**Lesson Planning Meeting Agenda for \_\_\_\_\_\_\_\_\_\_\_\_ (date)**

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| --- | --- | --- | --- | --- |
| Date | Facilitator  | Timekeeper | Task master | Other? |
|  |  |  |  |  |

**Ground rules:**

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| --- | --- | --- |
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**I. Roles (1 minute)**

**II. Celebrations (3 minutes)**

**III. Agenda Review -Additions? (2 minutes)**

**IV. WHAT are we going to teach (standards, objectives, purpose, etc.)? (7 minutes)**

Standard

“I can statement(s)”

Weekly/Unit goal:

Objective(s):

Is every student going to be expected to learn the same content at the same level? If not who and what?

**V. How are we going to assess student’s progress on these standards, objectives, this purpose? (10 minutes)**

IEP Accommodations?

Other scaffolds/supports? For whom?

**VI. HOW are we going to teach it? (30 minutes)**

**A. Do we need to do a pre-assessment/anticipation guide?**

When? What does this look like? And how will we use the information from it?

**I Do** (Focus Lesson….Teacher Responsibility….Lecture and/or Demonstration….5-20 minutes MAXIMUM)

* What’s your hook?
* Bringing in the purpose and sharing with the students.
* Activating prior knowledge
* Bringing in student interests in how you present/demonstrate/explain/give examples?
* Bringing in student learning strengths (e.g., MI, learning styles, etc.) in how you present/demonstrate/explain/give examples?
* Co-teaching: Supportive? Team?

1. IEP Accommodations?

2. Other scaffolds/supports? For whom?

**B. We Do** (Guided Instruction….Teacher Responsibility…Activity/Discussion with whole class….10-20 minutes MAXIMUM)

* Whole class activity/discussion/problem working based on student interests
* Whole class activity/discussion/problem working based on student learning strengths (e.g., MI, learning styles, etc.)
* Co-teaching: Supportive? Parallel? Complementary? Team?

 1. IEP Accommodations?

 2. Other scaffolds/supports? For whom?

**C. You do together** (Collaborative work, small group work, partner work…Student Responsibility…Structured by the teacher, supervised by the teacher, interrupted by the teacher if necessary…10-20 minutes MAXIMUM)

* Small group activities with groups organized by interests (Centers/Stations?)
* Small group activities with groups organized by learning strengths (e.g., MI, learning styles, etc.) (Centers/Stations?)
* Small group activities with groups organized by readiness/prior knowledge, with activities designed to meet students where they are with regard to the content (Centers/Stations?)
* Co-Teaching: Supportive? Parallel?

 1. IEP Accommodations?

 2. Other scaffolds/supports? For whom?

**D. You do alone** (Independent, check for understanding, exit card, assignment in class {NOT HOMEWORK….homework is independent practice that can and should be done without the possibility of teacher/adult intervention}… supervised by the teacher, interrupted by the teacher if necessary…5-20 minutes MAXIMUM)

* Individual assignments…same assignment for everyone
* Individual assignments based on student interest…assigned by the teacher
* Individual assignment based on learning strengths (e.g., MI, learning styles, etc.)…assigned by teacher or chosen by students
* Individual assignments based on student readiness/prior knowledge, with assignment designed to meet students where they are with regard to the content…assigned by teacher.
* Co-teaching: Supportive? Parallel? Team?

 1. IEP Accommodations?

 2. Other scaffolds/supports? For whom?

**E. Closure** (succinct and brief summary for “What did you learn in \_\_\_ today?” that wraps up your lesson.

* Co-teaching: Supportive? Parallel? Complementary? Team?

1. IEP Accommodations?

2. Other scaffolds/supports? For whom?

*Times are guidelines…can be shorter…can have multiple you do together and then you do alone…thoughtful planning is the key!*

**VII. Review of tasks to ensure these plans are ready to implement by date needed. (2 minutes)**