Concordia University Chicago

Special Education Lesson Plan

Lesson # ___

Teacher Candidate:       School:
Cooperating Teacher:     Grade:
Date of Lesson:          Time:

Educational Environment for Lesson:

[  ] Individual or [  ] Group Instruction

For Individual Instruction-Student’s IEP Eligibility and Learning Modalities:

For Group Instruction-Number of Students, IEP Eligibilities, and Learning Modalities:

Bilingual/Limited English/Cultural Accommodations and Considerations:

IEP Benchmark/s to be addressed during this lesson:

Illinois Learning Standard/s connected to IEP Benchmark/s:

Environmental Accommodations Needed:

Instructional Accommodations Needed:

Expectations for Student Behavior:
Rewards for Appropriate Behavior:

Consequences for Inappropriate Behavior:

Teacher Instructional Materials:

Student Materials:

Instructional Sequence:

Anticipatory Set:

Access Prior Knowledge:

Key Terms with Definitions:

Introduction of Content:

Guided Practice/Learning Activity:

Check for Understanding (Informal Assessment):

Reteach/Review, if needed:

Independent Practice:

Assessment of Benchmark (Formal Assessment):

Closure:
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Reflective Evaluation of Special Education Instruction

Teacher Candidate:

Date of Lesson # ___:

IEP Benchmark/s for Lesson:

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Reflections on Best Practice

These questions reflect goals that effective teachers integrate into their practices. Reflect on your progress compared to previous lessons.

1. Did I give students the opportunity to share background knowledge and experiences or make connections between newly learned information and prior knowledge? Did I help students become aware of and correct misconceptions?

Reflection:

2. Did I make the learning goals clear for the students? Did they understand the purpose of the lesson? Do they know how what was done today will continue in the lesson or will conclude this skill or unit?

Reflection:

3. Were the students actively engaged in writing, discussing, and/or transforming information to demonstrate the learning process? Were these experiences student owned and student generated? How do I know that the student/s met the lesson’s goals?

Reflection:

4. Did the student/s display the use of metacognitive strategies? Did the student/s reflect on their own learning? Did I guide them to know what to do if they didn’t understand the lesson?

Reflection:

5. Were there any opportunities to integrate the lesson into other curriculum areas or to help the student/s connect classroom and out-of-school experiences?

Reflection:

6. Was I prepared for this lesson with materials, organization, and necessary instruction for support personnel? Was I prepared for this lesson with optimal mental and physical health?

Reflection: