

## LESSON PLAN FORMAT

Name:

Date:

### I. LESSON FOUNDATION

Lesson Title:

Lesson Number w/in Unit:

Unit Title:

Grade Level(s):

Time Allotted:

Subject Area(s)/Subject Content Explanation:

**Standard(s)/Anchors:** PA Academic Standards/Anchors describe what students should demonstrate and be able to do as a result of instruction. Common Core Standards may be used by school districts to represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers.

**Essential Question(s):** An essential question establishes content knowledge and connects that knowledge to the topic at hand and to the student's prior knowledge. Essential questions should be embedded throughout the introduction, procedures, and closure of a lesson or unit of study.

**Instructional Objective(s):** A clearly delineated statement of what a student will demonstrate or do after instruction has occurred. This should specify the condition, performance, and criterion.

**Formative Assessment:** The assessment process that occurs during instruction and learning activities.

**Summative Assessment:** The assessment process that occurs after instruction and learning activities. If the lesson is a component of a unit of study, describe how students will demonstrate mastery of material and how it will be measured.

### II. LESSON BODY

**INTRODUCTION:** A process to engage/activate student learning, interest and prior knowledge. This activity and instruction relate the experiences of the students to the objectives of the lesson. An "Instructional Set" may include a motivational device, connection to prior learning and real life experiences, relevance to future learning, stated connection to instructional objective and academic standards or the essential questions to be addressed in lesson.

**TEACHING PROCEDURES:** The step-by-step process/procedure for teaching information, concepts and skills identified in the instructional objectives.

**Must include:**

**\*Description of Method(s) Used to Present Subject Matter** - Explicitly and sequentially describe how you will teach/present the lesson's concepts to your students and the multiple approaches you will use. Include the learning activities, processes, procedures and or strategies that support the lesson.

**\*Guided Practice** - Explicitly and sequentially describe the opportunities provided to students for practice and application of skills under direct teacher supervision. This may involve modeling, use of prompt hierarchies and use of key discussion questions to stimulate thought and provoke inquiry.

**\*Independent Practice** - Explicitly and sequentially describe the opportunities provided to students to practice and apply skills independently. This provides a platform for formative assessment practices and connection to lesson objectives.

**CLOSURE:** A process designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to use, apply and extend what has just been taught. The lesson summary includes a review of central lesson concepts and/or essential questions, a preview of future learning, an application to daily living or an expansion/extension of concept.

### III. LESSON ESSENTIALS

**DIFFERENTIATED LEARNING ACTIVITIES:** Specific activities designed to provide for the instructional needs of ALL students (e.g., learning profile, ethnicity, ability, gender). Learning profiles can include student interests, readiness, and learning styles.

Instruction should be differentiated through: 1) content, 2) process, 3) product, and/or 4) learning environment. Describe how differentiation meets the learning needs of students in your classroom and research-based strategies utilized to optimize learning.

Additional individualized strategies as mandated by IEPs and 504 plans include:

**INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:** List all materials, resources and technology utilized in the instruction of a lesson.

### IV. POST-LESSON REFLECTION:

**ANALYSIS OF STUDENT LEARNING:** Review of data and documented evidence of lesson results as related to instructional objectives or standards.

**ANALYSIS OF TEACHING:** Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environment, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

### Scoring Rubric for Lesson Plans

Elements	Distinguished (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
<b>Standard(s)/ Anchors</b>	PA and Common Core Standards are listed and fully reflect a direct correlation to lesson objectives.	PA and Common Core Standards are listed and partially correlate to lesson objectives.	PA and Common Core Standards are listed with little or no correlation to objectives.	PA and Common Core Standards are not specifically identified and listed.
<b>Instructional Objectives</b>	Lesson plan identifies specific performance-based objectives, written with three (3) components (condition, performance, criterion/criteria). Objectives are distinct from one another and function as the clear purpose and focus of instruction and assessment. Objectives measure various levels of skill, differentiating from concrete skills to higher-level thinking.	Lesson plan identifies specific performance-based objectives, written with three (3) components (condition, performance, criterion/criteria). Objectives are distinct from one another and function as the clear purpose and focus of instruction and assessment. Objectives measure various levels of skill.	Lesson plan identifies specific performance-based objectives, written with three (3) components (condition, performance, criterion/criteria); one of the components is inappropriate. The objectives function as a partial focus for instruction and assessment. Few, if any, differentiated objectives.	Lesson plan fails to contain specific performance-based objectives and/or objectives are not written with required components (condition, performance, criterion/criteria). Objectives are so broad and vague that the focus for instruction and assessment is unclear.
<b>Essential Questions (EQs)</b>	EQ(s) is open-ended and encourages higher order thinking. EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically. EQ(s) also prompt students to develop a plan of action and require them to construct their knowledge by connecting the topic to what they've learned previously.	EQ(s) is open-ended and encourages higher order thinking. EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically.	EQ(s) is open-ended and encourages some higher order thought.	The EQ(s) is too simple will not help students think critically.
<b>Formative and Summative Assessment</b>	Methods of formative and/or summative assessment are established; a rationale for their implementation is provided; implementation is described in detail and aligned with instructional objectives.	Methods of formative and summative assessment are established and aligned with objectives.	Methods of formative and summative assessment are established.	Limited or no evidence of formative and summative assessment is established.

Elements	Distinguished (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
<b>Introduction</b>	An engaging process for lesson introduction is specifically described, including a strong motivational device, connection to prior learning, and/or connection to objectives, standards and essential questions.	A lesson introduction is specifically described, including a motivational device, connection to prior learning, or connection to objectives, standards and essential questions.	The lesson was introduced by stating the instructional objective or focus.	A process for lesson introduction is limited or missing.
<b>Teaching Procedures</b> (Direct Instruction of Subject Content, Guided Practice, Independent Practice)	Lesson plan contains all elements within the <i>Lesson Body</i> ; learning activities support objectives and provide for optimal instruction; transitions between activities are seamless; and assessment practices are integrated within the lesson to measure progress. Planning for student learning is evident.	Lesson plan contains all elements within the <i>Lesson Body</i> ; learning activities support objectives and progress in a logical order; and assessment practices are evident. Student learning is evident.	Lesson plan contains all elements within the <i>Lesson Body</i> ; learning activities support objectives and progress in a logical order. Student learning is evident.	Lesson plan elements are absent or incomplete within the <i>Lesson Body</i> ; learning activities do not support objectives and/or lack logical progression.
<b>Closure</b>	A student-led engaging process for closing the lesson is specifically described, including a review of lesson concepts and/or essential questions, preview of future learning, application or extension of lesson concepts.	Lesson closure is specifically described, including a review of lesson concepts and/or essential questions, preview of future learning, application or expansion of lesson concepts.	The lesson was closed by restating the instructional objective and focus.	A process for lesson closure is inappropriate or missing.
<b>Differentiated Learning Activities</b>	Specific activities that differentiate the content, process, product, and/or learning environment are designed to provide advanced achievement for all learners. Research-based strategies are effectively described to challenge all learners.	Specific activities that differentiate the content, process, product, and/or learning environment are designed to improve achievement for all learners. Research-based strategies are described to meet the needs of all learners.	General activities that differentiate the content, process, product, and/or learning environment are identified. Detail is lacking in one or more of the critical areas.	Activities that differentiate the content, process, product and/or learning environment are not identified.
<b>Instructional Resources, Materials &amp; Technology</b>	A range of resources, materials and technology are effectively integrated into the context of the lesson, engaging to learners and provide for optimal student learning. Additional resources are listed for extended learning activities.	Resources, materials and technology are utilized, appropriate for the learners and provide for optimal student learning.	Resources, materials and technology are utilized to support instruction.	Use of resources, materials and technology is limited or absent. Materials fail to fully fit the context of the lesson and needs of the students.
<b>Post-lesson Reflection/Analysis</b>	Thoroughly analyzes evidence of student learning. A reflection of teacher performance encompasses the domains of planning, instruction, environment and professionalism. All areas of performance receive in-depth objective reflection. Data or products are utilized.	Analyzes evidence of student learning and teacher performance in planning, instruction, environment and professionalism. All areas of performance receive objective reflection.	Partially analyzes student learning and teacher performance in planning, instruction, environment and professionalism. Some reflection is evident.	Inaccurate, limited or no evidence related to an analysis of student learning and teacher performance in planning, instruction, environment and professionalism.