***Year 1 Instructional Cycle 3***

**Directions:**

1. Resident Educators complete the **Instructional Plan** sections prior to teaching a lesson.
2. Following the teaching of the lesson, Resident Educators complete the **Reflection on Instruction and Revision** sections.

| **Instructional Plan**  *to be completed before teaching* |
| --- |
| **Assessment of Student Learning** |
| *What insights emerge from the analysis of student data?*    *How will assessments reflect the learning targets and lesson purpose?*    *How will timely, correct and authentic feedback be part of the assessment process?*    *How will assessments provide opportunities for students to take responsbility for their learning?* |
| **Identifying the Learning Need** |
| *How will the relationship between the standards and the learning target be communicated?*    *What prior knowledge do students need for this lesson?*    *What are the connections to previous and future learning?* |
| **Establishing the Learning Objectives** |
| *What is the purpose of this lesson?*    *Why is this learning important?*    *How will the importance of this lesson (learning) be made clear to students?*    *What misconceptions about content need to be considered in planning?*    *What enduring understandings or big ideas will students “walk away with”?* |
| **Gathering Appropriate Resources** |
| *What new learning is needed to teach this content?*    *What resources will be necessary to plan and to teach this lesson?*    *What research will be necessary to plan and to teach this lesson?* |
| **Instructional Strategies [*How* the teacher conveys the content]** |
| *What is the instructional strategy for this particular lesson? Why was this strategy chosen?*    *How will the instructional strategies provide opportunities for students to transfer prior learning to new content and concepts?*    *How do the instructional strategies relate to the learning targets?*    *How will the purpose of the strategies be made clear?* |
| **Instructional Activities [*What* the students do to engage with and learn the content]** |
| *What activities provide students opportunities for deliberate practice of the learning strategy?*    *What activities require higher-order thinking skills?*    *Why were these activities chosen?* |
| **Differentiation** |
| *How will you determine if differentiation in needed for this lesson?*    *How will you provide access and appropriate challenges for students?*    *How might the lesson be adapted to accommodate where students are in relationship to mastery of the standard?*    *What concepts/strategies need to be modified or extended?* |
| **Resources and Materials** |
| *List resources and materials needed for this lesson.* |

|  |
| --- |
| **Reflection on Instruction and Revision**  *to be completed after teaching* |
| **Identifying the Learning Need** |
| *Were student learning needs accurately identified and assessed?*    *How did connections help students to better understand the purpose and content of the lesson?* |
| **Establishing the Learning Objectives** |
| *What are the evidence indicators of student knowledge and understanding?*    *What misconceptions were discovered? How were they addressed?*    *What behaviors and learning products indicate that students were intellectually challenged?* |
| **Instructional Strategies** |
| *What evidence indicates that the selected instructional strategies were appropriate?* |
| **Reflection on Instruction and Revision**  *To be completed after teaching* |
| **Instructional Activities** |
| *How did the activities support the learning objective?*    *How did the activities support deep and independent understanding of the learning objective?*    *How did the activities provide opportunities for students to share new knowledge?* |
| **Differentiation** |
| *To what extent did the activities engage and challenge all students?*    *How might instructional learning groups be strengthened in subsequent lessons?* |
| **Assessment of Student Learning** |
| *What evidence suggests that students understand or do not understand the concepts?*    *Did the assessment tasks provide students the opportunity to demonstrate and explain their thinking?*    *What concepts were best understood? What areas remain challenges? How will the areas of strength and weakness be woven into subsequent lessons?* |



**Reflection and Revision:**

**Examining Individual Student Work**

**Purpose:** Examining student work in terms of specific learning outcomes allows Resident Educators to evaluate the effectiveness of their instructional planning and teaching.

**Directions:**

1. Using the same students selected for *Monitoring Student Learning,* complete the general information for each student below.
2. List the learning outcomes achieved by each student and **attach evidence** (examples of student work).
3. Determine appropriate next steps, based on the evidence of learning outcomes.

|  |  |
| --- | --- |
| **MONITORING STUDENT LEARNING** | |
| **Grade Level/Subject Area:** | **Grade Level/Subject Area:** |
| **Student Name (First Name Only)** | **Student Name (First Name Only)** |
| **Student Profile: Gender, Age** | **Student Profile: Gender, Age** |
| **Description of Learning Outcomes** | **Description of Learning Outcomes** |
| **Next Steps** | **Next Steps** |