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| Effective teachers… | EE | ME | BE |
| **Stage One: What will the students be able to do at the end of the lesson?** |
| 1 | The lesson’s daily performance objectives are written in student-friendly language.***Notes:*** |  |  |  |
| **Stage Two: How will you know the learners met the targets?** |
| 2 | The assessment of the daily learning target(s) seem to indicate that it would provide adequate evidence that the learning targets are met.  |  |  |  |
| **Stage Three: What learning experiences will you provide to help them achieve the targets?** |
| 3 | Instructional activities are designed to keep all students cognitively engaged and on task.**Notes**: |  |  |  |
| 4 | Activities are written from the perspective of what ***students*** will be doing. **Notes:** |  |  |  |
| 5 | Tasks are designed for students to use language appropriate to the proficiency target. **Notes**: |  |  |  |
| 6 | There is at least one pair or small group activity that requires student interaction in the target language.**Notes:** |  |  |  |
| 7 | Cultural products, practices, and/or perspectives are reflected in some of the lesson’s activities.**Notes**: |  |  |  |
| 8 | The lesson employs a variety of print and non-print materials; many of which are authentic. **Notes:** |  |  |  |
| 9 | Technology is used to advance learning.**Notes:** |  |  |  |
| 10 | Students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.**Notes:** |  |  |  |
| 11 | There is an appropriate number of activities. **Notes:** |  |  |  |
| 12 | There is an appropriate variety of activities.**Notes:** |  |  |  |
| 13 | The amount of time allocated to each activity seems appropriate.**Notes:** |  |  |  |
| 14 | The lesson plan accounts for differentiated instruction. **Notes:** |  |  |  |
| 15 | There is an appropriate amount of physical movement in the lesson.**Notes:** |  |  |  |

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| **Next Steps** |
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