

Center for Educator Preparation |

Lesson Plan Template

Lesson Plan Instructions: Make a copy of this template in your personal Google Drive and, if asked, share with your instructor and/or Clinical Placement Faculty member. Complete the lesson plan according to the level of course being taken. The criteria & reflections are cumulative courses move from introductory to intermediate and advanced level. At the advanced level, all lesson plan items are completed.

*Note: Advanced certifications (AE, RWS, & DLS) require all lesson plan criteria at all course levels and must complete the entire form.

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|---------------------------|--|--------------------|--|--|--|--|--|
| Teacher Candidate: | | | | Licensure Program: | | | |
| Term: | | | | Location and Grade Level of Lesson: | | | |
| Course: | | | | Course Level: | | | |
| Instructor: | | | | Clinical Placement Faculty: | | | |
| Individual Lesson | | Small Group | | Whole Group | | Lesson # (if part of a sequence): | |

Lesson Plan Template

Introductory Level Components (items 1 -5f)

1. STANDARDS/GOALS:

Overarching Standards and Goals: State the [Common Core State Standard](#), [NH Early Learning Standard](#) or curricular goal, and/or the I.E.P. goal this objective targets.

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|------------------------|
| Standard: |
| I.E.P. goal(s): |

2. PRIOR EVIDENCE & BASELINE DATA:

2a. Pre-test Data: Show the **pretest data** you have gathered as evidence that this lesson's objective is appropriate. Include a link to the pre-assessment and a chart or table depicting students' results.

Screenshot, link or copy of pre-assessment:

Student Data (include charts, anecdotal notes) to show both qualitative and quantitative data for your students:

2b. Analysis of Pre-Test Data: What errors, patterns, misconceptions or concerns can you identify from your pretest and classroom data, both at the individual and group level? Are there any outliers who may need additional support or extension opportunities? Be sure to consider social and emotional needs demonstrated by your students. If this lesson is part of a sequence, be sure to analyze the data you gathered in the previous lesson. How does this data influence this lesson plan?

3. MEASURABLE LEARNING OBJECTIVES:

3a. Essential Question: Consider the standard or goal on which this lesson is built. In a single sentence, what is the big idea or transferable skill of this lesson? Often, the Essential Question has no singular answer but guides the ideas of the lesson.

3b. Measurable Learning Objective(s): Consider what you would like your students to know or be able to do by the end of this lesson. **Write this learning objective in specific and measurable terms.**

3c. If applicable, include individual MLOs which align with IEPs for students participating in this lesson.

4. FORMATIVE AND SUMMATIVE ASSESSMENTS:

4a. Gathering student data: How will you informally gather and track information on student understanding and progression toward mastery of the MLO during the introduction and body of your lesson? Show how you will record your informal data throughout the lesson (checklists, graph, anecdotal notes, etc.)

4b. Formal Assessment: How will you know your students' level of mastery of the lesson objective? Describe or include a link to or copy of the assessment (exit ticket or activity) you will use at the end of this lesson to determine students' progress toward meeting the lesson objective. This assessment must directly target the objective of this lesson.

4c Professional Learning Network Input: Bring the baseline data analysis and your lesson objective to your PLN. Record what resources you have engaged (people, on-line, specialists, teachers, literature, etc.) in reference to this lesson and what they have contributed to your lesson planning.

5. INSTRUCTION AND ACTIVITIES (Follow the [Procedural Writing Guidelines](#) for 5b-d):

5a. Social Emotional Learning: When planning a lesson, consider how you will integrate social/emotional learning into your classroom climate by thinking about the SEL criteria listed below. Check the box next to the SEL criteria you plan to focus most on during this lesson.

- ☐ Providing Positive, Descriptive Feedback
- ☐ Fostering Development of Executive Functioning Skills (individual and shared schedules and calendars, organizational notebooks, student checklists, assignment charts, visuals)
- ☐ Establishing culture and climate through explicitly taught routines (morning meetings, supports for students needing intervention, cell phone and social media use, navigating common spaces)
- ☐ Articulating and Modeling Expectations in groups, classroom, and school
- ☐ Teaching relationship skills (sharing, listening, collaborating, problem solving, cooperating)

5b. Aligned Resources: Clearly and briefly describe the learning materials you will need to teach this lesson. If applicable, outline what technology you will use in the lesson and for what purpose. Cite using APA and/or include the URL if applicable.

5c. Systematic Introduction of Lesson (Anticipated Length [enter anticipated length]):

During this portion of the lesson you should communicate the objective of the lesson, target students' interests, spark their prior knowledge, and/or otherwise engage the students in the lesson. Include how you plan to communicate and display your lesson objective.

5d. Systematic Body of Lesson (Anticipated Length [enter anticipated length]): What opportunities will you facilitate to help students learn/practice the objective. Consider using appropriate continuous teaching components such as modeling, guided practice, questioning, independent practice, monitoring and feedback, scaffolding. **Intermediate and Advanced level candidates:** be sure to incorporate higher order thinking and consider depth of knowledge.

5e. Systematic Closing of Lesson (Anticipated Length [enter anticipated length]): How will you pull the lesson together to conclude this segment? What strategies/activities/approaches will you use? Be sure to restate the objective, guide students in reflection upon their learning and include time for your lesson assessment.

5f. In which section of this lesson plan have you shown the strongest consideration of the SEL criteria you selected in section 5a.

INTERMEDIATE LEVEL COMPONENTS (items 1-6a)

6. [ACADEMIC LANGUAGE:](#)

6a. Academic Language: List the vocabulary clusters targeted in this lesson. What words/phrases will your students need to be fluent with in order to be successful in this lesson? Include both CONTENT and PROCESS words/phrases related to your lesson and consider dividing the terms into these two groups.

Content Language:

Process Language: (include language you will teach that aligns with your integrated SEL criteria. Examples might include: *collaborate, discuss, critical thinking, cooperation*, and specific instructional strategies such as *'Think, Pair Share'*, etc.)

6b. Scaffolding Academic Language: Consider the academic, social and cultural backgrounds and experiences of the students in this class. Articulate how you will scaffold instruction of these vocabulary

clusters to support special education and other students' academic language proficiency.

7. PROACTIVE CONSIDERATIONS AND PLANS FOR DIFFERENTIATION

7a. Universal Proactive Considerations: How will you respond to unplanned events during your lesson such as insufficient/extra time, absences, disposition of students, students leaving for services, general lack of understanding that becomes evident or technology malfunctions?

7b. Differentiated instruction: How will you adjust the content, process or product of the lesson for individual or groups of students to allow for personal interests, readiness levels, or learning preferences?

ADVANCED LEVEL COMPONENTS (items 1-7b)

8. ADAPTED ASSESSMENTS AND EQUITY:

8a. Adapted Assessments: How will you modify or adapt the lesson assessments to reflect an appropriate level of challenge and support that allows each student to demonstrate his/her understanding of the objective.

8b. Equity: How will your instruction remove barriers so that learners may self-regulate and all students are able to successfully access the content and participate in the lesson? (Consider possible assistive technologies, how learners might access content). **Include any IEP related accommodations or modifications that will be made for identified students participating in this lesson.**

Lesson Reflections

1. Within 48 hours of teaching a lesson, complete this lesson reflection by answering the following questions.

2. Use formative and/or summative student data to support your claims.

INTRODUCTORY LEVEL REFLECTIONS

1. Reflect on the execution of the lesson, considering the process, pacing, transitions, and classroom climate. What might be a focus area in a future lesson?

- 2a. **Social Emotional Learning:** Which attributes of SEL were highlighted during this lesson and how? Explain.

- 2b. **Social Emotional Learning:** How will you incorporate SEL in the next lesson? Explain your reasoning based on evidence from this lesson.

DATA ANALYSIS

- 3a. **Overall Analysis:** Does the data show that the instructional objectives of the lesson were met? Explain.

- 3b. **Evidence:** Show the data you have that demonstrates general patterns of student responses (errors, skills and understandings) from this lesson.

INTERMEDIATE LEVEL REFLECTIONS

ANALYSIS (cont):

- 3c. **Patterns:** What evidence of subgroup or individual patterns in relation to the learning objective can be identified? Identify any outliers and how you might meet their needs in future lessons.

- 3d. **Lesson Adjustments:** What is your plan for improving student understanding of the objective in the next lesson based on student generated work during this lesson? How might you change your instructional strategies to engage or challenge students more effectively in future lessons?

ADVANCED LEVEL REFLECTIONS

4. How did your scaffolds influence student learning outcomes? How might these supports be removed as proficiency increases?

5. Equity & Integrating Theory & Practice: Identify a theory, piece of research and/or strategy learned in your EDC coursework that helped make your lesson more equitable for students. Explain how your personal background, biases, and experiences may have influenced the planning, delivery, & assessment of this lesson and your interactions with students.