**Lesson Plan Guide Draft 7.23.2013**

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| **1. Central Focus** (Big Ideas) | What is the central focus for the content in the learning segment? To what topic or unit does this lesson belong? How does this tie to specified standards? Be as succinct as possible (e.g., Civil War, Density, Short Stories, The Post Office etc.) When identifying the central focus of the learning segment, you should consider conceptual understandings as well as the skills/facts/procedures that students will learn and apply. If you focus only on teaching facts and/or skills, you will not provide evidence of effective teaching. | |
| **2. Curriculum Standards** (Ohio/National/Ohio CCSS Standards) | What standard(s) are most relevant to the learning goals? These are standards for students. | |
| **3. Student Learning Goals and Objectives** (Skills/Procedures/Critical Problem Solving) | What will students know, understand, or be able to do as a result of this lesson?  Skills/procedures: Concepts and reasoning/problem solving/thinking/strategies:  Levels of Bloom’s Taxonomy: | |
| **4. Formative Instructional Practices** (FIP: “I Can” Statements) | Student “I can” statements are stated in simple student-friendly language.  Use the verbs from their objectives for the “I can” statements. | |
| **5. Essential Questions** (One or Two Only) | What broad open ended/over arching question(s) will drive this lesson?  Essential Questions have no direct, specific answers. They generate questions and reflect the recurring, critical content and big ideas of a discipline | |
| **6. Academic Language (Oral & Written)** (What is the key **language function?** What **language** **demands** [**vocabulary/symbols, discourse, syntax**]that students will practice? How will **fluency** be assessed? What is the rational/theory behind this planning?) | Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are **language demands** that teachers need to consider as they plan to support student learning of content. These **language demands** include **language functions, vocabulary, syntax, and discourse.**  Identify one language function essential for the central focus for your lesson.  **Sample Language functions:**  **Analyze Compare/Contrast Construct Describe Evaluate**  **Examine Justify Interpret Identify Locate**  What content specific terms (**vocabulary**) do students need to support learning of the learning objective for this lesson? Vocabulary includes words and phrases that are used within disciplines, including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.12  What specific way(s) (**demand**) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson **(discourse**)? Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.9  What are your students’ abilities with regard to the oral and written language associated with this lesson (**syntax**)? Syntax is the set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs  How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?  What research/theory/theorist have you used/selected to determine the learning task for this lesson and your students? Why? | |
| **7. Assessment & Evaluation**  **Formative** (How will students demonstrate understanding? How will you monitor and give feedback? How will  feedback promote student understanding?)  **Summative** (What evidence will you collect? How will it document student learning? How will your feedback promote understanding? How will you use the data to guide future instruction? ) | How will you evaluate each stated objective and “I can statement”?  Is this a formative assessment (formal or informal)?  Is this a summative assessment?  What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?  How will the evaluation criteria be submitted rubric, check-list, criterion scale?  Describe the tools/procedures that will be used in **this lesson** to monitor students’ learning of the lesson objective(s).  How did your feedback communicate what was correct and what need correction? How did you communicate why correction was important and how students would apply this knowledge, skills, or performance in upcoming lessons?  How will you use this assessment data to inform future instruction?  What research/theory/theorist have you used/selected to determine the learning task for this lesson and your students? Why?  Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan. | |
| **8. Instructional Process** (What is the rationale/theory behind this planning?)  What research, /theory, and/or theorist have you used/selected to determine the learning task for this lesson and your students? Why? | **8.A: Set/Motivation** (How to link to past and future lessons? How to engage student interest using students’ academic, social, and/or cultural characteristics?) | What prior knowledge about the students’ personal, cultural, and community are necessary to support their learning?  What skills and prior knowledge are necessary for the students to have to be successful with this lesson?  What strategies will you use to find and obtain the above information (e.g., KWL, observation, surveys, pre-test, narratives, free writes…)?  How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community  How will you start the lesson to engage and motivate students in learning?  What will you do to engage students in developing understanding of the lesson objective(s)?  assets? |
| **8.B: Instructional Procedures/Learning Tasks** (How will you organize content and delivery based on students’ prior knowledge, strengths, and weaknesses? | How will you start the lesson to engage and motivate students in learning?  What will you do to engage students in developing understanding of the lesson objective(s)?   assets?  If something does not go as planned, how will you adjust?  What will you say and do?  What questions will you ask? (*transition type statements*)  How will you engage students to help them understand the concepts? (*refer back to your objectives*)  What will students do? (*refer back to your objectives, essential questions and goals*)  How will you determine if students are meeting the intended learning objectives?  How will you give students the opportunity to practice so you can provide feedback?  How will you give students the opportunity to practice so you can provide feedback?   How will students apply what they have learned?  How will you determine if students are meeting the intended learning objectives? |
| **8.C: Closure** (How will students verbalize or demonstrate learning one more time?) | What will you say and do to end the lesson/reinforce learning and/or transition to the next instructional activity, closure, and/or extension?  What questions will you ask? (*transition type statements*)  How will you end the lesson? (*Transition statement/activity*) |
| **9. Meeting Individual Needs** (What is the rationale/theory behind this planning for  individuals/groups?) | **9.A: Accommodations/Modifications for IEP’s, 504 Plans,** | Accommodations provide access to course content but does not alter the amount or complexity of the information taught to the child. These accommodations can be a change in the testing environment, instructional procedures, or classroom presentation.  Modifications of the curriculum result in the child being taught something different or being taught the same information but with the complexity of the material significantly altered from that being taught to the child’s same age and grade level peers. These modifications can be made to classroom materials and/or performance expectations of the student. |
| **9.B: Differentiation to Meet Needs of Students including English Language Learners** (Differentiation of process/product based on readiness, learning styles/assignments of choice) |  |
| **10. Materials/Resources/Technology** (Including: print, non-print, manipulatives and technology) | How will you structure opportunities for students to work with partners or in groups?  What criteria will you use when forming groups?  What graphic organizers/work sheets, etc. will be used?  What assessments will be used?  What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?** | |
| **11. Management/Safety Issues** (Are there any management/safety issues to be considered?) | How do you establish and maintain: **Positive Learning Communities)**   * Mutual respect * Rapport * Routines/Procedures * Rules/Consequences * Fairness * Safety * Physical space * Challenging learning expectations * Communication (e.g., colleagues, community members, parents) | |
| **12. Research/ Theory/Theorists**  (should be specifically addressed in Academic Language, Assessment, Instructional Process, and Meeting Individual Needs) | When justifying your instructional choices in your plans, reference the theories and research you have learned in courses in your preparation program. Draw upon educational philosophy and specific theories  of development, learning, group work, and motivation, as well as conceptions of the discipline you are teaching. You do not need to use formal citations, but you should explain the theoretical concepts merely name drop (e.g., Vygotsky or Bloom, cite a textbook author, or describe a concept without making explicit and well-developed connections to your own lesson plans, learning tasks, and knowledge of YOUR students.  What research/theory/theorist have you used/selected to determine the earning task for this lesson and your students? Why? | |
| **13. Reflections/Future Planning** (To what extent did the class learn what was intended? What are your next instructional steps? What did you learn about your students? What have you learned about yourself?) | What worked? What didn’t? For whom?  What instructional changes do you need to make for tomorrow’s lesson?  Reviewing the student data gathered from this lesson, if you could teach this lesson again to the same group of students, what changes would you make for the whole class, for groups with similar needs, and individual studies including students with IEPs, 504 Plans, Gifted, ELL, and/or Dyslexia? Why will these changes improve student learning?  What research/ theory supports these changes? | |