

Warner School of Education—University of Rochester

Lesson Plan Assignment

Lesson Plan Description / Guidelines

Standard Lesson Plan Heading:

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

Definitions of Standard Lesson Plan Criteria:

Note: Differentiation, adaptations, accommodations, and/or modifications should be purposefully infused throughout the appropriate components of the lesson plan (e.g., assessments, procedures, resources, etc.)

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. Purposes/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, (2) briefly describe how they will demonstrate that they have achieved them, and (3) briefly describe how the goals/objectives for this lesson consider students’ working towards accomplishing their IEP goals and objectives.

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, (4) how the assessment in this lesson will inform instruction on an ongoing basis, and (5) the ways that the assessment will be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs of all students, including English Language Learners and students with disability labels.

6. Community Knowledge and Experience:

Candidates should describe: (1) how they will account for, or incorporate students' knowledge and experiences in the lesson, (2) how they will ensure that English Language Learners and students with disability labels are fully included members of the learning community, and (3) 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:

Candidates 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, (4) strategies for altering the procedure if the lesson does not go as planned, and (5) how they will conclude the lesson.

8. Differentiated Instruction:

Candidates should describe: (1) how activities and strategies will be differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disabilities, (2) how activities and strategies enhance students' verbal, writing, and content area vocabulary skills, and (3) how accommodations and/or modifications indicated on IEP are incorporated into the lesson.

9. Resources:

Candidates should: (1) list the human and material resources (including technology and assistive technology) they will need to conduct the lesson, (3) describe how these will be used to enhance learning, (4) how resources will be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels, and (5) when applicable, how they will be distributed.

10. 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.

11. Personal Reflection:

Candidates should describe and reflect on: (1) how the lesson is inclusive of all students' strengths and abilities, and (2) how it will address the diversity characteristics most relevant to their classroom population, including English language ability, hearing, sight and mobility impairments, social and cultural norms and traditions, sexual orientation, academic ability, and so on. Candidate should provide context for the instructional choices made in the lesson plan, that specifically addresses consideration of, among other, students' IEPs and collaboration with related services professionals and ESL teachers.

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, (4) whether they are confident that they met the instructional, emotional, and social needs of all students, including English Language Learners and students with disability labels, and (5) any insights they gained about their students and themselves as individuals or professionals as a result of the lesson.

12. Safety: Candidates in science should include the safety item from the Science lesson plan.

Lesson Plan Format

Candidate:
Cooperating Teacher:
Subject Area:
Title of unit (of which this lesson is a part):
Lesson Title:

Date:
Grade Level:
Duration:

Lesson Planning

Content Area:

What are the predominant content areas you are addressing? How will you make connections to other content areas (curriculum integration)?

Purpose/Goals:

What do you want your students to learn from this lesson? What is the goal of this lesson and why is it important? How are the lesson goals related to other ongoing areas of study? What is the “big idea” that has enduring value for students beyond the classroom, that assists all students with difficult ideas or misconceptions, and that engages them in meaningful learning?

Objectives:

What specific objectives do you want your students to achieve? What will your students do to accomplish the goal/s of this lesson? (e.g., students will create a graphic organizer to ...) How do the objectives/goals for this lesson consider students’ working towards accomplishing their IEP goals and objectives?

National and New York State Standards:

What are the specific national (professional organization) and/or state standards, key ideas, performance indicators, and major understandings that you will address in this lesson? Explain how this lesson meets these standards in a brief narrative.

Assessment:

Summative:

- a. How will you know students have learned what you wanted them to learn, that the objectives have been accomplished, and that the goals have been achieved? What will count as evidence of learning? How does this summative assessment of the lesson link to your summative unit and/or curriculum assessments?

Formative:

- b. How will your assessment inform instruction on an ongoing basis? How will you assess in the process of student learning throughout the lesson and how will you make adjustments? Contextualize the response to this question to include possible scenarios that could take place during the lesson

Note: Differentiation, adaptations, accommodations, and/or modifications of assessments should be purposefully infused throughout this section of the lesson plan

Community Knowledge and Experience:

How will you help the students to make connections to what students know and have experienced? How will you bring students’ experiences and knowledge into this lesson? How will you use students’ knowledge and experiences as resources for this lesson (and for your

curriculum more generally)? How will you ensure that all students, including English Language Learners and students with disability labels are fully included members of the learning community? How will you connect your own personal and professional knowledge to the lesson so you are included as a member of the learning community?

Procedures/Formats:

How will you begin this lesson? What activities will help achieve your goal/s and objectives? how will you organize these activities? How long will each of the main components of the lesson last? How will you hand transitions within the lesson? Are your activities and strategies differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disability labels? Are accommodations and/or modifications indicated on IEPs incorporated into the lesson? What back up plan do you have if the lesson does not go as you expect? How will you end the lesson?

Differentiated Instruction:

How are your activities and strategies will be differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disabilities? How do the activities and strategies enhance students' verbal, writing, and content area vocabulary skills? How does this lesson engage and interest students, offer appropriate challenges, and increase motivation, self-reliance, self-control, and self-esteem? Does this lesson incorporate accommodations and/or modifications indicated on students' IEPs?

Resources:

What materials/resources will you need? Have you considered the assistive technology needs of students? How will materials/resources be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels? How will you distribute the resources?

Applications, Connections, Extensions:

How will you follow up what was learned in future lessons? How will you assist students in making connections between what they learn in this lesson to other lessons or to larger issues beyond the classroom?

Personal Reflection:

How is this lesson inclusive of all students' abilities and capabilities? How did you design instruction to meet the strengths/needs of a heterogeneous group of students (e.g., social, cultural, linguistic, ability, etc. differences)? This section should be a narrative that provides context for the instructional choices made in the lesson plan that specifically addresses consideration of, among other things, students' IEPs and collaboration with related services professionals and ESL teachers.

Evaluation of lesson: What went well? What would you change? What did you learn about the students? What did you learn about yourself? How confident are you that you met the instructional, emotional, and social needs of all students, including English Language Learners and students with disability labels? How did you construct a meaningful learning community?