

## LESSON PLAN

Subject/Grade\_\_\_\_\_ Initials\_\_\_\_\_ Date \_\_\_\_\_

**I. P-12 Standards:**

**II. Learning Goals:**

**III. Assessment of Student Achievement:**

**IV. Resources:** (Materials, Technology, References)

**V. Vocabulary:**

**VI. Planning and Instructional Procedures:**

**A. Introduction/Motivation: Time**\_\_\_\_\_

**B. Exploration/ Demonstration/Explanation of Concepts: Time**\_\_\_\_\_

**C. Guided Individual or Cooperative Involvement: Time**\_\_\_\_\_

**D. Closure: Time**\_\_\_\_\_

**VII. Differentiation for Student Diversity and Individual Needs:**

**VIII. Reflective Evaluation of Lesson (Teacher Candidate):**

## Lesson Plan Description

- I. **P-12 Standards:**
  - Lesson plans are aligned with P-12 state academic standards.
  - Standards are found on the Oklahoma State Department website:  
<http://sde.ok.gov/sde/oklahoma-academic-standards> **(InTASC 1)(CAEP 1.4)**
- II. **Learning goals:**
  - Lesson goals must be aligned with P-12 state academic standards, they must be measurable, and they must be assessed. **(InTASC 7)**
- III. **Assessment of Learning Goals:**
  - Candidate provides an assessment that measures the learning goals listed in II. The assessment (pre-assessment, formative, or summative) needs to be able to provide data that measures student achievement of the learning goals; it needs to guide instruction, and feedback for the assessment must be given to students. The assessment must be accompanied by a grading scale and/or rubric.
  - Assessments may take the form of conferences, journals, designing projects (individually or in groups), oral discussions, checklists, individual or team interviews, oral presentations, descriptive reports, writing prompts, self-assessments, role-playing, surveys, charts, plays, and tests, etc. **(InTASC 6)**
- IV. **Resources:**
  - All resources used in planning the lesson must be referenced.
    - a. **Materials, References:** List all materials used and reference resources.
    - b. **Technology:** Document all types of technology used to enhance a lesson. (the application of electronic and other media to facilitate (1) development,
    - c. delivery, and assessment of instruction, (2) problem solving, (3) personal and
    - d. professional productivity, (4) the administration of programs, and (5) access to and the exchange of information.) **(InTASC 9) (CAEP 1.5)**
- V. **Vocabulary:**
  - List and define all vocabulary introduced. Vocabulary should be integrated into the lesson as words become applicable and addressed several times as the candidate or students apply them in models, demonstrations, illustrations, etc. **(InTASC 4)**
- VI. **Planning and Instruction Procedures:**
  - a. **Introduction/Motivation:** Creates anticipation and enthusiasm for the lesson to be taught by capturing student attention in creative ways. Motivation may take the form of brainstorming, an open-ended question, discussion, exploration, pictures, problem-solving activities, objects to manipulate, children's literature, a video, etc. Motivating techniques create student desire to be involved in learning. As the candidate guides participation in these activities, he/she is engaged in the evaluation of prior knowledge. **(InTASC 3)**
  - b. **Exploration/ Demonstration/Explanation of Concepts:** The lesson concepts are modeled and explained by the candidate through an explanation that incorporates

demonstration with the use of experiments, the manipulation of objects, plays, technology, etc. This demonstration may be followed by an opportunity for students to explore hands-on materials as a way of discovering concepts and skills or by reinforcing those already learned. This section should include a sequential list, an elaboration of the variety of teaching activities, and candidate-directed questions that initiate an understanding of the concept or skill. **(InTASC 4)**

- c. **Guided Individual or Cooperative Involvement:** Activities for student involvement should apply, extend, or enrich the concepts presented. Through these activities, the students may practice skills and concept acquisition. Students may work as individuals or in small, cooperative groups as is appropriate for the activity. Activities may include experiments, games, problem-solving, projects, integration of subject matter, discussion questions, research, worksheets, etc. As the candidate monitors activity participation, he/she is assessing student understanding. Based on this assessment, the candidate can evaluate the need for re-teaching for individuals or groups, and determine whether to extend or provide enrichment activities, as well as make other curricular decisions. **(InTASC 5)**
- d. **Closure:** Lesson is brought to a close by the use of developmentally-appropriate activities, including guiding questions or grand discussions of student experience and learning during the lesson. Closing activities should allow the candidate to informally assess whether learning goals have been met. **(InTASC 4)**

**VII. Differentiation for Student Diversity and Individual Needs:**

- Student diversity and individual needs are identified in the classroom. Candidate has designed a plan to meet the individual needs of each of the identified student to ensure individual success. **(InTASC 2)**

**VIII. Reflective Evaluation of Lesson (Candidate):**

- Upon lesson closure, the candidate reflects upon the lesson format and content with regard to its level of difficulty, student enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively.
- The candidate should address the following questions in the reflection: **(InTASC 9)**
  - What were the successful aspects of the lesson plan?
  - How was student engagement, discussion, collaboration, etc.?
  - What were the instructional challenges of the lessons?
  - Were the learning goals measured in the assessment? What instructional decisions and student feedback could be made because of the assessment? Does the data provide evidence of student achievement? **(InTASC 6)**
  - What would be done differently if the lesson were taught again? (lesson sequence, effectiveness, management, timing) **(CAEP 1.2)**
  - Did the use of technology engage and improve P-12 learning experiences and enrich professional practice? **(CAEP1.5)**
  - What area of content pedagogical knowledge do you feel you need additional development? **(CAEP 1.2)**

<b>Rubric for Lesson Plan</b>	<b>Target (5 pts)</b>	<b>Acceptable (4 pts)</b>	<b>Unacceptable (1 pt.)</b>
<b>I. P-12 Academic standards: (InTASC 1) (5 pts)</b>	Subject matter content is aligned with P-12 academic standards and is appropriate for grade level lesson plans.	Subject matter content is accurate and appropriate for grade level, but it is not aligned with P-12 standards.	Partial or inaccurate understanding of objectives and/or grade level appropriateness.
<b>II. Learning Goals: (InTASC 7) (5 pts)</b>	Learning goals are aligned with P-12 standards, are measurable, and are appropriate for grade level.	Learning goals are measurable and appropriate for grade level.	Learning goals are not measurable.
<b>III. Assessment of Learning Goals (InTASC 6) (20 pts)</b>	Formal and/or informal assessment(s) are aligned with <b>ALL</b> learning goals and instruction and a grading scale and/or rubrics are provided.	Formal assessment is aligned with some learning goals and instruction and a grading scale and/or rubrics are provided.	Partial or no evidence of assessment that is congruent with learning goals and instruction.
<b>IV. Resources: A. Materials &amp; References (InTASC 7) (5 pts)</b>	A detailed list of materials needed for the lesson is included in plans. - References documented	A vague list of materials needed for the lesson is included in plans. - References documented	A partial or inaccurate list of materials is included in plans. - No references listed
<b>IV. Resources: B. Technology (InTASC 8) (CAEP 1.5) (5pts)</b>	Technology is used to enhance student learning and engagement.	Technology is used.	Technology is not used in this lesson.
<b>V. Vocabulary (InTASC4) (5pts)</b>	A detailed list of appropriate vocabulary terms with definitions are included for plans.	A generic list of vocabulary words is included with the lesson.	Partial or inaccurate vocabulary is listed.

<b>VI.</b> <b>Planning and Instructional Procedures:</b> <b>A. Introduction / Motivation</b> <b>(InTASC 3)(5pts)</b>	<p>Introduction is based on the content of the lesson to create anticipation and enthusiasm for the lesson content.</p>	<p>Introductions are used to create motivation and enthusiasm for lesson content.</p>	<p>Partial or no evidence of creating motivation.</p>
<b>VI.</b> <b>Planning and Instructional Procedures:</b> <b>B. Exploration / Demonstration / Explanation of Concepts</b> <b>(InTASC 4)</b> <b>(10pts)</b>	<p>Plans include a sequential order of introducing content, as well as a variety of teaching activities and teacher-directed questions that use academic language and are used for initiating an understanding of the concept or skill. Plan includes real world applications.</p>	<p>Plans include a sequential order to best introduce the content. Academic language is used along with a variety of teaching activities and teacher-directed questions that are used for initiating an understanding of the concept or skill.</p>	<p>Partial or no evidence of activities/questions to initiate understanding.</p>
<b>VI.</b> <b>Planning and Instructional Procedures:</b> <b>C. Guided Individual / Independent / Cooperative Involvement</b> <b>(InTASC 5)(10 pts)</b>	<p>Activities for working individually or in small groups are provided, and they extend and reinforce the content taught. The teacher makes curricular decisions based on his/her evaluation of the activity.</p>	<p>Activities for working individually or in small groups are provided to apply, extend, or enrich the concepts taught. Partial evidence that the teacher makes curricular decisions based on his/her evaluation of activity.</p>	<p>Partial or no evidence of activities for student involvement.</p>
<b>VI.</b> <b>Planning and Instructional Procedures:</b> <b>Closure</b> <b>(InTASC 4) (5pts)</b>	<p>Lesson closure is initiated using developmentally appropriate activities, academic vocabulary or questioning. Activities should allow candidate to informally assess learning and/or clarify any misconceptions.</p>	<p>Lesson closure is initiated using developmentally appropriate activities, questioning. Activities should allow candidate to informally assess learning.</p>	<p>Lesson closure included teacher summary only, no participation and/or discussion by students Partial or no evidence of lesson drawn to close.</p>

<b>VII.</b> <b>Differentiation for Student Diversity and Individual Needs (InTASC 2) (10pts)</b>	<p>Instruction is individualized and differentiated based on needs of ALL STUDENTS. All students are included in instruction and activities. Specific changes are made for individual students to enhance learning.</p>	<p>Instruction is individualized and differentiated based on needs of ALL STUDENTS.</p>	<p>Partial or no evidence of differentiation is made to address the needs of students.</p>
<b>VIII.</b> <b>Reflective Evaluation of Lesson (InTASC 9) (15 pts)</b>	<p>Reflection considers lesson format and content with regard to its level of difficulty, enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively. Candidate provides specific examples.</p>	<p>Reflection considers the lesson format and content with regard to its level of difficulty, enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively.</p>	<p>Partial or no evidence of reflection of lesson.</p>