

How to Ace the Teacher Demo Lesson

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Structuring Your Lesson

Teach to Your Strengths

- › In your phone interview prep, we asked you to identify two-three of your teaching strengths. Make sure you highlight those through your teaching. Did you say that you excel at building a classroom community? Let's see it in action - find intentional ways to connect with the students. Did you say you make awesome visuals? Make sure you bring some!

Ground your lesson in the standards

- › Your lesson should be focused on one - two grade-appropriate CCLS. Do not list a bunch of standards - they all will not be covered sufficiently in a single lesson. You need to communicate that you lesson plan intentionally.

Plan for a stand alone lesson

- › You may be tempted to the teacher what unit the students are studying. If your interviewer wanted you to teach a lesson in the current unit, they should specify that fact upfront. Do not get tripped up with what students may or may not know - each class will have a diversity of learners! Plan a stand alone lesson to ensure that the lesson reflects your strengths and introduces new material or strategies.

Teach new material!

- › Most demo lessons are a review. Candidates

Positive Learning Community

Establish your classroom norms

- › Use signal, but if you rely on your observers to manage student behavior you communicate that you cannot manage your students. Spend the first minute outlining your expectations clearly and hold students accountable clearly and fairly during your lesson.

Consider ways to develop a positive, joyful rapport

- › Showcase that you love teaching. Bring joy and energy. Reinforce your classroom norms

Differentiation

Identify ways to differentiate

- › Schools will not provide specific assessment data but you can expect that there are a range of

often feel that no new information can be communicated in 10 - 20 minutes. If you only review, you communicate a lack of urgency. Bring a text or strategy that will teach the students something that they did not know prior to the lesson.

Build your lesson around a clear objective.

- › Identify what the students will know and how they will showcase the learning. Have your objective posted and refer to it intentionally.

Avoid Fluff

- › You have been asked to present a lesson so your interviewers can see you create a rigorous and engaging lesson. Do not do an art project as your assessment, please. It will be rushed and will not teach new content. No, not even for Grade K. Research exemplary instruction for your age group, challenge and scaffold the student learning.

Assess mastery

- › (Yes, even if your lesson is 10 minutes!) Make sure you have an assessment that measures the mastery of your objective. If you will have students write responses, provide them with the materials to do so and collect it so that you know who mastered your objective. You can reflect on this in your follow-up conversation or email.

positively ("I love the way Asa is sitting!") rather than admonishing students you do not have a relationship with.

Getting to Know You

- › Ask for first names ahead of time to make name tags. If they cannot be provided, and it is age appropriate, bring blank name tags. (Do NOT let this eat time from your lesson. Have a helper (or two!) pass out name tags and give the students 30 seconds to complete.)

learners. How do you support students with IEPs? ELLs? Ones that will breeze through the lesson? Highlight this differentiation in your lesson plan.

Visit blog.getselected.co for the full presentation and notes!