

Benedictine University School of Education edTPA Special Education Lesson Plan

Candidate:	Date(s):	Grade(s):
Subject:	University Supervisor:	
Lesson Title:	Cooperating Teacher:	
Instructional Locations:	Focus Learner:	

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Learning Standards	What are the specific Illinois Learning Standards (http://www.isbe.net/ils/) targeted by the lesson (e.g., Reading 1.A.3b Analyze the meaning of words and phrases in their context; Listening & Speaking 4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension; Social/Emotional Learning 3B.1b . Make positive choices when interacting with classmates.
Baseline Data Collection	[Baseline data must be collected for the focus student's knowledge and skills related to <u>both</u> learning targets, <u>prior to</u> the beginning of the learning segment. Work samples and other data collection can be used as evidence of focus student's pre/post knowledge and skills.]
Primary Learning Target	[If learning focus is not on academic content, this target must be related to an IEP goal.] <ul style="list-style-type: none"> • If the focus learner is working on academic content, an academic learning goal must be targeted, whether or not there is a related IEP goal.
IEP Goal/Benchmarks	[Indicate, as appropriate]
Measurable Objectives of Learning Segments	[Objectives must be sequenced to (progressively) move student toward achieving the learning target.] <ul style="list-style-type: none"> ▪ What is the purpose of the lesson? ▪ What will students know and be able to do as a result of the lesson? What are the specific skills, concepts and strategies that are targeted for students to learn via this lesson? ▪ How will knowledge and skills learned via the lesson be applied by students beyond the lesson itself (e.g., next month, next year, in the future...in real world settings)?
Requisite Skills Related to Baseline Data	<ul style="list-style-type: none"> • What prior learning, experiences, and requisite knowledge and skills does the focus student have related to the lesson objectives?
Secondary Learning Target	[This must target a different curricular area than the primary learning target. It must be related to IEP goal(s), <u>if</u> : a) the primary learning target not an academic skill; or b) the academic primary target is not related to an IEP goal.
IEP Goal/Benchmarks	[Indicate, as appropriate]
Measurable Objectives of Learning Segments	[Objectives must be sequenced to progress the student toward achieving the learning target.] <ul style="list-style-type: none"> ▪ What is the purpose of the lesson? ▪ What will students know and be able to do as a result of the lesson? What are the specific skills, concepts and strategies that are targeted for students to learn via this lesson? ▪ How will knowledge and skills learned via the lesson be applied by students beyond the lesson itself (e.g., next month, next year, in the future...in real world settings)?
Requisite Skills Related to Baseline Data	What prior learning, experiences, and requisite knowledge and skills does the focus student have related to the lesson objectives?
Academic Language Demands	<ul style="list-style-type: none"> ▪ What key vocabulary (content-specific terms) do you need to teach and how will you teach students that vocabulary in the lesson? ▪ What specific instructional supports are designed to meet the needs of students with different levels of language learning?
Language Function	<ul style="list-style-type: none"> ▪ What language function do you want students to develop in this lesson? ▪ Identify a key learning task from your plan that provides students with opportunities to use the language function(s) identified above
Additional Language Demands	<ul style="list-style-type: none"> • Given the language function and learning tasks identified above, describe the following associated language demands (written or oral) students need to understand and/or use. ▪ Academic and Domain Specific VocabularyPlus at least one of the following: syntax or discourse

Way(s) Students Will Use Language	<p>[Include an explanation (and provide evidence) of how the focus student will be supported to move toward generalized or self-directed use of receptive and/or expressive communication skills for the primary learning target.]</p> <ul style="list-style-type: none"> ▪ What specific way(s) will students need to use language (reading, writing, listening, and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson? ▪ What opportunities will you provide for students to practice the new language and develop fluency (written or oral)?
Instructional Materials & Teacher Resources	<ul style="list-style-type: none"> ▪ What specific instructional materials, curricular resources, and technologies will the teacher use in this lesson? [Cite the source (e.g., website; book; curriculum; etc.) of each.] ▪ What materials do the students need for this lesson?
Instructional Procedures/ Learning Tasks	<p>[Instruction of at least one learning target should include strategies to enhance generalization, maintenance, and self-directed use of knowledge and/or skills. Instruction must further reflect the focus student's strengths, social/emotional abilities, and interests.]</p> <ul style="list-style-type: none"> ▪ What baseline learning will the learning segment build upon? ▪ What will you do to engage students in developing understanding of the lesson objective(s)? ▪ How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?
Set/Motivator	<ul style="list-style-type: none"> • What brief activity or event at the beginning of the lesson will be used to effectively engage all students' attention and focus their thoughts on the learning objective(s)?
Teacher Modeling/ Direct Teaching	<ul style="list-style-type: none"> • How will you develop students' understanding through the use of strategies such as explicit modeling, explanations, demonstration of concepts, and linking prior academic learning to new instruction?
Practice Activity	<ul style="list-style-type: none"> • What opportunities for rehearsal and guided practice will be afforded the focus student? • How will students practice the strategies, skills, and concepts taught during the learning segment/lesson?
Independent Work/ Activity	<ul style="list-style-type: none"> • How will students independently apply knowledge and skills attained through the lesson? • What opportunities will students have for guided practice of knowledge and skills learned? What strategies will be used to teach students when and how to apply strategies in meaningful contexts?
Assessment/Evaluation	<p>[For at least one learning target, the student must be involved in monitoring his/her own progress in developmentally appropriate ways. Assessments for both learning targets should also reflect appropriate levels of challenge and support.]</p> <ul style="list-style-type: none"> • Ensure that all assessments are aligned with the central focus and standards/objectives for the learning segment.
Formative (Informal) Assessment	<ul style="list-style-type: none"> ▪ In what ways will you monitor student learning during the lesson and how might this guide your instruction? [Provide multiple forms of evidence to monitor students' use of essential strategies and skills during the unit of instruction.] • How will work samples be used to demonstrate the connections between quantitative and qualitative patterns of student learning for individuals and groups? • How will you use evidence of what students know and are able to do to plan the next steps in instruction? What feedback will you provide? How will your feedback support students in meeting the goals of the lesson?
Summative (Formal) Assessment	<ul style="list-style-type: none"> ▪ What evidence of student learning will you collect and in what ways will the evidence document student achievement? ▪ What assessment measures will be used to evaluate the impact of the composite lesson on student learning at the end of the unit of instruction?
Description of Assessment	<p>[Include a description of strategies to guide the focus student toward self-assessment or self-correction related to the primary learning target.]</p> <ul style="list-style-type: none"> ▪ What tactics will you use to provide feedback to students regarding their assessment? ▪ How will you guide focus students to use feedback to evaluate their own strengths and needs? ▪ What self-assessment measures will be employed? By individual students? By groups of students?

Assessment Accommodations & Modifications	<p>[Include a description of the ways by which feedback related to the primary learning target will be provided the focus student, including error prevention. correction <i>and</i> reinforcing strengths</p> <ul style="list-style-type: none"> ▪ What assessment accommodations will be used, in order that all students might demonstrate their learning? ▪ How might assessment procedures be modified, to meet the unique needs of individual students?
Evaluation Criteria	<ul style="list-style-type: none"> • What evidence of student learning (related to the learning objectives and central focus) does the lesson provide?
Lesson Closure/ Assessment of Students' Voice	<ul style="list-style-type: none"> ▪ How will students share or show what they have learned in this lesson? ▪ How will you restate the teaching point and clarify key concepts? ▪ How will you provide opportunities to extend ideas and check for understanding? ▪ How will you guide students to use feedback to evaluate their own strengths and deeds? ▪ How will you engage students in reflection on how the strategies/skills learned in the lesson can be used as readers/writers/learners/etc.? ▪ What are the ways in which students will be engaged in self-assessment?
Differentiation & Planned Support	<p>[Include a description of how you have supported/will support the focus student to move toward using error prevention or self-instruction to prevent future errors related to the primary learning target.]</p> <ul style="list-style-type: none"> ▪ How will you use your knowledge of students to identify needed lesson adaptations, modifications, and supports? ▪ What strategies will be used to identify and respond to diverse learning needs and abilities? ▪ How will you provide all students access to learning, based on individual and group needs? ▪ What curricular adaptations and instructional supports will be used during the lesson, in order for students with diverse learning needs to meet lesson objectives? ▪ How will you support individual students with gaps in the prior knowledge deemed necessary to be successful in this lesson?
Rationale/Theoretical Principles	<p>[At least one learning target (preferably more) should justify the selection of strategies to support the development of maintained, generalized, and/or self-directed use of knowledge and skills for the focus student, as well as the use of a targeted communication skill. Include evidence-based practices justified with principles from research and/or theory, for at least one learning target.]</p> <ul style="list-style-type: none"> ▪ What was your rationale for selecting the learning tasks, instructional methodologies, supports, assessments, and other elements used in your lesson? ▪ Why are the learning tasks for this lesson appropriate for your students? What research supports this? ▪ What learning theories and theorists support key elements (e.g., pedagogy; assessment) of your lesson? [Cite at least five.] ▪ How will the strategies employed in the lesson enhance student learning, comprehension, and independent performance?
Reflections/ Future Modifications	<p>[Include a description of clear and plausible connections between the focus student's outcomes relative to: a) lesson objectives; and b) specific elements of the instruction or learning environment. The analysis should also draw upon knowledge of the student's patterns of strengths, needs <u>and</u> levels/types of supports...to demonstrate an understanding of the student's strengths and needs in reference to his/her progress toward <u>ALL</u> lesson objectives. In the lesson analysis, further demonstrate your understanding of the implications for the focus student's IEP goals and/or curriculum, for at least one learning target.]</p> <ul style="list-style-type: none"> ▪ What was the impact of your lesson on student learning? ▪ What worked and didn't work and why? [<u>Never</u> use the word "wrong."] ▪ Were there any aspects of your lesson that you would do differently in the future? Why will these changes improve student learning? What research supports these changes?