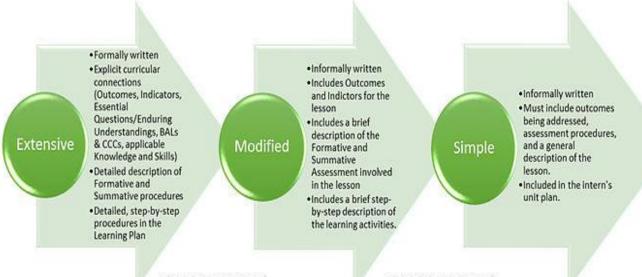
## Lesson Planning Information

Throughout the Field Experience process, College of Education students will be developing their short-term and long-term planning abilities following the Understanding by Design framework.

All teacher candidates (TCs) will begin by submitting Extensive formal lesson plans to their partner teacher(s) for feedback prior to teaching the lessons. As proficiency is evidenced in the Extensive lesson plan during the internship, they will move to a Modified lesson plan that includes the same features of the Extensive lesson plan, only in a less detailed and less formal manner. Finally, the TC will move to a Simple lesson plan that is informally written, but still must include the lesson's curricular connections and a general description of the lesson. **Teacher Candidates will use the Extensive lesson plan format throughout both EDST 321 and EDST 322.** 



## When is it time to move on?

- -Consistently displays effective timing in Jessons
- The lesson has a natural flow and there aren't constant stumbles.
- -Is able to teach the lesson without relying heavily on the written plan.
- -Clearly demonstrates an understanding of the components of the lesson and is not forced.
- Components of the lesson are connected, accurate, and relevant.
- Feedback on components of lesson have indicated competency.
- -The lesson does not go over or under time.

## When is it time to move on?

-Is able to adapt to the student's needs and adjust the lesson as it is being taught. Intern has taught a variety of lessons in modified format to help build a foundation. -Less reliance on referring to lesson plan but uses it more as a guide.

-The areas that were modified are not weakened or omitted during the lesson

 Clear indication that the lesson components are becoming internalized and the intern is comfortable with the lesson.