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| **Teacher Candidate:**  **Grade Level:**  **Date:**  **Unit/Subject:**  **Instructional Plan Title** | | 4THNovember 15, 2017 Mini Lesson /ELA | | |
| **I. Planning** | | | | |
| **Lesson summary and focus**: | *In a few sentences, summarize this lesson, identifying the central focus based on the content/skills you are teaching.* | | | |
| **Classroom and student factors**: | *Describe the important classroom factors (demographics and environment) and student factors (IEPs, 504s, ELLs, non-labeled challenged students), and the impact of those factors on planning, teaching and assessing students to facilitate learning for all students.* | | | |
| **National / State Learning Standards:** | *Identify the relevant grade level standard(s), including the strand, cluster, and standard(s) by number* ***and*** *its text.* | | | |
| **Specific learning target(s) / objectives:**  *Specify exactly what the students will be able to do after the standards-based lesson.* | | | **Teaching notes:**  *Clarify where this lesson falls within a unit of study.* | |
| **Agenda:**  *Identify the (1) opening of the lesson; (2) learning and teaching activities; and (3) closure that you can post as an agenda for the students that includes the approximate time for each segment.* | | | **Formative assessment:**  *Identify the process and how you will measure the progress toward mastery of learning target(s).* | |
| **Academic Language:** | ***Key vocabulary:***  *Include the**content-specific terms you need to teach and how you will teach students that vocabulary in the lesson.* | | ***Function:***  *Clarify**the purpose the language is intended to achieve within each subject area. Functions often consist of the verbs found in the standards and learning goal statements. How will your students demonstrate their understanding?* | ***Form:***  *Describe the* *structures or ways of organizing language to serve a particular function within each subject area.*  *What kinds of structures will you implement so that your students might demonstrate their depth of understanding?* |
| **Instructional Materials, Equipment and Technology:** | *List ALL materials, equipment and technology the teacher* ***and*** *students will use during the lesson. Add or attach copies of ALL printed and online materials at the end of this template. Be sure to address how you will teach the students to use the technology in Section II. INSTRUCTION.* | | | |
| **Grouping:** | *Identify grouping strategies that will support your students’ learning needs.* | | | |

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| **II. Instruction** | | | |
| **A. Opening** | | | |
| **Prior knowledge connection:** | *Identify how this lesson connects to previous lessons / learning (prior knowledge of students) and students’ lives.* | | |
| **Anticipatory set:** | *Identify how this lesson is meaningful to the students and connects to their lives*. | | |
| **B. Learning and Teaching Activities (Teaching and Guided Practice):** | | | |
| **I Do** | | **Students Do** | **Differentiation** |
| *Your “I Do” instructional procedures should include:*  *The teaching strategy you will use to teach each step that includes modeling and formative assessment;*  *transition statements you will make throughout your lesson and essential questions you will ask; and academic language of vocabulary, function, and form.*  *Script detailed, step-by-step instructions on how you will implement the instructional plan.*  *Use a numbered list of each step;*  *bold every example of modeling;*  *italicize every formative assessment.* | | *Your “Students Do” procedures should describe exactly what students will do during the lesson that corresponds to each step of the “I Do.”*  *Please use a corresponding numbered list.* | *Describe methods of differentiation, including accommodation or differentiation strategies for academically, behaviorally and motivationally challenged students.*  *Please use a corresponding numbered list.*  *Also include extension activities: What will students who finish early do?* |

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| **III. ASSESSMENT** | | |
| **Summative Assessment:** | *Include details of any summative assessment as applicable and attach a copy with an answer key. Explain how the summative assessment measures the learning target(s)/objectives. If you do not include a summative assessment, identify how you will measure students’ mastery of the learning target(s)/objectives.* | **Differentiation:**  *Describe methods of differentiation for your summative assessment, including accommodation or differentiation strategies for academically, behaviorally and motivationally challenged students.* |
| **Closure:** | *Explain how students will share what they have learned in the lesson. Identify questions that you can ask students to begin the closure conversation. Identify how students will confirm transfer of the learning target(s)/ objectives to application outside the classroom.* | |
| **Homework:** | *Clearly identify any homework tasks as appropriate. Elaborate whether the homework is drill- or skill-practice-based and explain how the homework assignment supports the learning targets / objectives. Attach any copies of homework.* | |

**Rubric**

**Benchmark - Language Disabilities and Assistive Technology Unit Plan**

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|  | **1 No Evidence 0.00%** | **2 Nominal Evidence 69.00%** | **3 Unacceptable Evidence 74.00%** | **4 Acceptable Evidence 87.00%** | **5 Target Evidence 100.00%** |
| **100.0 %CRITERIA** |  | | | | | |
| **10.0 %Goal Writing COE: D1, C 1.2** | No submission. | IEP goals fail to include the use of low-tech supports and technology in the classroom to facilitate communication with peers and aid in comprehension of content. | IEP goals inadequately include the use of low-tech supports and technology in the classroom to facilitate communication with peers and aid in comprehension of content. | IEP goals adequately include the use of low-tech supports and technology in the classroom to facilitate communication with peers and aid in comprehension of content. | IEP goals skillfully and aptly include the use of low-tech supports and technology in the classroom to facilitate communication with peers and aid in comprehension of content. |  |
| **25.0 %Mini Unit: Content and Differentiation COE: D1, C 3.3** | No submission. | Mini-unit fails to depict an understanding of development and individual differences in response to the needs of the student with exceptionalities. | Mini-unit depicts a lack of understanding of development and individual differences in response to the needs of the student with exceptionalities through inappropriate content. | Mini-unit effectively depicts an understanding of development and individual differences in response to the needs of the student with exceptionalities through appropriate content. | Mini-unit unmistakably depicts an understanding of development and individual differences in response to the needs of the student with exceptionalities through comprehensive, well thought out content. |  |
| **25.0 %Mini Unit: Content and Strategies COE: D5, C 5.4** | No submission. | Mini unit fails to use strategies to enhance language development and communication skills of the individual with exceptionalities. | Mini unit inefficiently uses strategies to enhance language development and communication skills of the individual with exceptionalities with inapt content. | Mini unit sufficiently uses strategies to enhance language development and communication skills of the individual with exceptionalities with appropriate content. | Mini unit adeptly uses strategies to enhance language development and communication skills of the individual with exceptionalities with comprehensive, well thought out content. |  |
| **10.0 %Mini Unit: Assistive Technologies COE: D 5, C 5.3** | No submission. | Mini-unit fails to depict a selection of augmentative and alternative communication system and assistive technologies. | Mini-unit depicts an inappropriate selection of augmentative and alternative communication system and assistive technologies that are ill-suited for the individual with exceptionalities and weakly supports learning goals. | Mini-unit depicts an appropriate selection of augmentative and alternative communication system and assistive technologies that are suited for the individual with exceptionalities and supports learning goals. | Mini-unit depicts a skillful selection of augmentative and alternative communication system and assistive technologies that are well suited for the individual with exceptionalities and strongly supports learning goals. |  |
| **10.0 %Mini Unit: Assessment COE: D 5, C 5.2** | No submission. | Mini-unit pre- and post-assessment items and accommodations for the individual with exceptionalities, fail to evaluate the learning, and are not aligned to the predetermined IEP goals. | Mini-unit pre- and post-assessment items and accommodations are inappropriate for the individual with exceptionalities, weakly evaluate the learning, and are not fully aligned to the predetermined IEP goals. | Mini-unit pre- and post-assessment items and accommodations are appropriate for the individual with exceptionalities, evaluate the learning, and are aligned to the predetermined IEP goals. | Mini-unit pre- and post-assessment items and accommodations are well suited for the individual with exceptionalities, comprehensively evaluate the learning, and are aligned to the predetermined IEP goals. |  |
| **10.0 %Rationale** | No submission. | The rationale fails to support the IEP goals or instructional choices. | The rationale inadequately supports instructional choices and alignment to predetermined IEP goals. Insufficient resources on best practices regarding semantics disorders and the use of assistive technology are used. | The rationale reasonably supports instructional choices and their alignment to predetermined IEP goals. Sufficient resources on best practices regarding semantics disorders and the use of assistive technology generally support the IEP goals and the instructional choices. | The rationale is comprehensive and thoroughly explains instructional choices and their alignment to the predetermined IEP goals. Professional, appropriate resources on best practices regarding semantics disorders and the use of assistive technology strongly support the IEP goals and the instructional choices. |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | No submission. | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Submission contains frequent mechanical and conventional errors or non-relevant language that affects meaning and clarity. | Submission is largely free of mechanical errors, although a few are present. Word choice reflects basic, consistent, appropriate use of practice and topic-related language. | Submission is nearly/ completely free of mechanical errors and has a clear, logical conceptual framework. Word choice reflects well-developed use of practice and topic-related language. |  |
| **5.0 %Research Citations (in-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment and style)** | No submission. | Reference page is present. Citations are inconsistently used. | Reference page is included and lists sources used in the paper. Sources are appropriately documented, although some errors may be present. | Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and citation style is usually correct. | In-text citations and a reference page are complete and correct. The documentation of cited sources is free of error. |  |
| **100 %Total Weightage** |  | | | | |  |