

Year 1 Instructional Cycle 1

Directions:

1. Resident Educators complete the **Instructional Plan** sections prior to teaching a lesson. For Cycle 1, focus on the highlighted questions.
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 responsibility 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?

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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?

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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 is 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?

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Resources and Materials

List resources and materials needed for this lesson:

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?

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?

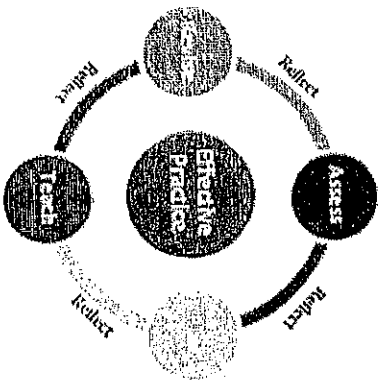
How might instructional learning groups be strengthened in subsequent lessons?

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

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Reciprocal Observation

Resident Educator:

Mentor:

Grade level/Subject Area:

Date:

Purpose: To provide opportunities for the mentor and the RE to develop a common vocabulary and common continuum of expectations regarding teacher effectiveness.

Directions: The mentor and RE will observe and script the same lesson and compare evidence and observations.

What was the purpose of the lesson?	
What were some possible enduring understandings that could emerge from the lesson?	
How did the activities connect to the lesson purpose?	
Discuss two lesson elements that you thought were especially strong. Provide evidence for choices.	
What feedback will you provide to the teacher?	