**Elementary Instructional Planning Template**

|  |  |
| --- | --- |
| **Learning Objective(s):** Identify applicable standard(s). What is the purpose of your lesson? An understanding, attitude, appreciation? A concept? A skill? Ability? State specifically what you intend to have your students achieve, present, or demonstrate. |  |
| **Instructional Process(es):**What teaching method(s) will most likely bring about the desired understanding, concept, skill(s), abilities, etc.Lesson is clearly sequenced and with appropriate transitions. |  |
| **Classroom Discourse:** Teacher-talk (language tools and use) values and extends students’ language, and has the potential to enhance students’ intellectual, academic, emotional, and social language development. Language tools can include, but are not limited to: oral, written, visual, kinesthetic, media, and technology. |  |
| **Classroom Learning Environment:** How will you organize your classroom so that your students achieve your stipulated objective(s)? Whole class, small groups, individual, team learning, learning centers, individual centers, and group projects? |  |
| **Materials/Resources:**What materials must students use to attain the objective(s)? |  |
|  **Inclusion:**Understands the development and use of IEPs; and addresses the needs of diverse learners. |  |
| **Culturally and linguistically responsive** to language, gender and cultural differences; and addresses the needs of diverse learners. |  |
| **Assessment of Students’ performance:** What procedures, tools, and/or instruments will you use to determine if your students met the learning objective(s)? Different assessments are used: diagnostic, formative and summative. Keep in mind that objectives, assessment and instruction are aligned with each other. |  |

**Elementary Instructional Planning Assessment Scheme**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category/Indicator** | **Exceeds Expectations****4 points** | **Meets Expectations****3 Points** | **Developing****2 points** | **Unacceptable****1 point** | **Score out of 4** |
| **Learning Objective(s):** What is the purpose of your lesson? An understanding, attitude, appreciation? A concept? A skill? Ability? State specifically what you intend to have your students achieve, present, or demonstrate. | Instructional goals and objectives reflect state standards and benchmarks and are clearly stated; learners are clear in what is expected and what is to be learned. | Instructional goals and objectives reflect state standards and benchmarks and are stated; learners have an understanding of what is expected and what is to be learned. | Instructional goals and objectives are stated but hard to understand; learners receive information about expectations but are not understood; and are not sure of what is to be learned. | Instructional goals and objectives are not stated; learners do not have information about expectations; and cannot determine what is to be learned. |  |
| **Instructional Process(es):**What teaching method(s) will most likely bring about the desired understanding, concept, skill(s), abilities, etc.Lesson is clearly sequenced and with appropriate transitions. | Instructional processes are appropriate for the stated objectives. Instructional processes build upon each other and clearly support student understanding. | Most of the instructional processes are appropriate for the stated objectives. Instructional processes are present and support student understanding. | Some of the instructional processes do not support the stated objectives. Accomplishment of “the plan” reflects the instructional choices and actions rather than the desired student understanding. | Instructional processes are not appropriate; reflect little understanding of instruction; relies upon routine and skips from one process to the next haphazardly. |  |
| **Classroom Discourse:** Teacher-talk (language tools and use) values and extends students’ language, and has the potential to enhance students’ intellectual, academic, emotional, and social language development. Language tools can include, but are not limited to: oral, written, visual, kinesthetic, media, and technology. | Language tools and usage is clear and understandable to the students. Language and tools are used to spur inquiry and interest with the lesson that extends students’ language. | Most of the language tools and usage are understood by the students. Most of the language tools and usage provide interest for the students to engage and interact. | Language tools and usage are somewhat clear. Some language tools and usage are misused. Limited opportunities for students to engage and interact.  | Language tools and usage are not clear for the students. No opportunities for students to engage and interact. |  |
| **Classroom Learning Environment:** How will you organize your classroom so that your students achieve your stipulated objective(s)? Whole class, small groups, individual, team learning, learning centers, individual centers, and group projects? | Student arrangement and classroom environment is optimized for creating meaningful learning. | Student arrangement and classroom environment limits the creation of meaningful learning. | Student arrangement and classroom environment interferes with the creation of meaningful learning. | Attention to student arrangement and classroom environment is not evident. |  |
| **Materials/Resources:**What materials must students use to attain the objective(s)? | Materials and resources are appropriate for the task(s). Materials and resources are easily accessible to teacher and students. | Most materials and resources support the instruction. Most materials and resources are accessible to teacher and students. | Some of the material and resources support the instruction and some are accessible to teacher and students. | Few materials and resources are used; some support the instruction while others do not. Few are accessible to teacher and students. |  |
|  **Inclusion:**Understands the development and use of IEPs; and addresses the needs of diverse learners. | Implements students’ IEPs, addresses the needs of diverse learners, and are responsive  | Understands students’ IEPs, addresses the needs of diverse learners and are responsive to differences in language, gender and culture within the lesson/unit. | Aware of students’ IEPs but no action is taken.  | Lacks awareness of students’ IEP. |  |
| **Culturally and linguistically responsive** to language, gender and cultural differences; and addresses the needs of diverse learners. | Demonstrates responsiveness to differences in language, gender and culture within the lesson/unit. | Understands and responds to differences in language, gender and culture within the lesson/unit. | Aware of language, gender and culture within the lesson/unit. Awareness of differences but no action is taken. | Lacks awareness students’ language, gender and culture differences are ignored and no steps are taken to address the needs of diverse learners. |  |
| **Assessment of Students’ performance:** What procedures, tools, and/or instruments will you use to determine if your students met the learning objective(s)? Different assessments are used: diagnostic, formative and summative. Keep in mind that objectives, assessment and instruction are aligned with each other. | Thoroughly practices assessment. Assessments are interrelated and appropriate to achieve the learning objectives. Student evidence and artifacts reflect student learning and are used to guide lessons.  | Practices several assessment strategies. Some assessments are interrelated and appropriate, but all may not support the learning objectives. Limited or inconsistent in the collection and use of student evidence and artifacts.  | Assessment strategies used are weak. The assessments lack interrelatedness and alignment with the learning objectives. | No assessment strategies are apparent or used, and/or lack alignment with the learning objectives. |  |

Student Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

**Post Lesson Reflection and Self-Assessment**

**What I think the children learned:**

**How I know this:**

**What went well and why?**

**What I would do differently and why?**

**Things I need to remember for next time:**

For myself…

For the children…

**What I learned about** (Choose two of the most relevant categories to write about**):**

Children

Myself as a teacher

Teaching as problem solving

Communicating with others

Life in schools

Assessment

Working with diverse learners

Collaboration with families