# InTASC Lesson Plan Format

## Teacher Candidate: Click or tap here to enter text. Date: Click or tap to enter a date.

# Data

Grade Level: Click or tap here to enter text.

# of Students: Choose an item. # of IEP Students: Choose an item. # of LEP Students: Choose an item. Subject: Click or tap here to enter text. Major Content: Click or tap here to enter text.

Lesson Length: Click or tap here to enter text.

If applicable:

Unit Title: Click or tap here to enter text. Lesson Number and Title: Click or tap here to enter text.

### A. CONTEXT (PGES 1B; InTASC 1,2,7)

1. Explain how this lesson relates to the unit study or your broad goals for teaching about the topic.

Click or tap here to enter text.

1. Describe the students’ prior knowledge or the focus of the previous lesson.

Click or tap here to enter text.

1. Describe generally any critical student characteristics or attributes that will affect student learning.

Click or tap here to enter text.

### B. LESSON LEARNING TARGETS/OBJECTIVES (PGES 1A, 1C: InTASC 1, 4)

State what students will demonstrate as a result of this lesson. Objectives must be student-centered and observable/measurable. Objectives must be clearly communicated to the students.

Click or tap here to enter text.

### C. CONNECTIONS

### Connect your objectives to appropriate standards. (KAS, NGSS, NCSS, ELA-Literacy, etc.)

Click or tap here to enter text.

### D. CO-TEACHING STRATEGY (if applicable)

Explain the co-teaching strategy identified for teaching lesson.

Click or tap here to enter text.

### E. ASSESSMENT PLAN (PGES 1F; InTASC 6)

How will objectives be assessed? Include copies of assessment instruments and rubrics

Click or tap here to enter text.

# Objective/Assessment Plan Organizer (The first 2 are examples, remove before turning in your final copy. Each of the objective(s) from section B should be listed with an assessment.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner Objective Number** | | **Type of Assessment** | **Description of Assessment** | **Adaptations and/or Accommodations** |
| Objective 1 | | Formative | Open Response | Extra time for 2IEP students |
| Objective 2 | | Summative | Written response for student portfolio | Word banks for student with IEP |
| Objective 1 | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. |
| Objective 2 | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. |

### F. Baseline Knowledge and Skills (PGES 1B, 1F; InTASC 1, 6)

### Describe and include the pre-assessment(s) used to establish students’ baseline knowledge and skills for this lesson. If this is a new concept, you will need to give a pre-test at least 2 days before teaching the lesson. If this is knowledge or skills your cooperating teacher has introduced, using their knowledge determine where each student will score with each objective. Attach copies of the Organizing and Analyzing the Results and all assessments used.

Click or tap here to enter text.

### G. RESOURCES, MEDIA AND TECHNOLOGY (PGES 1D)

1. List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.

Click or tap here to enter text.

1. If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson.

Click or tap here to enter text.

### H. PROCEDURES (PGES 1E; InTASC 1,4,7)

Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs, the diversity, and the culture in your classroom.

**Required Components**:

1. Opening/Attention

Click or tap here to enter text.

1. Content Presentation

Click or tap here to enter text.

1. Activity

Click or tap here to enter text.

1. Assessment

Click or tap here to enter text.

1. Closing/Wrap-up

Click or tap here to enter text.

Lesson plans MUST be submitted to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template is mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components and InTASC standards.

Organizing and Analyzing the Results

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | | | | | | | | | | | | | | | | | |
| **Assessment**  **Organizing and Analyzing the Results (Entire Class)** | | | | | | | | | | | | | | | | | | | |
| **Student**  (First Name Only) | **Pre** | **Lesson Objectives**  Mark each objective MET with an X for pre-assessment | | | | | | | | **Summative** | **Lesson Objectives**  Mark each objective MET with an X for summative assessment | | | | | | | | **Analysis for Individual Instruction** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |