**Virtual Lesson/Unit Plan Checklist**

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

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| **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? | |