SCHOOL *of* EDUCATION

Special Education Lesson Plan Template

CAL POLY

Candidate:	Grade Level(s)/Service Delivery Model:	Date Taught:
Content Area:	Topic:	Lesson Duration:

A1. Lesson Pre-Plan

Provide a bulleted description of relevant student characteristics (related strengths and areas of need, modifications or accommodations on IEPs/504s, EBs, home language, cultural backgrounds, interests, etc.):

What prior knowledge will students bring to this lesson? (Have they had related experiences? Have they had prior related lessons? Do they have the prerequisite skills?):

UDL Application: What materials, including technology, will you need to represent the content (consider the function and form of the language demands of your lesson)?:

UDL Application: What materials, including technology, will students need for their own expression and engagement?:

Explain the rationale for (a) the instructional targets (skills, practices, or processes) and (b) the instructional strategies/practices you will use: (a) Include a description of how the skills and practices you have identified to teach are necessary next steps, according to a systematic view of teaching direct and explicit instruction. (HINT: Use Carnine et al's resources on systematic orders of teaching instructional targets and skills); (b) explain how your instructional practices are rooted in research and evidence-based instruction and how they align with the CA MTSS framework:

A2. Outcomes & A4. Student Assessment

Relevant Academic Content Standard(s) (foundational or grade level):

Summary of related IEP goals:

Relevant ELD Standards (if you have students who are Emergent Bilingual):

Lesson Goal(s): (Given [condition], [student] will [behavior] in [accuracy + mastery criteria]):	Assessment(s) of Goal(s):

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A3. Designing Systematic and Explicit Instruction		NOTES
Time	Universally Designed Procedure – Include Multiple Means of Engagement, Representation, and Expression	Identify targeted supports as needed for students who require accommodations or modifications, are Emergent Bilingual, or benefit from additional differentiated supports (A5 & A6)
	Focus and Review (include (a) how you'll get their attention, (b) how you'll help them access or build relevant background knowledge, and (c) how you'll review or pre-teach related vocabulary words or concepts they'll need in the lesson):	
	Statement of Goal for Student: Statement of Rationale for Student:	
	Teacher Input ("Model"): Guided Practice ("Lead"): Independent Practice ("Test"):	
	Closure (include an opportunity for student self-assessment, reflection on their learning goals, and opportunities for students to ask for what they need to be successful in the future):	