Preemptive Questions to Ask Now

to Make Sure Your Lesson Plan

is Focused on the Standards

Consider the answers to these prompts and questions before you plan. Document your responses before you begin your process, and revisit your answers once you’ve completed the lesson plan. You can adjust your responses before submitting for evaluation. Answers to the preemptive questions should be submitted with your document.

**Evaluation**- How do you plan for students to demonstrate mastery of the objective(s)? When to do this evaluation depends on the way the lesson is segmented. Some objectives require more than one lesson before the teacher is ready to assess mastery. –What measures (written, oral, observed, etc.) do you plan to implement to tell you, the teacher, if each student learned/understood the content that was taught? What key components do you plan to look for in student work? Do you plan to use a rubric? How will you know if the lesson was successful? Describe how you will assess how the lesson will positively impact student learning?

**Technology**-Take time to think about how you will address technology/digital media use during this instructional set. How will you use technologies to ensure accessibility and relevance for all learners? How can you use technology to track and share student performance data with parents or team members? What databases or electronic sources will work best with your lesson or lesson planning process?

**Research/Evidence of student learning**– Take time to think about how you can use research-verified practices, data and evidence for planning, implementing and evaluating this lesson. How will you use data to monitor students’ progress toward the learning goal? How will you assess individual and group performance in order to design or modify your plan? Consider cognitive, linguistic, social, emotional, and physical development.

**Differentiation** -Did you address differentiation? Are there higher order thinking skills incorporated into your plan? Did activities address multiple levels of thinking? What opportunities will you take to teach specific language to your ELL students?

Choose one of the Lesson Plan Templates

**Traditional Lesson Plan Template**

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| **Subject Area & Grade Level** | * What grade level and subject area does this lesson address? |
| **Unit Title** | * What unit does this lesson fall under? |
| **Target Concepts**  **“Big Questions”** | * What concepts do you want the students to learn? The target concepts can often be worded as Big Questions you want the students to learn. |
| **Lesson Title & Instructional Objective** | * What is the name of this lesson? * State the lesson’s instructional objective. * What will student be able to do as a result of today’s learning and how they will show learning as a result? * How are you making this clear at the beginning of your lesson? * How does it relate to students’ lives? (InTASC 7g) |
| **Assessment**  **(Formative and Summative) Evaluation** | * What assessment(s) will evidence students met this lesson’s objective? * Include the formative assessments in this lesson. * If there is not a summative assessment in this lesson, describe what it will be. |
| **Materials & Media** | * What are the materials needed for this lesson and how will they be used? * Include blank copies of all materials |
| **Technology** | * What effective technology will you use to help students learn the standards for the lesson? |
| **Standards** | * List the national and state content standards, subject area, and/or Common Core Standards this lesson addresses |
| **EEDA Issues** | * How will you use high academic standards and help students explore college and career readiness through this lesson? |
| **Instructional Procedures** | * Write out the “recipe” of your lesson (please have each part labeled on your plan).   + Focus/Review     - If this is completely new learning, this is a brief task or questioning format you use to get students’ attention focused or to help them connect with the lesson.     - If this leson builds on or uses skills or concepts the students enter the lesson already knowing (prerequisites), review any prerequisite knowledge that will lead easily into the new curriculum. (InTASC 2c)   + Input – The content (vocabulary, skills, and concepts) the teacher will model and teach to students. List the methods and strategies and how you will structure your lesson. How will the lesson be sequenced and differentiated. (InTasc 3e, 8d)   + Modeling (show) The teacher shows in graphic form or demonstrates what the finished project looks like. How will it be demonstrated to the students what they will do? (InTASC 4e, 8d).   + Checking for Understanding The teacher uses a variety of strategies to determine if students understand the content and if the pacing for the lesson is appropriate. The also determine if they need to try a different method. What would that backup be if you need to re-teach in the lesson? (InTASC 4e, 8d).   + Guided Practice (follow me) The teacher leads students through the steps necessary to perform the skill using the tri-modal approach (hear/see/do). What will the students do individually, as groups, pairs or as a whole class with teacher assistance? What activity will give students an opportunity to practice, with teacher assistance, application of the concept, content, or skill? Is practice scaffolded with gradual removal of support (teacher prompting, materials adaptation, graphic organizers). (InTasc 4h, 6f, 8d).   + Independent Practice – The teacher releases students to practice on their own based on input and checking for understanding. What activity will give the students an opportunity to apply the concept, content, or skill on their own or in a small group?(InTasc 4h, 6f, 8d).   + Closure – A review or wrap-up of the lesson. Tell me or show me what you have learned. Review and stress the most important points of the lesson. (InTasc 6a, 6d). * Remember to include: * Questions you plan to ask * Steps for activities * Descriptions of what you and students will be doing during the lesson |
| **Differentiation** | * How are you meeting the needs of different learners in this lesson?   + Differentiate based on the students you have in each class, so this part of the lesson may look different in varied sections of the course.   + Think about pre-teaching skills. (InTASC 2g).   + Rates of completion will vary. Plan for students who finish independent practice early, and be certain to tell them at the end of the guided practice, prior to releasing them, to the independent practice. (InTASC 2b)   + Address modalities. Be sure to plan for the visual, auditory, and kinesthetic learners (varied learning styles) throughout the lesson. Integration for technology could be helpful here. (InTASC 8h). |
| **Grading**  **Research/Evidence of Student Learning** | * Describe the methods used to establish and distinguish a student’s grade including rubrics, assignments, discussion, anecdotal notes, etc. (Remember to include all copies of assessment instruments) * What research based practices did you use to help students learn? * What data and evidence did you gather from your last lesson to help plan this lesson so that it met student needs? * How will you determine that students learned this lesson to mastery? |
| **IEP 504** | * What needs must you meet due to 504 plans or IEP’s. Please list what you will be doing to meet those needs. (InTASC 2f). |
| **Reflection**  **(or Predictions)** | * Explain how the lesson addresses students’ existing ideas and preconceptions? * Explain how the lesson provides students with concrete experiences that they can connect back to their prior knowledge and experiences. * Explain how the lesson provides students the opportunity to construct their own mental models / explanations. * Explain how the lesson teaches students the appropriate discipline-specific language to use when explaining the target concept(s). * Explain how you scaffolded the lesson in order to keep the students focused on the target concept(s). |

Or

Inquiry Lesson Plan

Step-By-Step Procedures: (Although these lesson phases are listed separately, we expect that students will be engaged in and exploring the content throughout the lesson; that they will be explaining their ideas and thinking throughout the lesson; and that teachers will be evaluating students’ performances and learning throughout the lesson.)

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| Engage | How will you get the students interested in what you are going to do and engage the students in preliminary thinking related to the coming activity? How will you help the students understand the problems setting, the mathematical context, and the challenge? This is the time to connect students’ interests, previous experience, and understanding to the current problem. This is where you may choose to make the objective of the lesson explicitly clear to students.1 (InTASC 8g, 8c) Technology integration would be appropriate during this segment of the lesson. |
| Explore | How will students explore the problem or activity? Students may be gathering data, sharing ideas, looking for patterns, making conjectures, and developing strategies. (InTASC 5b) Technology integration would be appropriate during this segment of the lesson.   1. Include in your lesson plan explicit question to be posed by students. These questions should probe students’ strategies and understandings, foster further understanding, encourage student discourse, provoke further discussion, and/or challenge misconceptions (think “High Press”). 2. Make sure to include anticipated student responses (especially “incorrect” ones) and how you will respond to support the students’ thinking or adjust your lesson based on student needs. (InTASC 4e). |
| Explain | During this part of the lesson, students discuss their solutions as well as the strategies they used to approach the problem. Have individuals or pairs share their learning. The role of the teacher is to highlight important ideas and to explicitly add any key ideas that were omitted by the students. (InTASC 4b) Technology integration would be appropriate during this segment of the lesson.   1. Use the lesson’s big ideas and key concepts to identify what you want to highlight during this part of the lesson. 2. Develop questions to help students develop or consolidate their learning in relation to these big ideas and key concepts. |
| Elaborate | Are there any extensions or applications that will help you determine if the students have met the objectives of the lesson? How are students applying the information to a new setting or situation, rather than repeating the same facts from the Explore section? The focus here is on students generalizing their understanding beyond the problems already posed and discussed. (InTASC 4c). Technology integration would be appropriate during this segment of the lesson |
| Evaluate | The purpose of evaluation is for both the students and you to guage the extent to which students achieve the lesson objectives and the extent to which the lessons desired outcomes were achieved. This section of the lesson plan should include the following:   1. A plan for collecting data both formally and informally from students. (Assessments can be formal, such as a piece of written work, or informal, such as a closing activity in which students respond verbally to a series of questions). 2. An explanation as to how you will assess the extent to which students have met the learning goals (e.g. “if students do x, then I will know that y.”) Assessment should be ongoing and inform the teacher of points where an adjustment to the lesson needs to be made. 3. (Optional) An explanation of how students will evaluate their own learning, and also, their peers’ learning. (InTASC 4f, 4d)   Technology integration would be appropriate during this segment of the lesson. |

**YOU SHOULD ONLY CHOOSE ONE FORMAT FROM THE CHOICES OFFERED ABOVE, BUT YOU MUST COMPLETE THE LESSON EVALUATION AND LESSON REFLECTION FOR EITHER FORMAT.**

Lesson Planning Process Reflection

**Reflection** – Take time to think about your lesson planning process, and its successes and needs for improvement. Would you plan this way again? What changes would you make? Could a teacher implement your plan strictly using your planning narrative? What connections can you make to your lesson plan from your coursework, the literature, and any previous lessons or experiences?

**VI. Student Writing and Conventions:**

**Mechanics** – Teachers are expected to model correct use of mechanics in all writing that is turned in for a grade. This includes spelling, capitalization and punctuation.

**Grammar/Usage** – Grammar and usage must also be correct which means that syntactic structure and language system follow usual and customary standards.

**APA format** – Cite sources appropriately using APA Style. Formatting elements should organize and highlight ideas as needed; formatting elements should be used consistently throughout the document. A bibliography is included.

**College of Education - Instructional Lesson Plan Rubric**

**Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course \_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intended Area(s) of Licensure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title of Lesson Plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level \_\_\_\_\_\_\_\_\_\_\_\_\_ Semester \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions: Evaluate the lesson plan submitted using the College of Education: Instructional Lesson Plan Rubric. Select the rubric level that most closely aligns with the artifact. Instructor determines if elements are weighted. Distribute as noted at the bottom of this sheet.**

| **Elements** | **Emerging**  **Level 1** | **Developing**  **Level 2** | **Target**  **Level 3** | **Accomplished**  **Level 4** |
| --- | --- | --- | --- | --- |
| The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.  InTASC 2c | No evidence of candidate’s consideration of learners’ prior knowledge given or documented in plan | Candidate draws on own understanding of learners’ background knowledge to design plan. | Candidate designs instructional plan to build on learners’ prior knowledge and experiences based on evidence, allowing learners to accelerate as they demonstrate their understandings. | Candidate uses a variety of approaches to  engage learners in acquisition of learners’  interests, background knowledge, and desire for real-world application. |
| The teacher understands content and content standards and how these are organized in the curriculum.  InTASC 7(g) | No evidence of candidate’s consideration of content standards | Candidate uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. | Candidate uses provided curriculum and refines learning objectives based on an understanding of student learning progressions and his/her students’ development. | Candidate collaborates with learners in identifying personalized learning objectives to reach long term goals. |
| The teacher engages all learners in developing higher order questioning skills and metacognitive processes.  InTASC 8(f) | No evidence of candidate’s consideration of higher order questioning skills and metacognitive processes | Candidate poses questions that elicit learner thinking about information and concepts in the content areas, such as inference making, comparing, and contrasting. | Candidate engages all learners in developing higher order questioning skills and metacognitive processes. | Candidate uses instruction to meet each learner’s needs and  empower learners as partners in designing and implementing higher order learning |
| The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.  InTASC 8(d) | No evidence of candidate’s consideration of his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners | Candidate understands and uses a variety of instructional strategies. | Candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. | Candidate serves as an advocate for learning  by consciously selecting instructional roles to best  meet the particular needs of learners as individuals  and groups |
| The teacher uses a variety of methods to engage learners in  evaluating the learning environment and collaborates with learners to  make appropriate adjustments.  InTASC 3(e) | No evidence of candidate’s consideration of methods to engage learners in  evaluating the learning environment to make appropriate adjustments. | Candidate understands a number of methods to engage learners in evaluating learning and making adjustments. | Candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments. | The teacher collaborates with learners, families, and colleagues in building a safe, positive learning climate. S/he engages learners, families, and colleagues in expressing mutual expectations for openness, respect, support, and inquiry. |
| The teacher balances the use of formative and summative assessment data as appropriate to support, verify, and document learning. InTASC 6(a) | No evidence of candidate’s consideration of formative and summative assessment | Candidate provides learners with multiple ways to demonstrate performance | Candidate balances the use of formative and summative assessment data as appropriate to support, verify, and document learning | Candidate uses data from multiple types of  assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs |
| The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.  InTASC 8(g) | No evidence of candidate’s consideration of sources and tools, including technology, to  access information related to an instructional  objective. | Candidate helps learners use technology to  access information related to an instructional  objective. | Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. | Candidate engages learners in using learning skills (e.g., critical and creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret and apply knowledge that promotes learners’ understanding of the learning objective(s). |
| The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.  InTASC 4(e) | No evidence of candidate’s consideration of learner misconceptions in a discipline that interfere with learning | Candidate draws upon his/her initial  knowledge of common misconceptions in the  content area and makes an attempt to address them. | Candidate recognizes learner misconceptions in the discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. | By analyzing group discourse and learner  work, the candidate discovers additional  learner misconceptions and uses the processes, vocabulary, and strategic tools of the discipline to build accurate and deep understanding. S/he seeks out or develops resources to fill gaps in learner understanding. |
| The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth. InTASC 2(g) | No evidence of candidate’s consideration of different approaches to learning and performance | Candidate understands differences in approaches to learning and performance | Candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth. | Candidate continuously expands and deepens his/her understanding of differences and their impact on learning, using interactions  with learners and data on learner performance  to set goals for individual student learning, to monitor learner progress, and to adjust instruction. |
| The teacher makes appropriate and timely provisions (e.g.,  pacing for individual rates of growth, task demands, communication,  assessment, and response modes) for individual students with  particular learning differences or needs. InTASC 2(b) | No evidence of candidate’s consideration of appropriate and timely provisions for individual students with  particular learning differences or needs. | Candidate incorporates multiple approaches to learning that engage a range of learner preferences | Candidate makes appropriate and timely provisions (e.g.,  pacing for individual rates of growth, task demands, communication,  assessment, and response modes) for individual students with particular learning differences or needs | Across a range of differences, the candidate anticipates and enhances access to challenging learning experiences by providing appropriate guidance, instruction, and resources |
| The teacher accesses resources, supports, and specialized  assistance and services to meet particular learning differences or needs. InTASC 2(f) | No evidence of candidate’s consideration of resources, supports, and specialized  assistance and services to meet particular learning differences or needs | Candidate identifies special services to meet the needs of students. | Candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. | Candidate adapts instruction and uses  modified materials, resources, tools, and  technology to address exceptional learner  needs, including those associated with disabilities and giftedness. |
| The teacher seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.  InTASC 6(i) | No evidence of candidate’s consideration of technology to support assessment practice | Candidate seeks ways to employ technology to support assessment practice | Candidate seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. | Candidate accesses structured input (e.g., workshops, in-person or  online courses, webinars, social media) on matching learning objectives to types of assessments and technology support. |
| The teacher engages learners in applying content knowledge to  real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). InTASC 5(b) | No evidence of candidate’s consideration of applying content knowledge to  real world problems | Candidate engages learners in understanding  content knowledge and skills in authentic  contexts. | Candidate engages learners in applying content knowledge to  real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). | Candidate collaborates with a colleague(s)  in another discipline(s) to create learning  experiences that engage learners in working  with interdisciplinary themes. |
| The teacher asks questions to stimulate discussion that serves  different purposes (e.g., probing for learner understanding, helping  learners articulate their ideas and thinking processes, stimulating  curiosity, and helping learners to question). InTASC 8(i) | No evidence of candidate’s consideration of questions to stimulate discussion that serves  different purposes | Candidate develops learners’ abilities to  participate in respectful, constructive discussions. | Candidate asks questions to stimulate discussion that serves  different purposes (e.g., probing for learner understanding, helping  learners articulate their ideas and thinking processes, stimulating  curiosity, and helping learners to question). | Candidate engages learners in expanding their abilities to use group discussion to learn from each other and to build skills of interpretation,  perspective taking, and connection-making  grounded in content. |
| The teacher engages learners in applying methods of inquiry and  standards of evidence used in the discipline.  InTASC 4(c) | No evidence of candidate’s consideration of methods of inquiry used in the discipline | Candidate engages learners in applying  methods of inquiry used in the discipline | Candidate engages learners in applying methods of inquiry and  standards of evidence used in the discipline. | Candidate facilitates learners’ independent  use of methods of inquiry and standards of  evidence in the discipline. |
| The teacher regularly assesses individual and group performance  in order to design and modify instruction to meet learners’ needs in  each area of development (cognitive, linguistic, social, emotional, and  physical) and scaffolds the next level of development.  InTASC 1(a) | No evidence of candidate’s consideration of individual and group performance  in order to design and modify instruction | Candidate understands how to observe  learners, note changes and patterns in learners across areas of development, and  seek out resources, including from families and colleagues, to adjust teaching. | Candidate assesses individual and group performance  in order to design and modify instruction to meet learners’ needs in  each area of development (cognitive, linguistic, social, emotional, and  physical) and scaffolds the next level of development. | Candidate draws on family and community resources through  interviews, surveys, home visits, etc., and engages in child study processes to understand an individual child. |
| Formatting, Student Writing and Conventions | The language level of the response is so low that it is difficult to derive meaning; no attempt at formatting | Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections; attempts to format using APA style | Accurately presents information and minor errors do not result in any loss of ideas; organized and convincing information with appropriate citations, bibliography and formatting using APA. | Well-organized, precise presentation of ideas; successfully and coherently delivers a process and product beyond the expectations of the assignment. |