**Teacher Performance Assessment Lesson Plan**

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| **Name:** | **Date:** |
| **Course/Grade Level:** | **Unit:** |

**1. What are your goals for student learning and why are they appropriate for these students at this time?**

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| **Concept Being Taught:** |
| **Rationale/Context:** *Why this lesson this time? How does it connect to previous or succeeding lessons?* |
| **Prior Knowledge Needed:** *What knowledge, skills, and/or academic language demands do students already need to know to be successful in this lesson.* |
| **Student Learning Goal(s)/Objective(s):** *What should students be able to do/know as a result of this lesson?* |
| **Standards:** *List the Illinois State Standards that are most relevant to your goals/objectives.* |
| **Academic Language Demands:** *Identify the academic language (particular words or phrases) that are essential to understanding the content of this lesson.* |

**2. How will you know and document the extent to which students make progress towards or meet your goals?**

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| **Evidence and Assessment of Student Learning:** *How will you know whether students are making progress toward your learning goal(s) and/or how will you assess the extent to which they have met your goal(s)?* | |
| **Assessment Strategy #1:**  *Describe assessment strategy here.* | **How is this assessment aligned to the stated objectives and standards?** |
| **How does this assessment strategy provide evidence of student understanding of the concepts being taught?** |
| **Expectations for Student Learning**: *What are your expectations for performance? Specifically, what are the criteria for the following types of performance: exceeds expectations, meets expectations, and below expectations?)* |
| **Student Feedback:** *How will you provide the students with feedback?* |

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| **Assessment Strategy #2:**  *Describe assessment strategy here.* | **How is this assessment aligned to the stated objectives and standards?** |
| **How does this assessment strategy provide evidence of student understanding of the concepts being taught?** |
| **Expectations for Student Learning**: *What are your expectations for performance? Specifically, what are the criteria for the following types of performance: exceeds expectations, meets expectations, and below expectations?)* |
| **Student Feedback:** *How will you provide the students with feedback?* |

**3. How will you support students to meet your goals?**

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| **Engagement:**  *Describe the engagement strategy here.* | **How does this engagement strategy address the main concept, objectives, & standards?** |
| **How does this engagement strategy draw on students’ social/emotional development or interests?** |
| **Learning Activity #1:**  *Describe the learning activity here.* | **How does this learning activity address the main concept, objectives, & standards?** |
| **How does this learning activity address student misconceptions?** |
| **How does this learning activity draw on students’ social/emotional development or interests?** |
| **How do the task and materials support students’ learning of the main concept(s)?** |
| **How will you assess student learning during this activity?** |
| **Learning Activity #2:**  *Describe the learning activity here.* | **How does this learning activity address the main concept, objectives, & standards?** |
| **How does this learning activity address student misconceptions?** |
| **How does this learning activity draw on students’ social/emotional development or interests?** |
| **How do the task and materials support students’ learning of the main concept(s)?** |
| **How will you assess student learning during this activity?** |
| **Conclusion:**  *Describe how you will bring closure to the lesson here.* | **How will you summarize the lesson objectives for the students?**  **How will you preview the next day’s lesson?** |

**4. What will the class session look like?** *Outline your class session, including engagement, learning activities, assessment strategies, transitions, and conclusion.*