

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	<ul style="list-style-type: none"> 1. Review curriculum and upcoming lesson topics 2. Prepare lesson plans by creating a new one or adapting an existing. Lesson plan usually has this structure: 3. Prepare materials (handouts, activities, etc.) 4. The prep of material and the lesson planning happen simultaneously. 5. Prepare homework 	<ul style="list-style-type: none"> 1. Tidy up from previous lesson 2. Arrange classroom for specific class, making any accommodations necessary (seating arrangement) 3. Gather correct materials and distribute them (books, graded homework, etc.) 4. Set up any tech tools (laptop, whiteboard, projector, websites, programs) 5. Review lesson plan and teaching materials 	<ul style="list-style-type: none"> 1. Students enter the classroom and take their seats 2. Greet students as they enter the classroom. 3. Finish any last minute prep. 	<ul style="list-style-type: none"> 1. Recap of previous lesson 2. Warmer 3. Lead-in to lesson objectives and outcomes 4. Teacher-led explanation and examples 	<ul style="list-style-type: none"> 1. Provide clear instructions for tasks or activities 2. Independent or group exercises 3. Monitoring student engagement and understanding 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. 	<ul style="list-style-type: none"> 1. Gathers the class back up as a whole group discussion. 2. Goes over the answers 3. Covers any classroom wide mistakes, misunderstandings, and questions by calling on students who raise their hand. 4. Worried that some students might not ask questions. 5. Make sure the room is tidy. 	<ul style="list-style-type: none"> 1. Go over the main points of the lessons. 2. Gives out homework. 3. If there is time, reviews the homework for important points to look out for. 4. Takes any final questions. 5. Make sure the room is tidy. 	<ul style="list-style-type: none"> 1. The bell rings, the students pick up their belongings and get ready to leave. 2. Give final instructions and reminders to the students, especially for homework. 3. I say "bye" to the students as they leave and wish them well. 	<ul style="list-style-type: none"> 1. Reflect on what worked well and what didn't. 2. Revise lessons plans for future lessons based on outcomes 3. Document changes and lessons learned for future reference. 4. Give feedback on anything that the student has handed in. 5. Prepare for the next lesson.
HIGH POINTS	<p>I have confidence when lessons plans are organized and well-structured</p> <p>Excitement when teaching something new, trying a different teaching technique, or introducing a new activity</p>	<p>I am calm and I believe my calmness permeates through the classroom.</p> <p>I feel relief when everything is set up on time.</p> <p>I feel excited to see students and start an engaging lesson.</p>	<p>I feel good when students are responsive and greet back warmly.</p> <p>I get excited when students come in excited to spend time with me.</p>	<p>I am satisfied when students are actively participating and engaged. I'm getting that teaching high.</p> <p>I feel pride when a student makes a breakthrough or asks insightful questions.</p> <p>I am excited when the class is energized and interactive.</p> <p>I feel satisfaction when students grasp the lesson topic and everything goes as planned.</p>	<p>When I know the topic or the "lesson" well enough to feel comfortable giving useful feedback, something clicks.</p> <p>I feel like I'm doing the right thing when I am helping the people I know need the most help.</p> <p>I feel on task when I'm giving students immediate feedback when they need it.</p>	<p>I feel good when the whole class seems interested in the conversation.</p> <p>I am excited when there are lightbulb moments.</p> <p>It's a good sign to me when kids are laughing.</p> <p>I feel proud when kids have their hands up or say, "Oh, I know this!"</p>	<p>When I have time to cover everything and students can ask questions about the homework, I feel prepared.</p> <p>When I still have students' attention at this time, I feel like I'm doing my job.</p>	<p>I feel satisfaction when the lesson went well.</p> <p>I feel motivation to refine practice and implement any changes based on outcomes.</p> <p>I am excited about trying out new practices or strategies based on student feedback.</p>	<p>When the lesson goes well, I feel motivated to plan and continue with the next lesson.</p> <p>I find ways to tie the dots between this lesson and the next lesson.</p> <p>I have time to actually reflect and jot down notes.</p> <p>I have time to give meaningful feedback on items the students have handed in.</p>
LOW POINTS	<p>I am stressed when time limitations result in a less thorough lesson plan,</p> <p>I feel nervous when lessons are not prepped well. I am nervous that the material is not accessible</p> <p>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.</p>	<p>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.</p> <p>I feel stress if setup bleeds into students entering the classroom.</p> <p>I feel frustrated when I have technical issues.</p>	<p>I feel unprepared and scrambling before the class starts if I'm not ready yet.</p> <p>When students don't seem enthusiastic, it affects my mood.</p>	<p>I feel frustration when a lack of time to plan lessons results in poor reception of the topic.</p> <p>I feel frustration when students are unengaged and not actively participating.</p> <p>I feel stress and annoyed when interruptions or disruptions occur.</p> <p>I have self-doubt when students struggle to grasp or understand key concepts.</p>	<p>It's impossible to give feedback to 30 kids. I feel very overwhelmed.</p> <p>When I'm giving feedback to one student, I'm not sure if the other students are on task.</p> <p>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.</p> <p>When I'm not familiar enough with the topic area, I feel like I'm failing my students.</p>	<p>I am worried that some students might not be asking questions.</p> <p>I feel that sometimes only people who are good at the subject raise their hand to deepen their understanding.</p> <p>When a student seems distracted or are having a side conversation, it undermines the authority of the teacher.</p>	<p>When my lesson is too short, I ask for students to ask more questions but they don't know what to ask.</p> <p>When my lesson is too long, I don't feel like I've completed the material.</p> <p>I feel frustrated if students are antsy and ready to go and I feel like I'm not being listened to.</p>	<p>I sometimes feel rushed because I didn't finish the lesson.</p> <p>If students are dashing towards the door, and I think it is because of my lesson, I lose confidence.</p> <p>If the classroom is disorganized after the students leave, I feel rushed to reorganize the classroom so I do not inconvenience other teachers.</p>	<p>Sometimes, I feel like I have no time for reflection.</p> <p>Sometimes, the lesson gets me down when the lesson doesn't go as planned or expected.</p> <p>I'm frustrated when there are groups of students at different levels. I don't know how to address the whole class.</p> <p>Frustration when identifying areas that could be improved but feel overwhelmed by the next lesson.</p>