The UMBC Department of Education mission is to research teaching and learning, and to develop caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families and the community. We expect our graduates to be leaders in their schools as well as advocates for democracy and social justice.
UMBC PDS NETWORK SITES

Secondary and P-12 Education Programs

Anne Arundel County Public Schools
Meade Middle School
Meade High School

Howard County Public Schools
Mount Hebron High School
Patapsco Middle School

Baltimore City Public Schools
Baltimore City College High School
Baltimore Polytechnic Institute
Digital Harbor High School
Grove Park Elementary/Middle School
Violetville Elementary/Middle School

Baltimore County Public Schools
Arbutus Middle School
Catonsville High School
Sollers Point Technical High School
Southwest Academy
Windsor Mill Middle School

Important Contact Information

General Questions and Information
secondaryed@umbc.edu

Office of Field Experiences & Clinical Practice
Director: Dr. Pamela Morgan, pwmorgan1@umbc.edu
Placement Specialist: Mr. James Lindsay, lindsay@umbc.edu
Faculty Research Assistant: Ms. Yeji Yoon, yyoon1@umbc.edu

Secondary and P-12 Education Programs
Program Director: Dr. Jonathan Singer, jsinger@umbc.edu

Content Area Advisors
Science and Music: Dr. Jonathan Singer, jsinger@umbc.edu
Math and Dance: Dr. Christopher Rakes, rakes@umbc.edu
English, Theatre and Art: Dr. Cheryl North-Coleman, cnorth@umbc.edu
Social Studies and Foreign Languages: Dr. Linda Oliva, oliva@umbc.edu

Tk20
Assessment Coordinator: Justin Schaffer, education@umbc.edu
SECONDARY EDUCATION PROGRAMS INTERNSHIP

Overview
The secondary education programs provide learning experiences to prepare both undergraduate and graduate students to earn teaching certification for grades 7-12. In cooperation with other departments, specific tracks have been developed to ensure that teacher candidates’ content background is rigorous and current. Secondary and P-12 Education Certification Programs include…

- Art
- Dance
- English
- Foreign Language
- Mathematics
- Music
- Science
- Social Studies
- Technology Education
- Theater

The internship experience is the most important part of the professional preparation of teachers. Mentors, supervisors, and university faculty and staff work as a team to support the professional growth of interns. The year-long internship is scheduled in two phases. Phase I occurs during the fall semester and Phase II begins at the conclusion of the school district’s winter break. Phase I is a time for learning about the curriculum, the school, the students, and the professional role of a teacher. During Phase I interns work at their school preferably two half-days per week for a total of 40 half-days with the expectation to teach a minimum of seven lessons as shown in Table #1.

During Phase II the intern co-teaches and gradually assumes all of the roles and responsibilities of the classroom teacher (see figure 1). This progression towards teaching responsibility is directed by the mentor with the advice and consent of the supervisor. Through this process, the mentor and intern hold pre-lesson and observation conferences, as well as post-lesson and observation conferences. These conferences create opportunities for both formal and informal quality conversations and ensure support between the mentor and intern.

Throughout the year-long internship, the mentor is required to make a total of three formal observation reports on the intern's student teaching. The Clinical Practice Performance Assessment (CPPA) Requirements and Timeline in this supplement provides reminders of when the reports are due. The UMBC liaison will also send e-mail reminders to interns. These reports are made using a document entitled the Clinical Practice Performance Assessment, or CPPA, an easy-to-use checklist and comment form. The CPPA is submitted to UMBC's Education Department online assessment system Tk20. A username and password will be provided to mentor teachers to access the EAS via Tk20.
In order to support the full teaching experience for the intern, the mentor should inform the intern of any parent conferences, meetings and events that the intern will be responsible for attending. Actively participating in the school community allows the intern to become better prepared for assuming full-time teaching. By the end of Phase II, the intern should be able to successfully plan and implement lessons, create and use both formative and summative assessments, manage the classroom, and act in a professional manner interfacing with school staff and parents.

It is important to remember to plan a gradual transition back to the mentor teacher’s primary role in the classroom as the internship comes to a close. Since the interns complete the internship before the close of school, it is important for the mentor and intern to work together to create a smooth transition.

**Lesson Plans**
Interns submit lesson plans to the mentor teacher and supervisor at least two (2) school days in advance and have them approved prior to implementation. For lessons that are for assignments and observations (including CPPA observations, focus lessons, and unit plans), interns use the official UMBC lesson plan format. A copy of this template is found on the final two pages of this handbook.

The Official Lesson plan format is used for the following experiences:
- CPPA Formative Lessons 1-6
- Methods Course Focus Lessons
- Curriculum Unit Plan Lessons
- Enacted Lessons
Officially Observed Lessons (CPPA Formative Lesson 1-6) Process

1. Intern submits lesson to mentor teacher and supervisor (at least 2 days in advance)

2. Supervisor and mentor teacher provide lesson plan feedback.

3. Intern revises lesson plan based on feedback.

4. Intern teaches lesson.

5. Supervisor and mentor teacher provide feedback on lesson enactment.

6. Intern completes reflection on lesson enactment.


8. Supervisor and/or Mentor Teacher upload scores and evidence to TK-20.
RECOMMENDED INTERNSHIP EXPECTATIONS

Phase I

Assessing Phase I Performance
The university supervisor will observe the intern providing instruction in the classroom three times during Phase I (one informal observation followed by two formal observations that correspond with the first two formative CPPAs or Clinical Practice Performance Assessments).

The mentor teacher will complete one formative CPPA toward the end of Phase I. In the case of mentors hosting an intern in a “split rotation,” both mentors will complete a CPPA toward the end of their respective splits.

The ultimate performance goal for the intern during Phase I is to demonstrate ability for leading instruction across consecutive class meetings (e.g., second period on Tuesday and Wednesday). This performance is measured by the Phase I to Phase II Transition Performance Assessment (see Row 4 of Table1) and is assessed by the mentor. This assessment provides the mentor teacher (and secondary education program) in general a "final check" for determining if the intern has demonstrated an appropriate trajectory for being ready for the full-time Phase II internship. It is imperative that the rubric for this assessment be completed on Tk20 prior to the winter break recess.

This performance assessment:
- Requires the Intern to lead instruction (for the same class) on two consecutive class meetings (e.g., Period 2 on Thursday and Friday). Class meetings on Friday and the following Monday is acceptable.
- Interns with “split placements” only need to complete this assessment at one location.
- May be completed prior to the completion of Phase I, however successful completion of the assessment does not mean the candidate has fulfilled the 20-day teaching requirement associated with Phase I.
- The lesson plan does not have to be developed “from scratch” and may be adapted from plans previously utilized by the mentor. The lesson plan should be modified between day 1 and day 2. Lesson plans should use the "official secondary education lesson plan format.

Note: a rating of “Proficient” is defined as the Intern demonstrating sufficient progress of the required criteria to proceed on toward Phase II. A rating of “Proficient” does not equate with “mastery” or that continued growth is not needed. The main purpose of this performance assessment is to provide a benchmark of the Intern's growth. If desired, the Mentor may ask their associated Supervisor to assist in the assessment process.
Table 1: Phase I Minimum Teaching Opportunities

<table>
<thead>
<tr>
<th>Row #</th>
<th>Number of Lessons</th>
<th>Description</th>
<th>Approximate Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Focus Lessons #2 &amp; #3</td>
<td>Mid October – Early November</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Informal Supervisor Observation</td>
<td>Mid September – Early October</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Formal Supervisor Observations (CPPA 1 and 2)</td>
<td>Mid October – Late November</td>
</tr>
<tr>
<td>4</td>
<td>2 (must be consecutive class meetings)</td>
<td>Phase I to Phase II Transition Performance Assessment</td>
<td>Late November – Mid December</td>
</tr>
</tbody>
</table>

Internship connection with UMBC education courses
The days and times for the Phase I visitations are coordinated between the intern and mentor. During the fall, interns are typically finishing up coursework, including an instructional methods course and the Reading in the Content Area II course. Interns develop a unit plan in their methods course for a topic that they will teach during Phase II so it is imperative that mentors provide interns with the appropriate Standards and/or District Curricular Scope and Sequence. Interns will also to begin to plan a Student Learning Objective in collaboration with the mentor’s SLO. The SLO project (SLOPE – Student Learning Objective Process Experience) will be completed across both internship phases. Additional information regarding this project will be provided in forthcoming supplemental materials. A summary of the associated Phase I course assignments are found in Table 2.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Course</th>
<th>Approximate Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual Analysis</td>
<td>Reflection of Field Placement School Culture</td>
<td>Seminar</td>
<td>Early September</td>
</tr>
<tr>
<td>Focus Lesson 1 Classroom Management</td>
<td>Reflection of classroom management practices in field placement (May Be Observed)</td>
<td>Methods</td>
<td>Mid-September (See Course Syllabus)</td>
</tr>
<tr>
<td>Focus Lesson 2 Student Learning</td>
<td>Reflection of how/why students did/did not learn material in a particular lesson <em>(Must be taught by Intern)</em></td>
<td>Methods</td>
<td>Mid-October (See Course Syllabus)</td>
</tr>
<tr>
<td>Focus Lesson 2 Differentiated Instruction</td>
<td>Reflection of how individual student needs were addressed in a particular lesson <em>(Must be taught by Intern)</em></td>
<td>Methods</td>
<td>Early November (See Course Syllabus)</td>
</tr>
<tr>
<td>Curriculum Unit Plan</td>
<td>500-minute sequence of lessons about a key idea developed in conjunction with mentor teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID Content Standards</td>
<td></td>
<td></td>
<td>Mid-September</td>
</tr>
<tr>
<td>Development of Pre/Post Assessment(s)</td>
<td></td>
<td></td>
<td>Mid-October</td>
</tr>
<tr>
<td>Outline of Lessons</td>
<td></td>
<td></td>
<td>Early November</td>
</tr>
<tr>
<td>One Completed Lesson Plan</td>
<td></td>
<td></td>
<td>Early November</td>
</tr>
<tr>
<td>Full Unit Completed</td>
<td></td>
<td></td>
<td>Finals Week</td>
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<tr>
<td>CPPA Informal Observation</td>
<td>Lesson fully taught by intern or co-taught and led by intern</td>
<td>Internship (Supervisor)</td>
<td>Prior to Formative 1</td>
</tr>
<tr>
<td>CPPA Formative 1</td>
<td>Lesson fully taught by intern or co-taught and led by intern</td>
<td>Internship (Supervisor)</td>
<td>Phase I Week 8</td>
</tr>
<tr>
<td>CPPA Formative 2</td>
<td>Lesson fully taught by intern or co-taught and led by intern</td>
<td>Internship (Joint Mentor Teacher and Supervisor)</td>
<td>Phase I Week 17</td>
</tr>
<tr>
<td>Phase I to Phase II Transition Assessment</td>
<td>Determination by supervisor and mentor teacher of intern preparedness for Phase II</td>
<td>Internship (Joint Mentor Teacher and Supervisor)</td>
<td>End of Phase I</td>
</tr>
<tr>
<td>SLOPE</td>
<td>Student Learning Objective Project Experience</td>
<td>Seminar</td>
<td>End of Phase II</td>
</tr>
<tr>
<td>Establish Baseline Student Data</td>
<td></td>
<td></td>
<td>Early October</td>
</tr>
<tr>
<td>Developing appropriate research questions</td>
<td></td>
<td></td>
<td>Mid-November</td>
</tr>
<tr>
<td>Developing appropriate research design, methodology, and measures</td>
<td></td>
<td></td>
<td>End of Phase I</td>
</tr>
</tbody>
</table>
Phase II
Phase II occurs during the spring semester. Interns start Phase II in early January when schools return from winter break. Interns are required to be at their placement schools full-time. Interns engage in all aspects of life in the school and follow the same schedule as their mentor teachers. Interns assume progressive responsibility for providing instruction and should provide full instruction for a period of at least six weeks. Figure 1 (see below) illustrates the “ideal” circumstance for the Phase II teaching progression. Beginning in January the intern should begin by taking over primary instructional responsibility for 1 class and maintaining this class for 12 – 14 weeks (dashed line). Teaching responsibilities should increase around week 4 or 5 of Phase II with the intern picking up additional courses and maintaining this teaching load for approximately 10 – 12 weeks. Finally, the Intern is expected to be responsible for all of the mentor teacher’s classes (Co-teaching is acceptable) by week 6 or 7 of Phase II and maintain this full teaching load for approximately 6 – 8 weeks.

![Figure 1. Phase II Progression of Teaching Responsibilities.](image)

Note. Percent of Teaching Responsibilities includes planning, teaching, grading, attendance taking, parent conferences, faculty meetings, hall/bathroom/cafe/er duties, and any other duties normally fulfilled by the mentor teacher.

It is important to note that the “full time” teaching portion of Phase II (approximately week 12 or 13) should conclude with written documentation from a joint Mentor/Supervisor CPPA meeting indicating any potential concerns that may prevent the intern from successfully completing the Phase II internship. The intern must be made aware (in writing) the nature of the concerns and potential sources of observable evidence that will need to be demonstrated. Copies of this documentation need to be provided to the mentor, supervisor, intern, school liaison and UMBC liaison.

The university supervisor will utilize the CPPA instrument and observe the intern providing instruction in your classroom 4 – 5 times during Phase II.
The mentor will complete one formative CPPA (approximately week 12 of Phase II) and one summative CPPA at the conclusion of Phase II. **It is imperative that the ratings of intern performance be consistent between the mentor and supervisor.** Disagreement associated with intern performance especially when ratings are split between “developing” and “proficient” need to be resolved through a consensus meeting. In situations where consensus can not be reached, the school liaison and UMBC liaison should be contacted in order to facilitate a resolution.

In the case of mentors hosting an intern in a “split rotation,” both mentors will complete a formative CPPA toward the middle) and a summative CPPA at end of their respective splits.

Throughout Phase II, interns complete a Teaching Folio and collect evidence of their mastery of professional standards.
# CLINICAL PRACTICE PERFORMANCE ASSESSMENT (CPPA) REQUIREMENTS AND TIMELINE

## 7-12: ENGLISH, MATH, FOREIGN LANGUAGE, SCIENCE, SOCIAL STUDIES and ALL OTHER SINGLE ROTATIONS

### TEACHER CANDIDATE

<table>
<thead>
<tr>
<th>Stage of Evaluation</th>
<th>Phase I Observation</th>
<th>Phase II Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ formative 1</td>
<td>□ formative 2</td>
</tr>
<tr>
<td></td>
<td>□ Internship Survey</td>
<td>□ Internship Survey</td>
</tr>
<tr>
<td></td>
<td>End of Phase I</td>
<td>(Phase II Week 11)</td>
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<tr>
<td></td>
<td>End of Internship</td>
<td></td>
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</table>

### MENTOR TEACHER

<table>
<thead>
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<th>Phase I Observation</th>
<th>Phase II Observation</th>
</tr>
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<td>End of Internship</td>
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### UNIVERSITY SUPERVISOR

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<th>Phase II Observation</th>
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<td>□ summative</td>
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<tr>
<td></td>
<td>□ Internship Survey</td>
<td>□ Internship Survey</td>
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<td>(Phase II Week 11)</td>
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<td></td>
<td>End of Internship</td>
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</table>

## (P-12: ART, DANCE, MUSIC AND THEATER and ALL OTHER SPLIT ROTATIONS)

### TEACHER CANDIDATE

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<th>Stage of Evaluation</th>
<th>Phase I Observation</th>
<th>Phase II Observation</th>
</tr>
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<td>□ Internship Survey</td>
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<td>(Phase II Week 11)</td>
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### MENTOR TEACHER

1st MENTOR TEACHER

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<tr>
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<tr>
<td></td>
<td>□ Internship Survey</td>
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<td>Middle of Phase I</td>
<td>Middle of Placement 1</td>
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<tr>
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<td>End of Placement 1</td>
<td>End of Placement 1</td>
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<td>End of Internship</td>
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2nd MENTOR TEACHER

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<td>□ formative 3</td>
</tr>
<tr>
<td></td>
<td>□ P1 to P2 Transition Performance Assessment</td>
<td>□ summative</td>
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<td>□ Internship Survey</td>
<td>□ Internship Survey</td>
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<td>Middle of Placement 2</td>
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<tr>
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<td>End of Placement 2</td>
<td>End of Placement 2</td>
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<td></td>
<td>End of Internship</td>
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</tr>
<tr>
<td></td>
<td>End of Internship</td>
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</tbody>
</table>
Mentor Teacher Information Form and Honorarium Acceptance Letter
Internship Year: Fall 2013 – Spring 2014

**Program:**
- Early Childhood Education
- Elementary Education
- Secondary Education
- ESOL

**Name (first, middle, last):**
**Subject/Grade:**

**Home Address:**
**City, State/Zip:**

**SS#:**
**Phone:**
**Email:**

**Race/Ethnicity: (For reporting purposes only)***
- African-American
- American Indian or Alaska Native
- Asian
- Hispanic
- Native Hawaiian or Other Pacific Islander
- White
- Bi-racial/multi-racial

**Gender:**
- Male
- Female

**Certification Area:**

**How many years have you been teaching?**

**How many interns have you supervised for other universities?**

**How many interns have you previously supervised for UMBC?**

**Name of School:**
**School System:**

**School Mailing Address:**
**City, State/Zip:**

**Name of Intern:**
**Area in which certification is being sought:**

**Phase I:**
- Full Semester
- Half Semester

**Phase II:**
- Full Semester
- Half Semester

**Commitment:**
I agree to accept the UMBC honorarium of $375.00 as a full-time mentor or $187.50 as a half-time mentor for a UMBC education intern. The honorarium may be prorated for split-rotations or other special circumstances. I understand my responsibilities as a mentor as articulated on the second page of this document and in the UMBC Mentor Handbook for the program through which the intern is seeking certification. I understand that payment of my honorarium is contingent upon my fulfillment of all mentor responsibilities, including completion of all online assessments, surveys, and paperwork in the Education Accountability System (EAS) via Tk20. I understand that all responsibilities must be completed within 30 days of the end of Phase II or I will forfeit the honorarium.

(Signature) (Date)

**Please sign and return to:**
Dr. Pamela Morgan
UMBC Department of Education
1000 Hilltop Circle
Baltimore, MD 21250

**UMBC Use Only:**

**Signature of Director, OFECP**
**Date**

**Date processed by Business Services:**
Mentor Teacher Responsibilities

MENTOR: also known as a cooperating or supervising teacher, is a tenured, professionally certified and highly qualified teacher who has completed at least three (3) years of service and is responsible for collaborating with the Institution of Higher Education and University Supervisor to provide individualized support to an intern; a school system employee; participates in required professional development; receives honorarium from UMBC

PHASE I*
- Welcomes and orients intern to school and school community
- Provides intern with varied, developmentally appropriate teaching experiences (bit teaching, small group teaching, co-teaching, whole class instruction; sustained teaching; full teaching)
- Provides intern with all appropriate information regarding curriculum, students with special needs, standardized assessments and other data interns should have in order to teach all students effectively
- Facilitates intern’s exposure to school support personnel and interactions with them as appropriate
- Collaborates with intern to support their planning of a specified unit that they will teach during their full-time placement
- Confers with Professional Development School Site Coordinator and UMBC personnel to maintain ongoing communication
- Completes Clinical Practice Performance Assessment (CPPA) forms in the Education Accountability System via Tk20 by the date specified in the UMBC Mentor Handbook, including the “Phase I to Phase II Transition Performance Assessment,” if required by the Program
- Problem-solves with University Supervisor and Program Coordinator; if school is a UMBC PDS, consult the IHE PDS liaison and PDS site coordinator (e.g. responsibilities, requirements, concerns, scheduling conflicts)

PHASE II*
- Develops a plan for a gradual release and transition of intern to full teaching responsibilities
- Supports the intern to complete UMBC’s program requirements of full-time instruction for specified number of weeks
- Coaches intern in classroom management, instructional processes, and assessment techniques
- Co-plans with intern regularly
- Observes intern and provides daily formative and/or summative feedback
- Confers with Professional Development School Site Coordinator and university personnel to maintain ongoing communication
- Contributes to both the ongoing and final evaluation of the intern (in consultation with the University supervisor), completing Clinical Practice Performance Assessment (CPPA) forms in the Education Accountability System via Tk20 by the date specified in the UMBC Mentor Handbook, including the “Mentor Teacher Feedback on UMBC Teacher Education Program and UMBC Supervisor Survey” for each intern mentored
- Problem solves with Supervisor and Program Coordinator (e.g. responsibilities, requirements, concerns, scheduling conflicts)
- Supports intern in the development of the teaching folio and completion of required action research project
- Guides intern in aligning action research project with the school improvement plan
- Scores teachingfolio with designated rubrics or provides other feedback as designated by the program
- Develops a plan for gradual lessening of teaching responsibilities toward the end of the internship

*Please note that some responsibilities may occur in both Phase I & Phase II.

Honorarium for Phase I and Phase II mentor teacher full-time services is $375/student:
- $75 for serving as a mentor teacher for Phase I
- $300 for serving as a mentor teacher for Phase II

Note that the honorarium will be adjusted accordingly for less than full-time service and/or failure to provide appropriate and timely feedback to assigned intern.

Expect payment after Phase II unless advised of an alternate payment schedule.

Please contact Dr. Pamela Morgan, Director, Office of Field Experiences and Clinical Practice with questions or concerns at pwmorgan1@umbc.edu or (410) 455-1218.
LESSON PLAN TEMPLATE

Standards
Content

<table>
<thead>
<tr>
<th>Standard Description</th>
<th>Type of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should include both national and local standards</td>
<td>Choose an item.</td>
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Objectives

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Bloom’s Taxonomy Level</th>
<th>Level of Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Performance Objectives (Observable; Measurable); Use Bloom’s Taxonomy Verbs; “Students will...”]</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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Assessment

Formative

<table>
<thead>
<tr>
<th>Assessment Description</th>
<th>Objective Assessed</th>
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<tbody>
<tr>
<td>Describe how the teacher will determine that students are making progress toward the objective: Note: Most lessons include “observing” the students. What are you specifically looking for to tell you that the students are learning/need more attention?</td>
<td>Objective Assessed</td>
</tr>
</tbody>
</table>

Summative

<table>
<thead>
<tr>
<th>Assessment Description</th>
<th>Objective Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the teacher will determine that students have reached the objective</td>
<td>Objective Assessed</td>
</tr>
</tbody>
</table>

Context

Background Information/Demographics
Grade level, number of students, number of students with an IEP or identified as Gifted/Talented or Limited English Proficiency (LEP)

Differentiation
Differentiation for students with special needs (e.g., IEP, ESL, Gifted/Talented)

Alignment within Unit
How this lesson fits into the substance of the unit; where it falls in the unit

Materials
Include all materials not normally present in the classroom
Procedures

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Activity Description</th>
<th>Assessment / Evaluation</th>
<th>UDL Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/ Engagement</td>
<td><em>What will the teacher do to draw students in on the lesson and focus on the learning that follows? How will the teacher ensure that all students are engaged in the introductory activities?</em></td>
<td>☐ Engagement</td>
<td>☐ Engagement</td>
</tr>
<tr>
<td>Core Learning Activities/</td>
<td><em>[Step by Step, Accounts for every minute]</em> [This section will include the specifics of what both the students and teacher will be doing, but not scripted: It should be detailed enough for someone else to teach the lesson if needed] [Includes Potential Questions/Problems] [Includes Relationship of Activities to Assessment and Objectives] [Includes all tasks, worksheet questions, etc.]</td>
<td>☐ Engagement</td>
<td>☐ Engagement</td>
</tr>
<tr>
<td>Explore- Explain- Elaborate</td>
<td></td>
<td>☐ Engagement</td>
<td>☐ Engagement</td>
</tr>
<tr>
<td>Closure</td>
<td><em>[How will the lesson be wrapped up? How will the teacher/students connect all the different ideas and concepts that have been learned in the lesson? Do not forget about the metacognitive aspects of your lesson. Revisit with the students why this lesson was important and how they could use it in their lives. Remember that you have to be able to answer this question yourself. Include an explanation of how the teacher will ensure that all students are engaged in the closure activity.]</em></td>
<td>☐ Engagement</td>
<td>☐ Engagement</td>
</tr>
</tbody>
</table>

Reflection

On the Lesson Plan

*[Research Addressed; Rationale for this Lesson; Explain How UDL Principles Addressed; Relevant Feedback from Pre-Observation Conference or Lesson Plan Feedback]*

On the class time:

*[What went well; What didn’t go well; Why; Relevant Feedback from Post-Observation Conference]*

What would I do differently or the same next time?

*[Describe potential changes or enhancing something that worked Rationale for why changes/enhancements are expected to improve student learning; Evidence from the class to support the rationale. Relevant Feedback from Post-Observation Conference]*