

Special Education LESSON PLAN

Student Teaching and Graduate Internship

Name:
 School:
 Total Time of Lesson:

Grade/Dept.:
 Date:

Standard 1: Planning and Preparation

Component 1.1: Demonstrating Knowledge of Content & Students

Performance Indicators	Educator Evidence
<p><i>1.1a</i> <i>Knowledge of Content</i> <i>RIPTS 1,2,3,4,5</i> <i>CEC 3</i></p>	<p><u>List</u> important concepts/skills addressed in this lesson: <i>Describe how lesson concepts are related to other disciplines.</i> <i>Describe how lesson concepts are related to pertinent 21st Century Skills (Critical thinking, Communication, Collaboration, Creative problem-solving).</i></p>
<p><i>1.1b</i> <i>Knowledge of Students</i> <i>RIPTS 1,2,3,4,5</i> <i>CEC 1</i></p>	<p>OVERVIEW OF STUDENTS: Give a brief overview of the students involved in the lesson (i.e., student skills, knowledge, interests, communication, sensory challenges, motor considerations, cultural background, specific learning needs, linguistic considerations).</p>

Standard 1: Planning and Preparation

Component 1.2: Establishing Instructional Outcomes

Performance Indicator	Educator Evidence
<p><i>RIPTS 1,2,3,4,5</i> <i>CEC 1,2,3,5</i></p>	<p>INSTRUCTIONAL OUTCOMES</p> <ul style="list-style-type: none"> ● Describe how this lesson is aligned to the classroom SLOs and the district general curriculum. ● Describe how this lesson is aligned to student IEP(s). ● Identify the <u>critical</u> content standards are addressed in this lesson? ● What critical Social Emotional Learning standards (identify one or two) are addressed in this lesson? Describe how you will incorporate these into your lesson.

	<p>LEARNING OUTCOMES FOR INDIVIDUALS/STUDENT GROUPS: Describe the <u>lesson-specific</u> learning objectives for individuals/student groups. Your objectives should be observable, measurable and have a set criterion.</p>
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Standard 1: Planning and Preparation
Component 1.3: Designing Coherent Instruction

Performance Indicators	Educator Evidence
<p><i>1.3.a</i> <i>Learning Activities , Lesson Structure & Content-Related Pedagogy</i></p> <p><i>RIPTS 1,2,3,4,5</i> <i>CEC 1,2,3,5</i></p>	<p>DESCRIPTION OF THE LESSON: Provide a BRIEF overview of the lesson:</p> <p>Identify 2-3 <u>critical evidence-based practices</u> (i.e. collaborative teaching, responsive feedback, modeling, instructional scaffolding, blended learning, digital learning) and/or <u>Special Education High Leverage Practices</u> are identified in this lesson to support student diversity (i.e. special needs and abilities, cultural, linguistic and racial identities?). Describe how you will incorporate these into your lesson.</p>
<p><i>1.3.a</i> <i>Learning Activities , Lesson Structure & Content-Related Pedagogy</i></p> <p><i>RIPTS 1,2,3,4,5</i> <i>CEC 1,2,3,5</i></p>	<p>SUMMARIZE THE LEARNING ACTIVITIES IN THIS LESSON</p> <p>Step 1: Describe Step 1 (__ minutes)</p> <p>Step 2: Describe Step 2 (__ minutes)</p> <p>Step 3: Describe Step 3 (__ minutes)</p> <p>Step 4: Describe Step 4 (__ minutes)</p> <p>How will this lesson schedule be presented to the students?</p>

Performance Indicators	Educator Evidence
<p>1.3.b</p> <p><i>Instructional Materials and Resources</i></p> <p>RIPTS 1,2,3,4,5</p> <p>CEC 1,2,5</p>	<p>INSTRUCTIONAL MATERIALS/RESOURCES/TECHNOLOGY</p> <ul style="list-style-type: none"> • • • <p>Describe how instructional materials and resources consider student abilities, cultural, linguistic and racial identities:</p> <p>Describe any applicable Supplementary Aides and Services from student IEP(s):</p> <p>Describe any applicable Related Services from the student IEP(s):</p>
<p>1.3.c</p> <p><i>Instructional Groups</i></p> <p>RIPTS 1,2,3,4,5,9</p> <p>CEC 1,5</p>	<p>PREREQUISITE SKILLS/STUDENT GROUPS</p> <p>Describe your student groups. Include a brief rationale to justify how groups were selected. (i.e., pre-assessment data, IEP goals, behavioral considerations/FBA data, communication challenges).</p> <p>Describe the prerequisite skill data needed for this lesson's success:</p>

Standard 1: Planning and Preparation

Component 1.4: Designing Student Assessment

Performance Indicators	Educator Evidence
<p>1.4</p> <p><i>Designing Student Assessment</i></p> <p>RIPTS 4,5,9</p> <p>CEC 1,4,5</p>	<p>ASSESSMENT</p> <p><u>Describe</u> and <u>include</u> assessments that will be used to assess student progress of learning outcomes.</p> <p>Explain how these assessments align to the outcomes of the lesson:</p> <p>How does information from assessments inform your instruction?</p> <p>How do the planned assessments consider diversity of students (i.e. communication abilities, movement issues, cultural, linguistic and racial identities)?</p>

Standard 4: Professional Growth and Responsibilities

Component 4.1: Reflecting on Practice- COMPLETED AFTER LESSON IS IMPLEMENTED

Performance Indicators	Educator Evidence
<p>4.1 <i>Reflecting on Practice</i></p> <p>RIPTS 3,9,10 CEC 6</p>	<p>REFLECTION ON LESSON</p> <p>WHAT?</p> <p>What happened? What went well? What was an area of weakness?</p> <p>Which objectives were met? What data evidence supports this? Which students did not meet objectives? Which students exceeded objectives? Why?</p> <p>SO WHAT?</p> <p>What was learned from this experience? Evidence of teacher candidate learning</p> <p>NOW WHAT?</p> <p>How will this experience influence my professional identity?</p> <p>How will this experience influence how I plan/teach/assess in the future?</p>