

**Special Education LESSON PLAN TEMPLATE**  
**SID Program Classes, 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>1.1a</p> <p><i>Knowledge of Content</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 4,5</p> <p>CEC 3</p>	<p><u>List</u> important concepts/skills addressed in this lesson:</p> <p>Describe how lesson concepts are related to other disciplines.</p> <p>Describe how lesson concepts are related to pertinent 21<sup>st</sup> Century Skills (Critical thinking, Communication, Collaboration, Creative problem-solving).</p>
<p>1.1b</p> <p><i>Knowledge of Students</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2</p> <p>CEC 1</p>	<p><b>OVERVIEW OF STUDENTS:</b> 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>RIPTS 1,2,3,4,5            INTASC 1,2,4,5,7            CEC 1,2,3,5</p>	<p><b>INSTRUCTIONAL OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Describe how this lesson is aligned to the classroom SLOs and the district general curriculum. (May need individualized and/or small group outcomes)</li> <li>Describe how this lesson is aligned to students IEP(s).</li> <li>Identify the <u>critical</u> content standards are addressed in this lesson?</li> <li>What critical Social Emotional Learning standards (identify one or two) are addressed in this lesson? Describe how you will incorporate these into your lesson.</li> </ul> <p><b>LEARNING OUTCOMES FOR INDIVIDUALS/STUDENT GROUPS:</b>            Describe the <u>lesson-specific</u> learning objectives for individuals/student groups. Your objectives should be observable, measurable and have a set criterion.</p>

**Standard 1: Planning and Preparation**  
**Component 1.3: Designing Coherent Instruction**

Performance Indicators	Educator Evidence
<p>1.3.a  <i>Learning Activities , Lesson Structure &amp; Content-Related Pedagogy</i></p> <p>RIPTS 1,2,3,4,5            INTASC 1,2,4,5,7            CEC 1,2,3,5</p>	<p><b>DESCRIPTION OF THE LESSON:</b>            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, <u>blended learning</u>, digital learning) <u>and/or 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>1.3.a</p> <p><i>Learning Activities , Lesson Structure &amp; Content-Related Pedagogy</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2,4,5,7</p> <p>CEC 1,2,3,5</p>	<p><b>SUMMARIZE THE LEARNING ACTIVITIES IN THIS LESSON</b></p> <p><b>Step 1:</b> Describe Step 1 (__ minutes)</p> <p><b>Step 2:</b> Describe Step 2 (__ minutes)</p> <p><b>Step 3:</b> Describe Step 3 (__ minutes)</p> <p><b>Step 4:</b> Describe Step 4 (__ minutes)</p> <p>How will this lesson schedule be presented to the students?</p>
<p><b>Performance Indicators</b></p>	<p><b>Educator Evidence</b></p>
<p>1.3.b</p> <p><i>Instructional Materials and Resources</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2,7</p> <p>CEC 1,2,5</p>	<p><b>INSTRUCTIONAL MATERIALS/RESOURCES/TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <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><b>Instructional Groups</b></p> <p>RIPTS 1,2,3,4,5,9</p> <p>INTASC 1,2,7</p> <p>CEC 1,5</p>	<p><b>PREREQUISITE SKILLS</b></p> <p>Describe the prerequisite skills needed for this lesson’s success:</p> <p><b>LEARNING GROUPS.</b> List the grouping of students (using non-identifying student names/initials). Develop a lesson objective for students in each group. Create as many groups as needed. Objective should convey your expectation for students in this group achieved during this lesson (<b>What is the educator’s evidence the students met the objective</b>). Objective should be measurable, observable, and have a clear criterion.</p>

**Standard 1: Planning and Preparation**  
**Component 1.4: Designing Student Assessment**

<i>Performance Indicators</i>	Educator Evidence
<p>1.4  <i>Designing Student Assessment</i>            RIPTS 4,5,9            INTASC 2,8,6            CEC 1,4,5</p>	<p><b>ASSESSMENT</b>  <u>Describe and 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**

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