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| *OVERVIEW:*  |
| Teacher Candidate: |
| Meaningful Unit of Instruction: | Cultural Context: |
| Central Focus of Learning Segment: | Lesson Number: |
| Language of Instruction: | Level / Grade / Proficiency Level:  | Date to be Taught: |

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| *LEARNING STANDARDS:* |
| *Only include standards and specific portions of those standards that will be assessed in this lesson.* |
| \*World Readiness |  |
| State |  |
| Common Core |  |

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| *LEARNING OBJECTIVES AND ASSESSMENTS:* |
| \*StandardsAlignment | Learning Objective(s):(communicative function + content or cultural context + form) | Informal and Formal Assessment(s):(assessment type and what it assesses) |
| *Add or delete rows as needed.* |
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| *STUDENTS’ KNOWLEDGE, SKILLS, AND ASSETS:* |
| Students’ prior academic learning to be built on in this lesson and/or learning segment are: |
| Students’ real-world interests and knowledge to be built on in this lesson and/or learning segment are: |

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| *PLANNED SUPPORTS / DIFFERENTIATION:* |
| Planned supports to accompany instruction: |
| Planned supports to facilitate student learning: |
| Additional means of differentiation: |
| Specific modifications and/or adaptations for learners with identified needs (e.g., IEP, 504 Plan, heritage learners) are: |

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| *INSTRUCTIONAL AND LEARNING MATERIALS, TEXTS, AND RESOURCES:* |
| Authentic and Other Materials |  |
| Authentic and Other Texts |  |
| Technology Resources |  |

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| *SEQUENCE OF INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:*  |
| *Add or delete rows as needed.* |

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| Teacher Actions: (e.g., instruction, directions, questions, management, assessment, etc.) | Student Actions: (e.g., learning tasks, planned interactions, performances, etc.) | Communicative Mode / Estimated Time |
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*Complete this section after teaching the lesson.*

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| *ANALYSIS AND REFLECTIONS ON TEACHING AND LEARNING:* |
| 1. To what extent were you successful in **creating a safe, comfortable, motivating, and challenging learning environment**? What is your evidence? What obstacles did you encounter? How might you address these in the future?
 |
| Reflections: |
| 1. To what extent were you successful in **designing instruction and learning tasks** that promoted students’ language proficiency development? What is your evidence? What obstacles did you encounter? How might you address these in the future?
 |
| Reflections: |
| 1. To what extent were you successful in **promoting students’ meaningful target language interactions with you and with each other**? What is your evidence? What obstacles did you encounter? How might you address these obstacles in the future?
 |
| Reflections: |
| 1. To what extent were you successful in **promoting students’ standards-based culture learning**? What is your evidence? What obstacles did you encounter? How might you address these obstacles in the future?
 |
| Reflections: |
| 1. To what extent were you successful in **supporting the learning of all students**? What is your evidence? What obstacles did you encounter? How might you address these obstacles in the future?
 |
| Reflections: |
| 1. To what extent were you successful in **assessing students’ achievement of the learning objectives**? What is your evidence? What obstacles did you encounter? How might you address these obstacles in the future?
 |
| Reflections: |