PART I – WHO are the students?

Class Composition
Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: http://achieve.lausd.net/getdata

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Subject/Grade Level:</th>
<th>Lesson Date/Time:</th>
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Female Students: Male Students:

General Student Data (1b1,1b3)
Record the number of students in each category

Students with Disabilities: GATE Students:

English Learner Data (1b1)
English Learners (EL): ELD Levels In Your Class:
English Only (EO): Reclassified Fluent English Proficient (RFEP):
Long Term English Learners (LTEL): Standard English Learners (SEL):

Additional Student Information
What other student data may be relevant or important to this lesson? (1b1, 1b3)

Considering the data above, list the strategies you use to help every student gain access to academic content (i.e., differentiation strategies, grouping of students, IEP requirements, etc.). (1a2, 1b1)

Part II – WHAT are they learning?

Instructional Goals and Objectives

1a1 Knowledge of Content and the Structure of the Discipline

EFFECTIVE
Teacher articulates a solid knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to the standards.
Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.

What key standards and instructional goals and objectives are being addressed in this lesson?

How does this lesson connect to the big idea and to the overall unit?

What ELD Standards are incorporated in this lesson (if applicable)?
Language Objective: What text structures, language features, and vocabulary will students need to use to express their understanding of the content?

Part III – HOW will they learn it?

Lesson Plan

1a2 Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities

EFFECTIVE - 1a2 Knowledge of Content Related Pedagogy
Teacher’s plan reflects effective research-based pedagogical approaches in the discipline, and is appropriate for the essential understandings and big ideas addressed in the lesson. Teacher plans appropriate use of technology and of 21st Century Skills. Teacher anticipates students’ misunderstandings.

EFFECTIVE –1d1 Standards-Based Learning Activities
All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards and represent awareness of 21st Century Skills. Learning activities are differentiated as appropriate to meet the needs of diverse student subgroups.

Include your instructional sequence (lesson plan) below. You may use a lesson plan format of your choice. Consider how your lesson plan will help you demonstrate EFFECTIVE practice in elements in Standard 3 when you teach your lesson. It is NOT necessary to respond to the items below.

Ideas to consider when developing your lesson:
- Purpose of the lesson (3a1)
- Academic language (3a4)
- Questions (3b1)
- Discussion techniques (3b2)
- Standards-based projects, activities, and assignments (3c1)
- Grouping of students (3c2)
- Feedback to Students (3d3)
- 21st Century skills (Communication, Collaboration, Critical Thinking, Creativity)

Outline your instructional sequence (lesson plan) here:
### Part IV – How will learning be assessed?

| Assessment |  
| --- | --- |
| **1e2 Planning Assessment Criteria** |  
| **EFFECTIVE** | Teacher has developed criteria by which levels of student learning will be assessed. Teacher has planned how criteria will be communicated to students. |
| What criteria will you use to assess your students’ learning? |  

How will you communicate the criteria and ensure students understand the expected outcomes?