

EDSP4960: FIELD EXPERIENCE IN SPECIAL EDUCATION--FORMAL LESSON PLAN) (Fall)

Title of Lesson:

Subject:

Grade level:

Teacher:

Curriculum Standard(s) Addressed: Identify the standard addressing the skills being taught in the lesson (e.g., SC College and Career-Ready Standards, SC Alternative Standards, Life Centered Education Curriculum Standards, District Curriculum, Occupational Diploma Curriculum, etc.)

Write the Lesson Objective(s): The purpose of a behavioral objective is to COMMUNICATE.

- The objective clarifies the intent of the instruction and how it will be evaluated.
- Behavioral objectives include 4 elements:
 1. **Conditions**—statement that describes the conditions under which the behavior is to be performed; Conditions must describe the task used in the assessment and the discriminative stimulus/prompt (e.g., structured worksheet).
 2. **Learner(s)**—individuals for whom the objective is developed
 3. **Behavioral Verb**—an action word that connotes an observable student behavior
 4. **Criteria**—a statement that specifies how well the student must perform the behavior
- Explain the rationale for teaching this lesson. Describe previous instruction and mastered pre-skills ensuring readiness for instruction to meet this objective.

Teaching Plan for Presenting Instructional Content: Describe the plan the teacher will follow to teach the lesson (e.g., screenplay/scripts; teacher says, does). *The plan must thoroughly describe the structure of the lesson in the phases below. In each phase of the lesson the plan must describe the critical instructional behaviors to be demonstrated by the teacher for students to master the lesson objective 4.0 (SC TS-4.0).*

- **Lesson Opening:** The lesson opening provides a focus for the lesson. During this phase, the teacher states the instructional objective, rationale for the lesson, and references state standards. The teacher engages the interests of students in the content by activating prior knowledge and experience and/or reviews relevant prerequisite skills and expected student behavior specific to the lesson.
- **Presentation/Modeling of New Content/Skill:** During this phase, the plan details *how* the teacher will demonstrate the skill/content for the students. The teacher explicitly shows students the steps, strategies, process, resources, etc. students will use to demonstrate their learning during independent practice. The teacher demonstrates examples (2+) for the students. The teacher self-questions, thinks aloud, and models higher-order thinking, problem solving, and internal summarizing as he/she demonstrates the skill. The teacher maintains student attention and interest in the demonstration with high expectations, interesting content, a perky pace, questioning strategies, signals, etc.
- **Guided Practice:** During this phase, the plan ensures sufficient opportunities for students to practice the skill, receive feedback and question. Guided practice activities include a review and practice of the instructional model and application to other examples and provide the student with multiple opportunities to rehearse the skill and receive feedback (positive acknowledgement and/or correction). The teacher informally assesses student performance during guided practice, considers student-learning differences and makes decisions about whether students are ready for independent practice on the skill/concept. The teacher monitors every student using proximity, repeated practice, questioning strategies, and/or other forms of academic feedback and positive behavior acknowledgement.
- **Independent Practice:** This phase provides an opportunity for students to demonstrate the skill/content taught. Initiate independent practice only after students have demonstrated the skill/content modeled and practiced in the previous phases. *Independent* practice must include an activity to assess each student's *independent* performance and level of mastery of the objective. The teacher uses this phase to evaluate student performance and to make decisions about future lessons or review of content.
- **Structured Closure:** This phase pulls the information together at the end of the lesson. Closure provides a review of the objective. Closure may demonstrate how the skill will be used in real-life applications, be applied in a game-like format, exit tickets, responses to essential questions, etc. Closure connects this skill/content to future lessons and pre-corrects for generalization of the skill.

Standards and Objectives: Describe where and how the curriculum standards and objectives will be connected and referenced throughout the lesson (See SC TS-4.0).

Assessment: Describe how student mastery of the objective will be determined. The teacher must be able to report student performance data during the post-conference (See SC TS-4.0).

Materials and Activities: List the materials/equipment to be used by the teacher to teach this lesson. Explain why you are choosing the activities and materials for this lesson and the students participating in the lesson. Describe how the materials and activities are *specialized* for the learners (See SC TS-4.0).

Motivating Students: Describe how the lesson content is meaningful, personalized, and motivating to the students. Describe how the instructional model, activities, examples, and content engage and encourage curiosity. Indicate where and how student effort will be rewarded in the lesson (See SC TS-4.0).

Questioning: List and explain how a balanced mix of questions will be sequenced throughout the lesson to assess varied levels of learning.

Knowledge of Students: Describe adaptations and/or differentiation made for specific students or groups of students, unusual circumstances, etc. (See SC TS-4.0).

Post-Observation Conference Analysis and Review Form (POCAR): Using your own assessment and the feedback you received during or after your demonstration, develop and write a reflection based on an analysis of the lesson plan including the instructional delivery and outcomes of this lesson. The POCAR must review the implementation of the lesson plan, expected and unexpected reactions and results based on the structure of the lesson and instructional behaviors demonstrated (e.g., teaching behaviors, expected and unexpected student behaviors, behavior management, student performance, etc.). The POCAR should also include a summary of the University Supervisor or Mentor Teacher's critique (at least 3 positive areas and 2 areas of improvement). Finally, the POCAR should address recommendations, enhancements, and improvements for future lesson instruction. To be submitted within 24 hours of the date/time of formal observation.