

PHASES	LESSON PREPARATION	SETTING UP THE ROOM	CLASSROOM ENTRANCE	BEGINNING THE LESSON	APPLIED PRACTICE ACTIVITY	DEBRIEFING/REGROUPING	WRAPPING UP THE LESSON	EXITING THE CLASSROOM	POST-LESSON
ACTIONS	<div>1. Review curriculum and upcoming lesson topics</div> <div>2. Prepare lesson plans by creating a new one or adapting an existing. Lesson plan usually has this structure:</div> <div>3. Prepare materials (handouts, activities, etc.)</div> <div>4. The prep of material and the lesson planning happen simultaneously.</div> <div>5. Prepare homework</div>	<div>1. Tidy up from previous lesson</div> <div>2. Arrange classroom for specific class, making any accommodations necessary (seating arrangement)</div> <div>3. Gather correct materials and distribute them (books, graded homework, etc.)</div> <div>4. Set up any tech tools (laptop, whiteboard, projector, websites, programs)</div> <div>5. Review lesson plan and teaching materials</div>	<div>1. Students enter the classroom and take their seats</div> <div>2. Greet students as they enter the classroom.</div> <div>3. Finish any last minute prep.</div>	<div>1. Recap of previous lesson</div> <div>2. Warmer</div> <div>3. Lead-in to lesson objectives and outcomes</div> <div>4. Teacher-led explanation and examples</div>	<div>1. Provide clear instructions for tasks or activities</div> <div>2. Independent or group exercises</div> <div>3. Monitoring student engagement and understanding</div> <div>4. Offering support to students who might need extra help. This support might be feedback, helping push the students towards the right answers, or giving other feedback.</div>	<div>1. Gathers the class back up as a in a whole group discussion.</div> <div>2. Goes over the answers</div> <div>3. Covers any classroom wide mistakes, misunderstandings, and questions by calling on students who raise their hand.</div> <div>4. Worried that some students might not ask questions.</div>	<div>1. Go over the main points of the lessons.</div> <div>2. Gives out homework.</div> <div>3. If there is time, reviews the homework for important points to look out for.</div> <div>4. Takes any final questions.</div> <div>5. Make sure the room is tidy.</div>	<div>1. The bell rings, the students pick up their belongings and get ready to leave.</div> <div>2. Give final instructions and reminders to the students, especially for homework.</div> <div>3. I say “bye” to the students as they leave and wish them well.</div>	<div>1. Reflect on what worked well and what didn't.</div> <div>2. Revise lessons plans for future lessons based on outcomes</div> <div>3. Document changes and lessons learned for future reference.</div> <div>4. Give feedback on anything that the student has handed in.</div> <div>5. Prepare for the next lesson.</div>
HIGH POINTS	<div>I have confidence when lessons plans are organized and well-structured</div> <div>Excitement when teaching something new, trying a different teaching technique, or introducing a new activity</div>	<div>I am calm and I believe my calmness permeates through the classroom.</div> <div>I feel relief when everything is set up on time.</div> <div>I feel excited to see students and start an engaging lesson.</div>	<div>I feel good when students are responsive and greet back warmly.</div> <div>I get excited when students come in excited to spend time with me.</div>	<div>I am satisfied when students are actively participating and engaged. I'm getting that teaching high.</div> <div>I feel pride when a student makes a breakthrough or asks insightful questions.</div> <div>I am excited when the class is energized and interactive.</div> <div>I feel satisfaction when students grasp the lesson topic and everything goes as planned.</div>	<div>When I know the topic or the “lesson” well enough to feel comfortable giving useful feedback, something clicks.</div> <div>I feel like I'm doing the right thing when I am helping the people I know need the most help.</div> <div>I feel on task when I'm giving students immediate feedback when they need it.</div>	<div>I feel good when the whole class seems interested in the conversation.</div> <div>I am excited when there are lightbulb moments.</div> <div>It's a good sign to me when kids are laughing.</div> <div>I feel proud when kids have their hands up or say, “Oh, I know this!”</div>	<div>When I have time to cover everything and students can ask questions about the homework, I feel prepared.</div> <div>When I still have students’ attention at this time, I feel like I'm doing my job.</div>	<div>I feel satisfaction when the lesson went well.</div> <div>I feel motivation to refine practice and implement any changes based on outcomes.</div> <div>I am excited about trying out new practices or strategies based on student feedback.</div>	<div>When the lesson goes well, I feel motivated to plan and continue with the next lesson.</div> <div>I find ways to tie the dots between this lesson and the next lesson.</div> <div>I have time to actually reflect and jot down notes.</div> <div>I have time to give meaningful feedback on items the students have handed in.</div>
LOW POINTS	<div>I am stressed when time limitations result in a less thorough lesson plan,</div> <div>I feel nervous when lessons are not prepped well. I am nervous that the material is not accessible</div> <div>When I don't know how to break down the concepts well to the students, I feel frustrated and I'm setting my kids up for failure.</div>	<div>I feel disoriented when the classroom is not setup, it feels off. For example, the desks are all mishmashed, and trash is on the floor.</div> <div>I feel stress if setup bleeds into students entering the classroom.</div> <div>I feel frustrated when I have technical issues.</div>	<div>I feel unprepared and scrambling before the class starts if I'm not ready yet.</div> <div>When students don't seem enthusiastic, it affects my mood.</div>	<div>I feel frustration when a lack of time to plan lessons results in poor reception of the topic.</div> <div>I feel frustration when students are unengaged and not actively participating.</div> <div>I feel stress and annoyed when interruptions or disruptions occur.</div> <div>I have self-doubt when students struggle to grasp or understand key concepts.</div>	<div>It's impossible to give feedback to 30 kids. I feel very overwhelmed.</div> <div>When I'm giving feedback to one student, I'm not sure if the other students are on task.</div> <div>When I'm not familiar enough with the topic area, I feel uncomfortable; I tend to rely on the algorithm and principles that the book explains.</div> <div>When I'm not familiar enough with the topic area, I feel like I'm failing my students.</div>	<div>I am worried that some students might not be asking questions.</div> <div>I feel that sometimes only people who are good at the subject raise their hand to deepen their understanding.</div> <div>When a student seems distracted or are having a side conversation, it undermines the authority of the teacher.</div>	<div>When my lesson is too short, I ask for students to ask more questions but they don't know what to ask.</div> <div>When my lesson is too long, I don't feel like I've completed the material.</div> <div>I feel frustrated if students are antsy and ready to go and I feel like I'm not being listened to.</div>	<div>I sometimes feel rushed because I didn't finish the lesson.</div> <div>If students are dashing towards the door, and I think it is because of my lesson, I lose confidence.</div> <div>If the classroom is disorganized after the students leave, I feel rushed to reorganize the classroom so I do not inconvenience other teachers.</div>	<div>Sometimes, I feel like I have no time for reflection.</div> <div>Sometimes, the lesson gets me down when the lesson doesn't go as planned or expected.</div> <div>I'm frustrated when there are groups of students at different levels. I don't know how to address the whole class.</div> <div>Frustration when identifying areas that could be improved but feel overwhelmed by the next lesson.</div>