

Warner School of Education – University of Rochester
LESSON PLAN ASSIGNMENT

LESSON PLAN DESCRIPTION

Standard Lesson Plan Heading:

- Candidate
- Date
- Cooperating teacher
- Grade level
- Subject area
- Title of unit of which this lesson is a part
- Lesson title

Definitions of Standard Lesson Plan Criteria:

1. Content Area:

Candidates should: (1) indicate the predominant content area to be addressed in the lesson, and (2) when applicable, how it will be connected to other content areas.

2. Purpose/Goals:

Candidates should describe: (1) what the students will learn as a result of their participation in the lesson, (2) why the goals of the lesson are important, and (3) the “big idea” that will help students connect the lesson to the world beyond the classroom.

3. Objectives:

Candidates should identify: (1) the specific objectives that they want their students to achieve, and (2) briefly describe how they will demonstrate that they have achieved them.

4. National and/or New York State Standards:

Candidates should identify the specific national (professional organization) and NYS standards or performance indicators they will address in the lesson. This section should be written as a narrative, and should not be presented as a list of standards.

5. Assessment:

Candidates should describe: (1) the methods and strategies they will use to measure student learning throughout the lesson and at its conclusion, (2) what will count as “evidence” of learning, (3) the ways that the assessment in the lesson is connected to more summative assessments, and (4) how the assessment in this lesson will inform instruction on an ongoing basis.

6. Community Knowledge and Experience:

Candidates should describe: (1) how they will account for, or incorporate students knowledge and experiences in the lesson, and (2) how their knowledge and experiences will be shared or included in the learning process so that they are engaged with their students as a member of the learning community.

7. Procedure:

Candidate should describe: (1) how the lesson will begin, (2) the activities that will help students to achieve the learning objectives of the lesson, (3) the duration of each of the main components of the lesson, (4) how transitions will be made between the major components of the lesson, (5) strategies

for altering the procedure if the lesson does not go as planned, and (6) how they will conclude the lesson.

8. Resources:

Candidate should: (1) list the human and material resources they will need to conduct the lesson, (2) describe how these will be used to enhance learning, and (3) when applicable, how they will be distributed.

9. Applications, Connections & Extensions:

Candidates should describe how they will help students to apply what they have learned, make connections to other topics, concepts or ideas, and extend their learning beyond the lesson.

10. Inclusive Instruction:

Candidates should describe: (1) how the lesson will be inclusive of all students' strengths and abilities, and (2) how it will address the diversity characteristics most relevant to their population, including English language ability, hearing, sight and mobility impairments, social and cultural norms and traditions, sexual orientation, academic ability, etc.

11. Personal Reflection:

In cases where the lesson has been taught, candidates should reflect on: (1) their ability to construct a meaningful learning community, (2) the strengths and limitations of the lesson, (3) the strategies for how the lesson could be revised in the future, and (5) any insights they gained about their students and themselves as individuals or professionals as a result of the lesson.