extensions</u> as you progressively plan the activity.</p> <p>*Extensions are not the same as adaptations or modifications; extensions are planned strategies to change or vary the task and are used to extend learning, maintain focus, provide high level of repetition within varying situations.</p>
<p><b>Cues</b></p>	<p>*Identify the cues to be used to focus attention onto the desired learning.</p>
<p><b>Questioning Plans</b></p>	<p>*Literally write the questions you plan to use in this specific learning experience; and describe the way you will question and how you will have students respond.</p> <p>*Reserve this box for higher level thinking questions used to extend or connect learning, and/or to integrate or encourage thinking beyond the lesson into 'real life.'</p>
<p><b>Assessment</b></p>	<p>*Indicate the type of assessment (formal or informal) and who is doing the assessment (teacher, peer, self).</p> <p>*Identify what is being assessed.</p> <p>*When the learning is cognitive and/or affective identify the verb (i.e., language function) being assessed.</p> <p>*When writing lesson plans for the edTPA learning segment direct the reader to the actual assessment materials included in task 1 (e.g., see assessment 1.1 [which refers to the first planned assessment in lesson plan 1]).</p> <p>*If not already obvious, include what/where you will focus your attention to determine feedback (i.e., feedback focus).</p>
<p><b>Learning Supports</b></p>	<p>*Include supports for whole class and when warranted label and describe specific adaptations or modifications to be used in this LX for individual target students.</p>

**Table 4: Example** – Learning Experience #1 only – some of what I write (see blue) is for you & would not be included in the actual lesson plan; I share it so you can understand why I do certain plan

<b>Table 4: Progression of Learning Experiences and Use of Instructional Strategies</b>	
<b>Transition Plans</b>	Students enter the gym and sit in home spots in front of the projector
<b>Activity #1</b>  -inform East Coast Swing; inform and refine counting the beat  -15 min.	<p><u>Introduce East Coast Swing</u>: Read the learning target to the class and ask if any of them have ever seen or participated in swing dance. I will say: <i>There are many different kinds of swing dances. Today we are going to learn the East Coast swing which is also called the jitterbug. This dance started a long time ago in the 1940s.</i></p> <p>Show video and ask students to pay attention to the footwork while I clap and count the beat; then invite students (Ss) to clap and count with me.</p> <p><u>Individual Practice Finding the Beat and doing the Pattern</u>: ask Ss to stand up in personal space, play a slow tempo swing dance song as students count the beat with the teacher; ask them to watch my footwork, then invite Ss to join as they feel comfortable. As they are counting and practicing the footwork, I will randomly ask specific groups of students (e.g., anyone who has a dog, or anyone who has an older sister) to show the step as the rest of the class counts; sharing will be very short and then everyone will go again.</p> <p><i>*This allows choice in terms of <u>if and when</u> a student feels comfortable sharing, because the categories are not ‘externally’ visible to others. Having students share can be a way to add fun to the class and to show how it is OK to not be perfect and to have fun while dancing, which may encourage others to be more willing to share while not requiring anyone to share; this supports emotional safety. Student modeling (or like-skilled models) is also supported by research – see your PESS 300 resources about motor learning.</i></p> <p><u>Extension</u>: transition to using a moderate tempo song and continue the activity</p>
<b>Cues</b>	1&2, 3&4, 5, 6; or triple, triple, rocker; or 1,2,3 - 4,5,6 - 7 - 8
<b>Questioning Plans</b>	<p>Ask them to silently rate their comfort level on a scale of 1-5 and to think about the part of the dance pattern they found the most success and the most challenging. Ask for volunteers to verbally and/or physically share; ask those who were successful to share what they did to be successful.</p> <p><i>*This is used to support emotional safety. It will allow students to see who struggled with the same things they struggled with. It will also be a way to have students help one another by sharing ways they were successful with various parts of the movement pattern. Since it is by volunteer only they don’t have to share but still benefit from others sharing.</i></p>
<b>Assessment</b>	informal teacher observation of students’ ability to find the beat and match it to the steps; corrective feedback will be provided through physical modeling and counting the beat
<b>Learning Supports</b>	<p>-show the video to introduce the dance visually; count and clap the beat as Ss watch the video; as I model direct their attention to my feet; and use a slow tempo song</p> <p><b>TS-A</b>: position her away from sound source, monitor volume of the clapping and counting <b>TS-C</b>: allow her to move where she feels the most comfortable when practicing</p>

*I am going to stop this example here but there would be 2 additional LXs as the lesson progressed:*

LX 2 – Refining pattern and beat: I would create groups of 3-4 (groups would be pre-planned, and if I anticipated issues, I would talk to students in advance about working with specific peers). They would get to choose between three different songs. They would video tape one another using the iPads, and then each student would analyze themselves using a beat tracker sheet (assessment 1.1) to record how many patterns they could do in a row while staying on beat; they would identify problem areas and create a goal for the next class (assessment 1.2). I would move from group to group observing ability to do the pattern on beat; I would intentionally keep track of those who picked it up easily and provide a challenge, those who struggled and provide supports, and those who seemed inhibited or were not engaged and provide supports and encouragement.

LX 3 – Closure LX – informing working with a partner: I would end the lesson with an interactive conversation about dancing with a partner, the roles of leader and follower, and how we can make sure everyone feels safe in class. I would remind them to practice at home. \*I would not have had them change for class, and therefore we would have a bit longer class than normally.