

TEACHING PROCESS MAP



NOTE: Consider both ACADEMIC and SOCIAL/EMOTIONAL needs of all students during all parts of the learning cycle

Actions: Plan Do Check Act

Decision Points: [Diamond]

Supporting Information: [Purple Box]

PLC: Professional Learning Community
EST: Education Support Teacher
UDL: Universal Design for Learning

Review Grade Level Curriculum Outcomes
throughout the year

Use a Yearly Teaching Plan
Create a positive learning environment

Develop Profile of Class:
Use last year's student data

Know your students:

- Identify specific support and/or strategies which have been effective for individual students
- Identify students' interests and goals
- Consult with the previous teacher, Grade Level or Subject Areas PLCs, ESTs, etc.

Lesson Plans:

- Plan activities to maximize learning opportunities for all students (UDL)
- Consult **curriculum document, look fors, and rubrics**
- Use effective strategies to support academic & social-emotional learning
- Use a variety of appropriate resources

Select Outcome(s) to Teach

Pre-assess Students:
What is the level of readiness of students?
Which concepts/skills require more support?
Record data

Develop Lesson Plan:
May need to include concepts and skills from prior years to close gaps in learning

Collect evidence from a variety of sources:

- Observations
- Conversations
- Products

Possible sources:

- Paper/pencil tasks
- Oral interviews
- Paired activity
- Students teach each other
- Presentations

Co-construct criteria for success and help students set learning targets

Prepare Instructional Materials

Do Warm-up Activity:
Can be used to check for understanding

Facilitate Student Learning:
Teach Lesson/
Do Activities

Use the following sources of evidence to check for students' understanding:

- Observations
- Conversations
- Products

Engage students in the assessment process

Check for Understanding:
During lessons/activities
Record Formative Assessment Evidence/Data

Provide Timely Descriptive Feedback
Sources: Teacher, Self, Peer

Reflect on Lesson:
After the class is dismissed, **record reflections on Lesson Plan**

Consider:

- Where are students compared to where they need to be?
- Do new learning targets need to be set?
- Who struggled and who needs their learning extended?
- How could the plan be improved?
- Can the environment be changed to better support learning?

Go to Next Lesson Objective

Use Lesson Decision Making Continuum

Was lesson objective achieved?

Is this outcome complete?

Develop Adjusted Lesson Plan:
Consider differentiation and flexible grouping strategies.
Select **tasks** based on student needs.

Are there students who need additional intervention?

Develop Intervention Plan with ESTs

Follow Intervention Process Map

Do Summative Assessment and Record Data
Go to next outcome(s)