

## 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*. These can be found on the Oklahoma State Department website: <http://sde.ok.gov/sde/oklahoma-academic-standards> **(InTASC 1)(CAEP 1.4)**

**II.Learning goals:** Lesson objectives must be aligned with *P-12 state academic standards, measurable, and assessed*. **(InTASC 7)**

### **III.Assessment of Learning Goals:**

*Provide an assessment that measures the learning goals provided in Section II. The assessment (pre-assessment, formative, or summative) needs to be able to provide data that measures student achievement of the learning goals, guides instruction and provides feedback to students. The assessment must provide a grading scale and/or rubric.*

*Assessments may be accomplished through conferences, journals, designing projects (individually or group), oral discussion, 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 technology used to enhance a lesson (interactive). **(InTASC 9) (CAEP 1.5)**

**V.Vocabulary:** List and define all vocabulary introduced. Vocabulary is integrated into the lesson as they 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 gaining student attention in creative ways. This may be done with brainstorming, a simple question, discussion, exploration, pictures, problem-solving activities, objects to manipulate, children's literature, a video, etc. This creates a desire to be involved in learning. As the candidate guides the 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 by the candidate through an explanation that incorporates demonstration through the use of experiments, the manipulation of objects, plays, technology, etc. This may be followed by student opportunity to explore hands-on materials as a way of discovering concepts and skills or reinforcing those already learned. This section includes a sequential list and elaboration of the variety of teaching activities and candidate directed questions that you plan for initiating an understanding of the concept or skill.* **(InTASC 4)**

#### **c. Guided Individual or Cooperative Involvement:**

*Activities for student involvement may be provided to 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 it is appropriate for the activity. These activities may include experiments, games, problem-solving activities, projects, integration of subject matter, discussion questions, research, worksheets, etc. As the candidate monitors the participation in these activities, he/she is engaged in another form of assessing student understanding. Based on this assessment, the candidate can evaluate the need for re-teaching for individuals, groups, extend or provide enrichment activities, and make curricular decisions.* **(InTASC 5)**

#### **d. Closure:**

*Draws a lesson to close using a variety of developmentally appropriate activities including guiding questions or grand discussions of what students experienced and learned during the lesson. Closing activities should allow the candidate to **informally assess** if learning goals have been met. (InTASC 4)*

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

*Identify student diversity and individual needs in the classroom. Design a plan to meet the individual needs of each of the identified students to ensure individual success. (InTASC 2)*

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

*As the lesson closes, it is beneficial for the candidate to reflect upon 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. Address the following question in a reflection. (InTASC 9)*

- a. What were the successful aspects of the lesson plan?*
- b. How was student engagement, discussion, collaboration etc.?*
- c. What were the instructional challenges of the lessons?*
- d. Where 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)*
- e. What would be done differently if the lesson were taught again? (lesson sequence, effectiveness, management, timing) (CAEP 1.2)*
- f. Did the use of technology engage and improve P-12 learning experiences and enrich professional practice? (CAEP1.5)*
- g. What area of content pedagogical knowledge do you feel you need additional development? (CAEP 1.2)*

# J. Lesson Plan Rubric

Rubric for Lesson Plan	Target (5 pts)	Acceptable (4 pts)	Unacceptable (1 pt.)
<b>I. P-12 Academic standards: (InTASC 1)</b>	Subject matter content is aligned with P-12 Academic Standards and are appropriate for grade level lesson plans.	Subject matter content is accurate and appropriate for grade level but, no alignment with P-12 Standards.	Partial or inaccurate understanding of objectives and/or grade level lesson.
<b>II. Learning Goals: (InTASC 7)</b>	Learning Goals are aligned with P-12 Standards, measurable, appropriate for grade level.	Learning Goals are measurable, appropriate for grade level.	Learning Goals are not measurable.
<b>III. Assessment of Learning Goals (InTASC 6)</b>	Formative and/or summative assessment(s) are aligned with the <b>ALL</b> learning goals, instruction and provide a grading scale and/or rubrics.	Formative assessment is aligned with learning goals, instruction and provide a grading scale and/or rubrics.	Partial or no evidence of assessment that is congruency with learning goals and instruction.
<b>IV. Resources: A. Materials (InTASC 7)</b>	A detailed list of materials needed for the lesson was included in plans.	A generic list of materials needed for the lesson was included in plans.	Partial or inaccurate list of materials in plans.
<b>References</b>	References documented	References documented	No references listed
<b>IV. Resources B. Technology, (InTASC 8) (CAEP 1.5)</b>	Technology is used to enhance student learning and engagement,	Technology is used	Technology is not used in this lesson.
<b>V. Vocabulary (InTASC4)</b>	A detailed list of appropriate vocabulary with definitions are included for plans.	A generic list of vocabulary words included for lesson.	Partial or inaccurate vocabulary listed.
<b>VI. Planning and Instructional Procedures: A. Introduction/Motivation (InTASC 3)</b>	Introduction is based on the content of the lesson to create anticipation and enthusiasm for initiating interest in the lesson content.	Introductions are used to create motivation and enthusiasm for lesson content.	Partial or no evidence of creating motivation.
<b>VI. Planning and Instructional Procedures: B. Exploration/Demonstration/Explanation of Concepts (InTASC 4)</b>	Plans include a sequential list and elaboration of the variety of teaching activities and teacher directed questions using academic language that are planned for initiating an understanding of the concept or skill. Plan includes relationship to real world applications.	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 planned for initiating an understanding of the concept or skill.	Partial or no evidence of activities/questions to initiate understanding.

Rubric for Lesson Plan	Target (5 pts)	Acceptable (4 pts)	Unacceptable (1 pt.)
<b>VI. Planning and Instructional Procedures: C. Guided Individual/Independent/Cooperative Involvement (InTASC 5)</b>	Activities for student involvement working individually or in small groups are provided to extend and reinforce content taught. The teacher makes curricular decisions based on evaluation during monitoring of activity.	Activities for student involvement working individually or in small groups are provided to apply, extend, or enrich the concepts taught. Partial evidence that teacher makes curricular decisions based on evaluation during monitoring of activity.	Partial or no evidence of activities for student involvement.
<b>VI. Planning and Instructional Procedures: Closure (InTASC 4)</b>	Closure of lesson is initiated using developmentally appropriate activities, academic vocabulary or questioning. Activities should allow candidate to <b>informally assess</b> learning and/or clarify any misconceptions.	Closure of lesson is initiated using developmentally appropriate activities, questioning. Activities should allow candidate to informally assess learning.	Closure included teacher summary only, no participation and/or discussion by students Partial or no evidence of lesson drawn to close.
<b>VII. Differentiation for Student Diversity and Individual Needs (InTASC 2)</b>	Individualizing and differentiated instruction based on needs of ALL STUDENTS. All students are included in instruction and activities. Specific modifications are made for individual students to enhance learning.	Individualizing and differentiated instruction based on needs of ALL STUDENTS.	Partial or no evidence of adaptations OR minimal in application and conception.
<b>VIII. Reflective Evaluation of Lesson (InTASC 9)</b>	Reflection includes 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 giving SPECIFIC examples.	Reflection includes 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.	Partial or no evidence of reflection of lesson.