

Pathwise Instruction Plan: Pre-internship

Adapted specifically to emphasize co-teaching and differentiating instruction

Co-Teachers:

Grade Level/Content Area:

- 1. Lesson Goals:** All objectives must be written as what you expect your students to **DO**. Do not use the words “KNOW” or “UNDERSTAND.” All objectives declared must be those you are committed to systematically assessing, as stated in your Evaluation Plan (Part 7).

What is the Essential Question (“Big Idea”) all students are investigating?

What are your objectives for student learning in this lesson?

Why have you chosen these objectives?

What Standards (National or State) relate to this lesson?

2. Content Knowledge

What is the underlying content knowledge that you must help the students understand?

What are the tricky pieces in the content?

3. Levels of Differentiation

(a) Student Grouping (Level 1): Name, and then *explain* how you organized this lesson to address the **interests, readiness levels, and/or learning profiles/styles** of your students. Explain why you made these choices. Your rationale must contain clear evidence of your understanding of differentiating instruction, your classroom curriculum, and your knowledge and understanding of your unique learners.

How will you group students for instruction (by interest, readiness, or learning profiles/styles)?

Why have you chosen this grouping?

(b) Learning Process (Level 2): Name and then *explain* what features of your lesson planning address the 2nd Level of Differentiation (**content, process, and/or product**). Provide a strong rationale for your choices.

Content:

Process:

Product:

4. Methods

What teaching method(s) will you use for this lesson?

Why have you chosen this method or these methods?

What specific co-teaching method are you incorporating?

What students need specific accommodations in this lesson?

List individual students of significance who continue to need special support to be successful during instruction. Then list the **specific** accommodations you are planning to use for each of these unique learners. Remember, accommodations *are not the same* as differentiating instruction, although the two can overlap.

Student Names	Accommodations

<p>5. Activities: <i>What activities have you planned?</i> What are the specific teaching behaviors that will occur during each portion of the lesson? Remember, if you have different groups doing different activities, each group’s activity sequence must be clearly explained in separate sections. This is often the longest section of your lesson plan and will need to be written exhaustively. Please also include the timing each activity will take.</p> <p><i>Opening:</i> <i>Main Activit(ies):</i> <i>Closing:</i> <i>Important Questions to Ask:</i></p>	
<p>6. Materials: List the primary materials and resources will you use to support each student’s success in meeting the learning goals (this can include people, as well!).</p> <p><i>What instructional materials will you use, if any?</i> <i>Why have you chosen these materials?</i></p>	
<p>7. Evaluation Plan: A comprehensive data collection plan is needed that demonstrates <i>how</i> you intend to provide <i>multiple kinds of evidence</i> to document student learning in an “ongoing” manner.</p> <p><i>How do you plan to evaluate student learning on the content of this lesson?</i> List the <i>combination</i> of evaluation/assessment data do you plan to collect before, during, and after the lesson (Examples: responses to test/quiz questions and/or scores, student work products or performances, teacher’s journal, observations and field notes, photographs/video, surveys...).</p> <p><i>Before the Lesson:</i> <i>During the Lesson:</i> <i>After the Lesson:</i></p> <p><i>Why have you chosen this approach to evaluation?</i> Discuss each method and exactly how it will contribute to your big picture of student learning evidence for your (1) Essential Question (Big Idea) and (2) your measurable/observable learning objectives.</p>	
<p>8. Data Analysis – Student Learning <i>You will provide evidence for this domain in your “Reflection After Teaching” Conversation with your Co-Teacher, Mentor Teacher, and/or Field Advisor after the observation of your lesson.</i> In your post-observation conference you will analyze samples from each form of data you collected from Part G in order to build a picture of student learning. Things to think about in your analysis: Check for interesting patterns. Look at the data more closely from one or two of your most challenging-to-teach students. See if any surprises come out of the data that you had not noticed before, or that you did not expect. Use this data to analyze how well students met the learning goals, as well as how well you were able to teach the Big Idea to all students in the group. Discuss how differentiating did/did not impact your learners. <i>You will attach key samples of data to this lesson plan as evidence.</i></p>	<p>9. Data Analysis – Teacher Learning <i>You will provide evidence for this domain in your “Reflection After Teaching” Conversation with your Co-Teacher, Mentor Teacher, and/or Field Advisor after the observation of your lesson.</i> In your post-observation conference you will analyze your own learning, as co-teachers who are learning to differentiate instruction and accommodate students with disabilities. What would you do again the same and why? What would you do differently? How does your assessment data (evidence) support these decisions? How did differentiating instruction impact your effectiveness as a teacher? Finally, and this is critical, what are the very next steps you will take to improve your instructional practice (based on this reflection and the data you collected on student learning)? Be explicit.</p>