

# HARDING

U N I V E R S I T Y

## Graduate Studies in Education

### MAT INTERNSHIP

### HARDING LESSON PLAN

Observation Information			
Candidate		Mentor Teacher	
Grade/Subject		Observation Date/Time	
School		University Supervisor	

Student Demographic Information (Danielson 1b)			
	Total # of Students		Age Range
	Total # of Male Students		English Language Proficient
	Total # of Female Students		Limited English Language Proficient
<b>Ethnicity:</b>		<b>Exceptionalities and/or Variances:</b>	
	African American or Black, Non-Hispanic		Blind or Visually Impaired
	Asian, Asian-American, or Pacific Islander		Deaf or Hearing Impaired
	Mexican American or Chicano		Developmentally Disabled
	Native American, Inuit, or Aleut		Emotionally or Behaviorally Disabled
	Puerto Rican		Gifted
	Other Hispanic		Learning Disabled
	White, Non-Hispanic		Physically Disabled
	Other (Please Specify)		Other (Please Specify)

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### Standards and Learning Objectives (Danielson 1a, 1c)

*What are the objectives of this lesson? These objectives are the skills, knowledge and understanding that you want your students to achieve as a result of the lesson's activities. They should be specific and measurable. List number and text of each standard.*

Content Standard(s) of Focus for This Lesson:	Corresponding Learning Outcome(s):
	We will (Including Students):  I will (as the teacher):
Alignment to Previous and Future Standards	

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### Assessment to Monitor and Support Student Learning (Danielson 1f)

*How are informal and formal assessments selected and designed to monitor student understanding of each objective? The assessments should provide multiple forms of evidence and flexible methods of expression.*

**\*\*ADD ROWS AS NEEDED**

Type of Assessment (Formative OR Summative)	Assessment(s) Name/Description <i>(Ex: Monitoring, Independent Practice, Exit Ticket, Common Assessment, Kahoot, etc.)</i>	What do you want to learn about student thinking from this assessment?

How will students be asked to reflect on their learning goals in this lesson?

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**Planning to Support Varied Student Learning Needs (Danielson 1a, 1b)**

*Identify specific strategies to identify and respond to preconceptions, common errors, and misunderstandings for students. (Refer to district curriculum documents, pacing guides, Instructional Focus Documents, etc.)*

Preconceptions, Common Errors, Misunderstanding, Misconceptions Associated with the Learning Outcomes:	How will you respond to these in your lesson?

**Knowledge of Students to Inform Teaching and Learning (Danielson 1b)**

*How will you use the knowledge of your students to justify instructional plans? Take into consideration their background knowledge and how culture, family, and community impact your planning.*

List the ways in which this lesson is/was made relevant to students:

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### Procedures (Danielson 1a, 1b, 1e, 1f)

*Clearly state both what you are doing and what you anticipate students will be doing. What are the learning tasks that support diverse student needs? The lesson should be specific regarding introduction, developmentally appropriate procedure, and closure. The activities should follow a logical sequence and support the lesson's objectives. What modifications are necessary for learners with special needs?*

**\*\*ADD ROWS AS NEEDED**

Timeframe (ex: 8:50 am - 8:30 am)	Activity Component	Materials and Resources Needed	Teacher Actions	Student Actions
	Lesson Opening:			
	Learning Activity:			
	Learning Activity:			
	Learning Activity:			
	Lesson Closing:			

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### Planning to Support Varied Student Learning Needs (Danielson 1a, 1b)

*How do you plan to support groups of students with differentiated needs to help them develop understanding? What modifications are required by IEP or 504 plans?*

**\*\*ADD ROWS AS NEEDED**

Student Initials	Needs <i>(List accommodations or modifications)</i>	Planned Supports for Each Student and Differentiated Instruction <i>(How will you modify to meet each need? What will you change?)</i>

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**Professional Responsibilities (Danielson 4b, 4c, 4d, 4e)**

**Maintaining Accurate Records**

*(Write a brief summary of how you maintain accurate records in your classroom. Examples include grade books, attendance, checklists, IEPs, 504s, etc.)*

**Communicating with Families**

*(Write a brief summary of how you communicate with families of your students. Examples include parent-teacher conferences, phone logs, emails, class dojo, etc.)*

**Participating in a Professional Learning Community and Growing and Developing Professionally**

*(Briefly explain how you are participating in professional development opportunities in your building and professional learning communities. How are you continuing to grow yourself as a teacher? Examples include professional development sessions online or in person, and professional learning community meeting discussion topics and agendas. )*