**School-Wide Expectation Lesson Planning Reflection Tool**

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|  | **INCLUSION AND ACCESSIBLITY** |
|  | Images, materials, and names reflect the racial and ethnic diversity of New Jersey. |
|  | Materials, activities and instruction are translated into additional student languages. |
|  | Instructional decisions use a strengths-based approach that reflects the array of students’ cultural learning styles. |
|  | Accommodations or modifications needed by students with disabilities are planned. |
|  | Personnel with specific expertise (e.g., ELL teachers, special education teachers) have been included in the design of lessons. |
|  | The lesson is designed to be effective whether in-person or learning remotely:* Adjustments for learning remotely have been anticipated
* There is a plan to make sure students learning remotely have needed materials
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|  | Lessons are differentiated across grade levels or grade bands (e.g., different activities for different grades) |
|  | **CONSISTENCY AND SUSTAINABILITY** |
|  | Each component of the lesson is scripted to promote continuity of lesson delivery across personnel. |
|  | All of the needed materials and resources (e.g., PowerPoint slides, worksheet, activity, hyperlinks, etc.) materials, are included in the distribution of the lesson. |
|  | Lesson plans are saved in a shared drive that all team members and administrators are able to access |

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|  | **LEARNING OBJECTIVE & ASSESSMENT** |
|  | The lesson has a measurable and observable learning objective (i.e., What are students expected to know and do once the instruction is completed?). |
|  | The lesson includes a way to assess that the learning objective was met:* Responses during games or polls are recorded.
* Rubric for products are developed.
* Responses are recorded.
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|  | The lesson includes options for alternative methods of assessment or assessment accommodations or modifications. |
|  | **DESCRIBE AND MODEL THE EXPECTATIONS (TELL & SHOW)** |
|  | The lesson uses combinations of strategies to represent the expectations in ways that reflect an array of cultural learning styles. For example, * Verbal description of the expectations
	+ Narration and description of the expectations
	+ Story-based or scenario-based instruction
* Written description of the expectations
	+ Using PowerPoint slides with vocabulary, examples, and non-examples
	+ Provide students with a paper or electronic summary
* Pictorial depiction of the expectations
	+ Pictures
	+ Clip art
	+ Comics
	+ Virtual tour
* Live or video modeling of expectations
* Memory aids (songs, acronyms, phrases)
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|  | The lesson includes scenarios that illustrate ‘real life’ and authentic considerations for using the expectations in routine:* Scenarios that have students apply what they have learned
* Scenarios that promote students generalizing from instruction to use:
	+ Include variations in settings and situations
	+ Include potential obstacles students may encounter and how to overcome the obstacle
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|  | Students receive an electronic or print handout of the expectations |
|  | The lesson includes at least one opportunity for students to generate knowledge about the topic:* Brainstorm examples and non-examples
* Problem-solve
* Contribute suggestions or feedback to shape a decision
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|  | **PRACTICE (DO)** |
|  | Students have an immediate opportunity to practice what they have learned:* In-location practice: instruction occurs in-location (e.g., cafeteria) and students have an opportunity to practice the expectations and ‘run through’ procedures of the setting
* Out-of-location practice: instructions occurs in the classroom and students practice the expectations in a ‘mock routine’ or application activity
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|  | The lesson uses a variety of response strategies that ensure students can express what they have learned regardless of literacy level or language. For example:* Response cards, response signals, or choral responding
* Turn and talk strategies
* Games (e.g., jeopardy),
* Technology (e.g., Kahoot, selecting pictures, etc.)
* Movement (e.g., expectations relay race)
* Creative expression (e.g., graffiti wall)
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|  | **REVIEW** |
|  | The lesson includes a novel review activity that reflects the interests, preferences, and cultural learning styles of your students:* Games (e.g., Jeopardy, Bingo, Tic Tac Toe, Family Feud, Relay Races, etc.)
* Polls (e.g., Kahoot or Everywhere Poll)
* Arts (e.g., create a poster, create a graffiti wall, songs, storytelling, poems, etc.)
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|  | **CONCLUSION** |
|  | The lesson concludes with walk away points and a summary of the learning objective |