

PLC/Lesson Planning

AGENDA

Needed Resources:

- Data: (benchmark, universal screener, previous classroom assessment, attendance, behavior, academics)
- Unit map
- TEKS
- Language Objectives

4 Guiding Questions

1. What do we expect our students to learn? (Goals/Expectations)
 - a. Why is this difficult?
 - b. What are the pre-requisite skills?
 - c. How will students practice for proficiency?
 - d. What does our previous data indicate?
 - e. How will we build on prior knowledge and previous taught concepts?
 - f. What special ways should content be delivered to meet each class period student populations?
2. How will we know they are learning? (Building Your Assessment)
 - a. Pre-assessments?
 - b. Ongoing progress assessments?
 - c. Unit assessments?
3. How will we respond if they don't learn?
 - a. Who didn't get it?
 - b. What needs to be retaught?
 - c. How and when will we reteach it?
 - d. How will we work with the various levels?
4. How will we respond if they already know it?
 - a. Who got it or already knows it?
 - b. How can we dive deeper for these students?
 - c. How will we work with the various levels?

In Lesson planning consider:

- Front loading skills for upcoming units
- Focusing on skill deficiencies identified in screeners and previous taught content
- When should small group and stations be implemented?
- What would make a great station?
- How can technology be incorporated (APPs, Web Quests, Socrative)?
- What skills need more practice at home?

Looking at the Week, identify the following:

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| ___ TEKS/Language Objectives (LO) for posting | ___ Assessments |
| ___ Daily Warm Ups | ___ Adaptation for SPED/GT/LEP |
| ___ Daily Mini Lesson Topics | ___ Extension for advance learning |
| ___ TEKS for Small Group and stations – what day(s) and how long? | ___ Scaffolding |
| ___ Daily Vocabulary | ___ Management Plan |
| ___ Entrance/Exit Tickets | ___ Plan for Power Zone & Proximity |
| ___ Daily Summary/Review of Learning | ___ Blooms Taxonomy/Costas Verbs |
| ___ Seating Chart/Pairing/Grouping/Roles | ___ Alignment |