

## 2016 UofL Official Lesson Plan Template

### Source of Evidence: Lesson Plan-**MSD**

Lesson plan **must** be submitted to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template will be assessed using the Kentucky Teaching Standards #1, 3, 4, 5, 6, and 8, U of L Rubric or rubric(s) for other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components.

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**Name:**

**Date of Observation:**

**Data on Students:**

Ages/Grades of Students:

Number of Students in Class:

Number of Students having IEP:

Number of Gifted Students:

Number of English Language Learners (ELLs):

**Lesson Title:**

#### 1. Context: Describe the Students for which this Lesson is Designed (1B)

Identify your students' background, special needs, cultural differences, interests, and language proficiencies.

- *Briefly describe each student in your classroom (use students' initials). Include gender, age, disability category, type of communication system used, medical needs, cultural background, language (if other than English), academic achievement, related services, notable behavior issues, interests, etc.*
- *Describe how you address cultural diversity in your classroom (e.g., racial diversity, socioeconomic status, family composition. Etc.*
- *Identify students whose learning could be enhanced by professional collaboration and provide a supporting rationale*

#### 2. Lesson Learning Targets/Objectives (PGES 1A; 1C)

- a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measurable.
- b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measurable.

- *List the objective(s) for the lesson. Objectives should be written in a measurable format. You may list modified objectives for some students (ex: different criterion, different number of answer choices, given different material, etc.).*
  - *List the grade level standards (including standard numbers) **and** alternate assessment standards (if the content is assessed at the students' current grade level) that align to the objectives.*
- c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measurable.

### **3. Students' Baseline Knowledge and Skills (PGES 1B, 1F)**

Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. **Attach copies of baseline data and all assessments used.**

- *Describe students' prior knowledge related to the lesson topic. Describe how learning from previous lessons will be demonstrated by the students (pictures, review, pre-instructional practice, etc.)*
- *Collect pre-assessment data on the specific objectives you are teaching. Include assessment data and an explanation of how you used the data to design your lesson (if students have mastered the skill, you should not be teaching it).*

### **4. Formative/Summative or Summary Assessment(s) (PGES 1F)**

Describe and include the formative assessment(s) to be used to measure student progress during this lesson (**for learning**).

Describe and include the assessment to be collected and analyzed for next steps instruction. (For the purpose of this template, summative or summary will refer to the assessment of learning **for this lesson**.)

**Attach copies of the formative assessments, summative or summary assessment, and student self-assessment to be used.**

*An assessment for each objective should be included. Describe how you will differentiate assessments for specific students. Describe how you will provide opportunities for your students to self-assess their learning progress*

### **5. Resources (PGES 1D)**

Identify the resources and assistance available to support your instruction and facilitate students' learning. Include the use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitate student learning.

*Develop (conduct) an inventory of the available resources and assistance. (Examples may include communication boards, IntelliKeys, switches, and other forms of assistive technology (AT). Also, consider adaptive equipment such as prone standers, adaptive utensils, and writing instruments, etc. Also, denote specialists such as Speech/Language Pathologists (SLPs), Occupational Therapists (OTs) and Physical Therapists (PTs), Vision and Hearing Specialists, Job Coaches or other related service providers, as well as paraprofessionals, families, and others that contribute to your efforts to meet the needs of your students.*

*Resources:*

**Collaboration: List Collaboration Partners and explain how you will enhance student learning by including school-based personnel and parents/guardians**

**6. Lesson Procedures (PGES 1E)**

Describe the sequence of strategies/activities and assessments that will use to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. *Be sure to use a Workshop Model as your template for the lesson.*

- Describe how your instruction will be differentiated to meet the needs, interests, and abilities of your students.
- Identify the questions you will use to promote higher order thinking and encourage discussions.

*Throughout the lesson, describe how your paraprofessionals, related service providers, peer tutors, etc. are involved. This section of the lesson should be detailed enough that someone could pick it up and teach from it.*

*Introduction/ Engagement:*

*Describe how you will begin the lesson (review of classroom expectations, preview of lesson objectives in student friendly language, connection to prior knowledge, how the skills they are learning connect to real life [why it is important for them to know what you are teaching], etc.). Be specific-script out exactly what you are going to say.*

*Instructional Content/ Procedures:*

*List the steps of your lesson in detail. If you begin the lesson in a large group and break into smaller groups, be sure to describe what students in other groups will be working on.*

*In detail, describe the instructional content and systematic procedures (list the steps of each procedure) that you are using to teach this content. Include prompting procedures, error correction procedures, reinforcement schedules, how you are ensuring frequent opportunities to respond, etc.*

*Also, describe the higher order questions/ differentiated tasks you are using to challenge students, instructive feedback you may give the students to help them elaborate on responses, and formative assessments (how will check for understanding of content throughout the lesson?).*

*Closure/Generalization:*

*Describe how you will close the lesson (closure should include more than an assessment). Review the objectives/ main ideas of the lesson. Again, tie the content back to real life activities (how are these skills relevant to students). Preview what you will be working on the next day. Include an opportunity for students to evaluate their own performance.*

**6. Watch For----- (PGES 2 and 3)**

Identify specific indicators for Standards 3 or 4 (or other professional standards) that you would like specifically observed during this lesson. These standards are mapped to PGES Domain 2-Classroom Environment and PGES Domain 3- Instruction.