**Virtual Lesson/Unit Plan Checklist**

|  |
| --- |
| **Planning for your lesson or unit*** What is your purpose?
* Can you clearly state what you plan to achieve with this lesson or unit?
 |

|  |  |
| --- | --- |
| **Setting the Stage for your lesson** | **Resources** |
| **Step 1: Determine your Platform** (Google Classroom, Zoom? How are you going to deliver a virtual lesson)?* Google Meet
* Zoom
* Microsoft Teams

**Guiding questions:*** Have you used the platform before?
* Rate your knowledge on this platform?
* What supports will you need?

**Step 2: Establish Virtual Classroom Procedures*** How will students engage in your virtual classroom?
* How will students access materials

 (model how to access resources multiple times)* What materials/manipulatives with the students need?
* How will students be directed to ask questions?
* How will students submit their work?
* How will you plan for absent students?
* What are the Norms for your virtual classroom?
 | [www.google.com](http://www.google.com)[Video Call Protocol](https://ditch.teachable.com/courses/886811/lectures/16260914) [Virtual Classroom Management](https://www.vedamo.com/knowledge/virtual-classroom-management-tips/)  |
| **A screenshot of a cell phone  Description automatically generatedStep 3: Kentucky Academic Standards-** [**kystandards.org**](https://kystandards.org/)**Start Here** **Lesson goal(s)** * What do I plan to achieve in this lesson/unit plan?

**Target(s)** * What standards am I addressing?
* What is my target(s)?
* What are the critical skills/content?
* What resources and tools will I need to teach the lesson/unit?
 |
| **Step 4: Look at students IEP goals****IEP Goals -** [**IEP Guidance Document**](https://education.ky.gov/specialed/excep/forms/Documents/IEP_Guidance_Document.pdf)**Guiding Questions:*** Does the goal(s) align with the Kentucky Academic Standards?
* How does this lesson connect to the student’s IEP goal?
* Does the goal have all the required components?
* Can I measure this goal? What the method of measurement?

**Example:****When given a 5th grade writing assignment, Johnny will write a paragraph using a topic sentence and supporting sentences with a score of 3 on a 4 point rubric for 3 consecutive trials weekly.**  |
| **Step 5: Specially Designed Instruction**  | **Resources**  |
| What the teacher does…..**Guiding Questions**:* What will you do to improve the **performance** of SWD?
* Do you have opportunities for increased **practice turns and feedback?**
* Do we practice **retrieval of information** from a blank slate?
* Do we practice **flexible grouping for differentiation-** (6-8 students)?
* Do we use Explicit Instruction that makes **embedded explicit vocabulary instruction** a priority?
* Do we embed activities that teach SWD **metacognitive strategies**?
* Fill in the **gap interventions**? preloaded strategies at grade level and on instructional level.
* Do we have strong research-based strategies for **positive behavioural support** for SWD?
* Do you use **scaffolded instruction**?
* Do you make use of mnemonics to aid SWD memorization skills?
* Does the SDI you list match the Annual Goal?
 | [**SDI Info- Graphic**](https://education.ky.gov/specialed/excep/forms/Documents/SDIGraphic.PDF)[**John O'Connor Power Point for SDI**](https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Events%20and%20Conferences/Area%20ILC%20Feb%202018/Increasing%20the%20Achievement%20of%20SWDs.pdf?fbclid=IwAR3mOr0MIO_zRWkifqVld987glDhICor37b4rDehhXL5CLvYp6hDz-xWP8o) **-Great read for developing your list of SDI.**[**Practice Turns and Feedback**](http://mathsnack.blogspot.com/2019/04/lets-talk-practice-turns-feedback.html)[**retrieval of information**](http://pdf.retrievalpractice.org/RetrievalPracticeGuide.pdf)[**Using Think, Pair, Share with Google Doc extend to Breakout Rooms**](https://docs.google.com/document/d/1A2zrFsX6TeMoV0vCwJ5ma5UHE8ia57miQdP_vbSckaw/edit)[**Virtual application: Spaced Repetition**](https://www.emergingedtech.com/2019/07/effective-uses-of-edtech-practicing-spaced-repetition-for-improved-memory/) **Look at the use of Quizlet flashcards. Apply the Google Calendar to set practice sessions that are spaced for improved memory.**[**Flexible grouping for differentiated classrooms**](https://www.goguardian.com/blog/learning/how-to-use-flexible-grouping-for-differentiated-instruction/)[**11 ways to do embedded vocabulary instruction**](https://www.goguardian.com/blog/learning/how-to-use-flexible-grouping-for-differentiated-instruction/)[**Reading Rockets :10 ways to teach vocabulary with Online Tools**](https://www.readingrockets.org/article/10-ways-use-technology-build-vocabulary)[**Metacognitive Strategies**](http://pdf.retrievalpractice.org/MetacognitionGuide.pdf) **Give this article a chance the goods are on page 7.**[**Mnemonic Strategies**](http://www.ldonline.org/article/5912) [**Article: Mnemonics**](https://blog.commlabindia.com/elearning-design/how-to-use-mnemonics-in-elearning) [**Positive Behavior Site for the Classroom**](https://www.pbis.org/topics/classroom-pbis)[**10 ways to scaffold learning**](https://www.weareteachers.com/ways-to-scaffold-learning/) [**Virtual Scaffolding of Google Lessons**](https://www.readysetcoteach.com/8-tips-for-scaffolding-virtual-instruction/) |
| **Supplementary Aids and Services** | **Resources**  |
| What the student needs……Guiding Questions: * What are SAS does your Student With a Disability routinely require?
* Can you what you will provide based on student need?
 | [IEP Lesson Plan and Development Handbook](https://www.calloway.kyschools.us/userfiles/193/my%20files/iep%20and%20lesson%20plan%20development%20handbook.pdf?id=771)[List of Supplementary Aids and Services](http://www.spednet.org/supplemental_aids_and_services/) [Speech To Text](https://www.techrepublic.com/article/pro-tip-how-to-speech-to-text-in-google-docs/) [Text to Speech Extension on Google Chrome](https://www.naturalreaders.com/chrome_ext.html) |
| Notes:  |
| **Explicit Instruction Lesson Plan**  |
| **LESSON SECTION** | **CONTENT*****What skills / knowledge to be taught today?*****TOPIC:** | **Resources**[Anita Archer's Explicit Instruction](https://www.youtube.com/watch?v=i-qNpFtcynI) |
| **I DO It…..** | * Provide scaffolded learning
* Model activities
* Elicit frequent responses (verbal and written)
* Prepare lots of Examples and Non-Examples
* Check understanding (monitor and corrective feedback)
* Reteach if necessary
 | **What Engagement Strategies will I use?*** annotation
* white board
* polls
* email
* reactions
* classroom Google doc
 |
| **We Do It...** | * Practice activities together
* Check understanding
* Monitor and provide corrective feedback
* Reteach if necessary
 |   |
| **You Do It....** | * Independent practice of skill / knowledge
* Check understanding
* Monitor and corrective feedback
* Reteach if necessary
 | Feedback |
| **Assessment** | * How will you close your lesson?
* Target/Assessment match?
* Formative?
* Summative?
 | [Revising the Definition of Formative Assessment](https://docs.google.com/document/d/1q-_UoWnbZwfrKdVtuYApk9p7o8N8b9Svo9TpdZIFPLA/edit) |
| **Progress Monitoring**  | * What is the measurable verb in the student’s goal?
* What is your method of measurement? (specific tool)
 | [Methods of Measurement](http://www.sped.sbcsc.k12.in.us/ppm/behavior/datacollection.html)[List of Measurable Verbs](https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf) |
| **Teaching reflection and notes.***After lesson* | Reflection Notes:* What went well for your lesson?
* What changes need to be made to the delivery of instruction?

 **Feedback**:What worked well for your learning?Areas for improvement or new learning? |