**Special Education LESSON PLAN TEMPLATE**

**SID Program Classes, Student Teaching and Graduate Internship**

Name: Grade/Dept.:

School: Date:

Total Time of Lesson:

**Standard 1: Planning and Preparation**

**Component 1.1: Demonstrating Knowledge of Content & Students**

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| **Performance**  **Indicators** | **Educator Evidence** |
| *1.1a*  *Knowledge of Content*  *RIPTS 1,2,3,4,5*  *INTASC 4,5*  *CEC 3* | List important concepts/skills addressed in this lesson:  Describe how lesson concepts are related to other disciplines.  Describe how lesson concepts are related to pertinent 21st Century Skills (Critical thinking, Communication, Collaboration, Creative problem-solving). |
| *1.1b*  *Knowledge of Students*  *RIPTS 1,2,3,4,5*  *INTASC 1,2*  *CEC 1* | **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). |

**Standard 1: Planning and Preparation**

**Component 1.2: Establishing Instructional Outcomes**

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| **Performance Indicator** | **Educator Evidence** |
| *RIPTS 1,2,3,4,5*  *INTASC 1,2, 4,5,7*  *CEC 1,2,3,5* | **Instructional Outcomes**   * Describe how this lesson is aligned to the classroom SLOs and the district general curriculum. (May need individualized and/or small group outcomes) * Describe how this lesson is aligned to students IEP(s). * Identify the critical 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.   **Learning Outcomes for Individuals/Student Groups:**  Describe the lesson-specific learning objectives for individuals/student groups. Your objectives should be observable, measurable and have a set criterion. |

**Standard 1: Planning and Preparation**

**Component 1.3: Designing Coherent Instruction**

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| **Performance**  **Indicators** | **Educator Evidence** |
| *1.3.a*  *Learning Activities ,Lesson Structure & Content-Related Pedagogy*  *RIPTS 1,2,3,4,5*  *INTASC 1,2, 4,5,7*  *CEC 1,2,3,5* | **Description of the Lesson:**  Provide a BRIEF overview of the lesson:  Identify 2-3 critical Evidence-Based Practices (i.e. collaborative teaching, responsive feedback, modeling, instructional scaffolding, blended learning, digital learning) and/or Special Education High Leverage Practices 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. |
| *1.3.a*  *Learning Activities ,Lesson Structure & Content-Related Pedagogy*  *RIPTS 1,2,3,4,5*  *INTASC 1,2, 4,5,7*  *CEC 1,2,3,5* | **Summarize the Learning Activities in this Lesson**  **Step 1:** Describe Step 1  (\_\_\_ minutes)  **Step 2**: Describe Step 2  (\_\_\_ minutes)  **Step 3**: Describe Step 3  (\_\_\_ minutes)  **Step 4**: Describe Step 4  (\_\_\_ minutes)    How will this lesson schedule be presented to the students? |
| **Performance**  **Indicators** | **Educator Evidence** |
| *1.3.b*  *Instructional Materials and Resources*  *RIPTS 1,2,3,4,5*  *INTASC 1,2,7*  *CEC 1,2,5* | **Instructional Materials/Resources/Technology**       Describe how instructional materials and resources consider student abilities, cultural, linguistic and racial identities:  Describe any applicable Supplementary Aides and Services from student IEP(s):  Describe any applicable Related Services from the student IEP(s): |
| *1.3.c*  *Instructional Groups*  *RIPTS 1,2,3,4,5,9*  *INTASC 1,2,7*  *CEC 1,5* | **PREREQUISITE SKILLS**  Describe the prerequisite skills needed for this lesson’s success:  **LEARNING GROUPS.** 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  (What is the educator’s evidence the students met the objective).  Objective should be measurable, observable, and have a clear criterion. |

**Standard 1: Planning and Preparation**

**Component 1.4: Designing Student Assessment**

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| ***Performance Indicators*** | **Educator Evidence** |
| *1.4*  *Designing Student Assessment*  *RIPTS 4,5,9*  *INTASC 2,8,6*  *CEC 1,4,5* | **Assessment**  Describe and include assessments that will be used to assess student progress of learning outcomes.  Explain how these assessments align to the outcomes of the lesson:  How does information from assessments inform your instruction?  How do the planned assessments consider diversity of students (i.e. communication abilities, movement issues, cultural, linguistic and racial identities)? |

**Standard 4: Professional Growth and Responsibilities**

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

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