

EMU Lesson Plan Template (all white boxes require text)

PreService Teacher:		Date:	
School/Cooperating Teacher:		Grade:	
Course/Subject/Topic:		Lesson Title:	
VA SOL(s) (Write out):		SPA(s) (as applicable):	
Narrative Description of the Community and Students ● Local Community & School Community: What are the demographics of the local community and the students in the school? ● Classroom: What are the demographics and backgrounds of the students in the classroom? ● Theory & Research: How do the descriptions of the community, school, and students' cultural background inform your instructional methods/pedagogical approaches?			
Materials			
Teacher:		Student:	
Task Analysis of Skills/Knowledge			
Prerequisite: What do students need to know before the lesson in order to be successful?	Essential: As a result of this lesson, what new knowledge/skills are they obtaining?	Desired/Enrichment: How can this new knowledge/skills be used to extend their thinking in a new situation?	
Instructional Objectives(s): Using ABCD format, state in observable & measurable terms, the outcomes/learning that will occur as a result of this lesson.			
Assessment			
1. How will you determine/record if each student met the objectives of this lesson? (diagnostic/formative/summative) 2. What multiple assessments/demonstrating knowledge and skill will be needed for individual students? 3. How will you use technology to collect, manage, and analyze assessment data?			

Instruction Body: <i>This is the step-by-step instructions process you will follow while teaching.</i>	
Anticipatory Set: <i>(What will you do or say to gain student attention or focus on the lesson? Write out verbatim.)</i>	
Instruction	
Include step-by-step instructions for: 1. <i>Teacher content notes</i> 2. <i>Instructional strategies (guided practice: activities that engage students while receiving support from you, and independent practice: activities assigned to students individually or in small groups to reinforce concepts): How will varied strategies support student learning?</i> 3. <i>Instructional technology: How will technology strategically be used to engage and support students in meeting the specified objectives?</i> 4. <i>Questioning: Write out verbatim (label by taxonomy level).</i> 5. <i>Directions and Transitions: Write out verbatim the directions that you will give prior to and between learning activities.</i> 6. <i>Pacing: Identify allotted times for each step.</i>	Include here or in left column: 1. <i>Universal Design for Learning</i> <i>(multiple means of engagement, representation, and/or expression)</i> <u>and</u> 2. <i>Differentiated Instruction</i> <i>(Tomlinson: Content, Process, Product, Affect, or Learning Environment)</i>
Closure: <i>What will you do or say to facilitate student summarization of this lesson's objectives? Write out verbatim.</i>	
Self-Reflection: To be completed after the lesson is taught. ● <i>How do you know that each student met the intended objectives?</i> ● <i>What instructional approaches and/or adaptations in the lesson promoted student engagement and learning?</i> ● <i>What will you do differently the next time? Based on your reflection, how will your planning, instruction, and/or differentiation change?</i>	

Lesson Plan Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Introductory Information	Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate	Information of course, grade level, lesson/unit, SOL's, SPAs, materials, is complete and accurate	Information is missing, inaccurate or inappropriate	(__ X 1 = __)
Narrative Description of the School Community and Students	Describes, in detail, the local community, demographic information of the school, and students' backgrounds and culture in the classroom. Analyzes the demographic information collected to determine implications for your classroom and instructional decision making to meet the diverse learning needs of each student. Cites at least 3 relevant theory and research literature sources to support reflections. Uses pseudonyms.	Describes the local community, demographic information of the school, and students' backgrounds and culture in the classroom. Analyzes the demographic information collected to determine implications for meeting the diverse learning needs of each student. Cites at least 3 relevant theory and research literature sources to support reflections. Uses pseudonyms.	Describes the local community, demographic information of the school, and students' backgrounds and culture in the classroom with insufficient depth to analyze the school context and implications for meeting the diverse learning needs of each student; lacks credible sources(s). Omits pseudonyms.	(__ X 3 = __)
Instructional Objectives¹	Objectives are observable & measurable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards	Objectives are observable & measurable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards	Objectives are not observable & measurable; one or more components of the ABCD format is missing in one or more objective	(__ X 1 = __)
Task Analysis	Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge	Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge	Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category	(__ X 1 = __)
Assessment¹	Clearly linked to learning outcomes and monitored throughout the lesson; uses technology to collect, manage, and analyze data	Adequately linked to learning outcomes and monitored throughout the lesson; uses technology to collect, manage, and analyze data	Assessment not linked to learning outcomes or monitored throughout the lesson	(__ X 1 = __)
Anticipatory Set	Compelling introduction draws students into the lesson; procedure is written out verbatim	Introduction draws students into the lesson; Closure focuses on student summary of learning; written out verbatim	Introduction or closure not included in lesson; not written out verbatim	(__ X 1 = __)
Instruction: Instructional Strategies/ Independent Practice¹	Detailed and purposeful content notes. Instructional strategies that include modeling/ guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning;	Includes: content notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies including technology, timing optimizes student learning.	Does not include or is missing some required components. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning	(__ X 3 = __)

	strategically incorporates instructional technology; practice extends student learning; procedure is written out verbatim			
Instruction: Questions	Types/levels of questions identified; extend and promote, and extrapolate higher level thinking from students	Types/levels of questions identified; extend or promote some higher level thinking	Questions do not extend or promote higher level thinking; types/levels not identified	(__X 1 = __)
Instruction: UDL and Differentiation of Instruction¹	Clearly states multiple instructional strategies (UDL) <u>and</u> ways to extend and adjust instruction appropriately for all students (DI)	Identifies multiple instructional strategies (UDL) <u>and</u> extends and adjusts instruction appropriately for most students (DI)	Instruction designed using UDL OR differentiation of instruction without fully considering individual student learning	(__X 2 = __)
Closure	Compelling student summary of learning; procedure is written out verbatim	Focuses on student summary of learning; written out verbatim	Closure not included in lesson; not written out verbatim	(__X 1 = __)
Reflection	Evaluates student learning in relation to lesson objectives. Evaluates instructional approaches and/or adaptations in relation to student engagement and learning. Critically examines change to planning, instruction, and/or differentiation.	General explanation of student learning in relation to lesson objectives; how instructional approaches and/or adaptations promoted student engagement and learning; and changes to planning, instruction, and/or differentiation	Very little evidence to support student learning in relation to lesson objectives, or instructional approaches and/or adaptations to promote student engagement and learning; no recommendations for how to improve planning, instruction, and/or differentiation	(__X 2 = __)
Total				/51

¹Criteria is used for admission to student teaching.

Assignment is completed when a competent “2” rating is achieved in every category.

Feedback: