

Lesson Plan Guide (EDUC 400)



Purpose: The Mayville State University Teacher Education lesson plan template is structured upon the 3-step framework of Backwards Design (Wiggins & McTighe, 2007) and is designed to scaffold the thinking, skills, and attitudes of teacher candidates with the goal of automaticity of the planning process. The lesson plan template contains components that encourage teacher candidates to prepare lessons that differentiate for the diverse learning needs of their students. The purpose of the lesson plan and rubric is to measure teacher candidates' ability to understand and integrate assessment, planning, and instructional strategies in coordinated, sequential and engaging ways. Teacher candidates design and implement engaging lesson plans beginning in their first education classes through program completion at student teaching. The lesson plan template, rubric, and this guide provide clear directions about instructional targets as well as descriptions of levels of understanding and performance. Teacher candidates are encouraged to use the rubric to self-assess their work.

Objectives (as aligned to [InTASC](#), [CAEP](#), [CEC](#), [ISTE Standards for Educators](#), [ISTE Standards for Students](#)):

- Design engaging learning activities that are developmentally appropriate and meet the diverse needs of PK-12 students (InTASC 1, 2, 3; CAEP R1.1; CEC 1, 2).
- Demonstrate knowledge and application of content by developing meaningful learning experiences that encourage learners to think critically, creatively, and collaboratively (InTASC 4, 5; CAEP R1.2; CEC 6).
- Implement a variety of assessment techniques, instructional strategies, and technology tools to improve the learning of students to allow them to apply knowledge in meaningful ways (InTASC 6, 7, 8; CAEP R1.3; CEC 3, 4, 5; ISTE.E 2.1, 2.5; ISTE.S 1.1, 1.3).

Target: 3.0 or higher on a 4.0 scale

Context (InTASC 1,2,3)	Teacher Name:	Use a professional title, such as "Ms. Olson" or "Mr. Jackson".
	Date of Lesson:	Identify the date(s) of the lesson.
	Grade Level:	List grade level, for example: 8 th grade
	Content Area:	Science, Math, Reading, etc.... (List the main subject area focus)
	Lesson Topic:	A short, summarized statement of the lesson's focus. For example, if you have a lesson where you are discussing rules and etiquette of baseball, your lesson topic statement would be: "Rules and etiquette of baseball". Or for Math, "Using mental computation and estimation strategies."
	Duration:	Length of lesson(s) in minutes or sessions
	# of Students:	Identify the number of students in the class.
	Student Exceptionalities:	Identify considerations of students' diverse learning needs from formal sources such as IEP, 504, ELL, Gifted and Talented or informal sources that you gather by being a dedicated kid watcher, such as culture, socioeconomic status, student behavior, etc. For example: 2 students are identified as having a learning disability in reading (IEP), 1 student that is in the ELL program as emerging, 1 student that is diagnosed with ADHD (IEP), and 1 student that is on a behavior plan for concerns about impulsivity.

Lesson Plan Guide (EDUC 400)



Desired Results and Assessment Evidence (InTASC 1, 2, 3, 4, 5, 6, 7, 8)	Standards: (InTASC 4,7,8) Standards serve as expectations for what students should know and be able to do. Standards also serve as goals for teaching and learning. Priority Standard(s): Priority standards are teacher-selected subsets of overall grade- and content-specific standards that students must know and be able to do by the end of each year to prepare them for the next grade level or course. Priority standards help teachers focus instruction and assessment. Essential vocabulary, within the priority standards, support students' learning. Priority standards are enduring, and proficiency indicates a student will benefit from their knowledge and skills beyond the class or grade level (transferability). • Example: 5RI.2 Determine two or more main ideas of a text and explain how they are supported by key details. Cross-Curricular Standard(s): Cross-curricular standards are teacher-selected standards that come from a content area other than the particular lesson's focus. Initial learning may begin in one content area but extend within the standards of another content area and/or across grade levels. Cross-curricular standards allow students to synthesize their knowledge, skills, and understandings from multiple subject areas. Cross-curricular standards support the students' whole learning experience. Fluency and automaticity in conceptual thought and skills develop when teachers attend to cross-curricular standards. • Example: For a reading lesson designed to support students' ability to determine main idea (5.RI.2), a teacher selects a non-fiction text about the energy from the sun being converted into food. 5-PS3-1 Use models to describe how energy from the sun is converted into food (used for body repair, growth, motion, and to maintain body warmth).
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Lesson Plan Guide (EDUC 400)



Desired Results and Assessment Evidence (InTASC 1, 2, 3, 4, 5, 6, 7, 8)	Objective(s): (InTASC 1, 2, 3, 4, 5, 6, 7, 8) Assessment(s): (InTASC 1,2,4,5,6)	Write your objectives as bullet points to show the organization of your proactive planning. Well-written objectives are: • Developed using language from the standards. Unpacking the standards helps identify the concepts (nouns) and verbs (level of Blooms) necessary to write the objectives. • Designed to begin with a Bloom's verb that matches the level of cognitive work expected of the students. • Written in specific and measurable terms. After writing an objective, ask yourself, "can this be measured and how?" • Also called "I can" statements, learning goals, learning outcomes, or learning targets. The number of objectives in any particular lesson depends on a number of factors including grade level, content area, and lesson duration. Essential questions help the learner connect the learning objective for the lesson for the unit to concepts in other courses or different grade levels or life experiences. Essential questions frame the learning around broader universal ideas. Essential questions promote a spirit of inquiry for the learner (and the teacher) which frames the learning around a purpose for long term learning. A good essential question has the following characteristics: • Is <i>open-ended</i>; that is, it typically will not have a single, final, and correct answer. • Is thought-provoking and intellectually engaging, often sparking discussion and debate. • Calls for higher-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone. • Points toward important, transferable ideas within (and sometimes across) disciplines. • Raises additional questions and sparks further inquiry. • Requires support and justification, not just an answer. • Recurs over time; that is, the question can and should be revisited again and again. McTighe, J., & Wiggins, Grant. (2013). <i>Essential Questions: Opening Doors to Student Understanding</i>. Moorabbin, VIC: Hawker Brownlow. Assessment is an ongoing process where evidence is gathered to measure student learning. Evidence is used to support, verify, and document learning. Assessments throughout the lesson provide the teacher with information on students' current understanding of lesson objectives and content. Teachers design, adapt, and select a variety of assessments throughout lessons. Formative and Summative assessment measures are used to ensure the students have met the intended objectives. Examples of Formative Assessments: • Response boards • Graphic organizers • Hand signals • Observation-what are you looking for in your observation? • Demonstration of the skill • Short writing assignment • Pre-test • Muddiest point • Exit slip • Think-aloud • Dialogue/discussion • Oral question and answer period
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Lesson Plan Guide (EDUC 400)



	Differentiation: (InTASC 1, 2, 3, 5, 6, 7, 8)	• Short, ungraded, written quiz Examples of Summative Assessments: • Problem-based learning • Project-based learning • Tests • Quizzes • Standardized test • Performance tasks • Portfolios Instruction: According to Tomlinson (2017), differentiated instruction involves designing and implementing instructional strategies that support all learners' needs, strengths, and challenges. Differentiation provides opportunities for students to show what they know and can do through multiple modalities. Differentiation targets instruction to students' individual strengths and needs by providing options/variety in attaining content and student products and evidence of learning. In this section of the lesson plan, address how you will adapt your lesson to differentiate your instruction for the needs of all learners. Provide a bulleted list of the strategies you have included that demonstrate your ability to differentiate instruction. Your bulleted list will be specific strategies to the lesson. For example, will you have a song? Use task cards? Plan questions to ask different learners? Graphic organizers? When planning your differentiated lesson instruction, consider the following (in no particular order): • Skill level/prior success/can be determined by pre-assessment. • Prior knowledge • Learning Styles • Multiple Intelligences (Gardner, 2011) • Language proficiencies • Reading levels • IEP requirements/student specific strategies • Student interests • Zone of Proximal Development (Vygotsky, 1977) Assessment: The assessment within the lesson should be individualized to the student's strengths and weakness and it should be equitable. Sometimes it may be appropriate for the student evidence to be the same as the other students in the class. At other times the assessment evidence for particular students may be different. For example, consider the lesson objective "the student will tell and record time on a digital clock and analog clock to the hour and half hour". Students may do this on a worksheet or demonstration with an actual clock. A bodily-kinesthetic learner may choose to use a teacher-prepared interactive whiteboard activity to demonstrate their knowledge and skills. Another example for a secondary science educator might be based on this objective: "the student will describe the process of photosynthesis". The teacher may create a choice board to allow students to select a product to show what they know. The choice board could include: diorama, write a song, create a graphic organizer, write an essay, make a movie, etc. The teacher would create a consistent grading checklist or rubric to evaluate students' understandings and/or skills.
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Lesson Plan Guide (EDUC 400)



Learning Plan (InTASC 4, 5, 6, 7, 8)	Hook: (InTASC 1, 2, 6, 7, 8) The hook and hold is also referred to as anticipatory set, lesson launch, or introduction. As you begin the lesson, it is the first thing you do. The hook and hold is brief, must grab the students' attention, and relate to the lesson's topic. The hook and hold should stimulate students' interest and curiosity and may activate prior knowledge. How you use the hook and hold should differ from lesson to lesson, but always need to engage students. A hook and hold can vary in terms of preparation and purpose. Example of hooks include: • Props • Unique visuals • Short songs • Movement activities • Presenting unusual information • Unusual teacher dress or behavior • Experiments • Excerpts from a book • Brainteasers • Critical questions to ponder • Short, intriguing video • Other ideas Hold: (InTASC 4, 5, 6, 7) The hold statement should include the purpose of the lesson and reference to the topic within the standards. It is a teacher-directed statement. For example, "Today, we will learn..." Procedures: (InTASC 4, 5, 6, 7, 8) The procedures section is a set of step-by-step directions that layout what will happen in your lesson. It is what your students and you will do during the lesson. In this section, you will create a numbered list that specifically sequences (in logical order) the procedures (activities and strategies) to follow when implementing the lesson from beginning to end. Procedures should be specific enough so that any reader of the lesson plan could teach the lesson. Within your procedures, indicate the strategies you will use to motivate, instruct, engage, and assess your learners. As you proactively plan your procedures, include descriptions of how you will: 1. Differentiate instruction 2. Use technology 3. Assess student learning 4. Ask intentional, thought-provoking questions 5. Teacher talk (specific dialogue teachers use to instruct, engage, motivate, and manage the learning environment) 6. Think aloud/modeling Closure: (InTASC 4, 5, 6, 7, 8) The closure is also referred to as summary, wrap-up, or conclusion. It should be the last thing you do to end your lesson. The purpose of the closure is to wrap up the lesson, summarize big ideas, and support students' transfer and application of lesson concepts. A strong closure helps students retain information to connect to lesson objectives and content standards. How you close the lesson should vary to ensure student engagement is maintained. Here are some ways to wrap-up a lesson: exit ticket, student-led activity, discussion, questions, short quiz, turn and talk, demonstration, response boards, graphic organizer. The very last statement in your closure should be a copy and paste of your hold statement that you used to open your lesson, but in past tense since the lesson is now over. For example, "Today, we learned..."
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Lesson Plan Guide (EDUC 400)



Technology, Materials, and Resources (InTASC 1, 2, 3, 5, 6, 7, 8)	Technology Purpose: (InTASC 1, 2, 3, 5, 6, 7, 8) Materials and Resources: (InTASC 1, 2, 3, 7, 8)	In this section, state your reason for implementing technology. As aligned to the InTASC Standards, you should use technology to: • Provide multiple approaches to learning for each student (2). • Promote responsible use of interactive technologies to extend connections locally and globally (3g). • Make content accessible to learners using digital media and information technology (4). • Provide learners' access to resources around the world (5). • Support assessment practices to engage learners and to assess/address learner needs (6i). • Maximize individual learning and to allow learners to take charge of their learning and do it in creative ways (7). • Engage learners in using a range of technology tools to access, interpret, evaluate, and apply information (8g). • Support content and skill development through the use of effective technology tools (8o). • Advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media (9f). As a technology using teacher, you also need to model and apply national technology standards to engage and improve learning for all of your students. The national ISTE Standards for Educators and ISTE Standards for Students should be included in your lesson. In this section, describe in paragraph form how you will use technology to enhance communication, collaboration, creativity, and problem solving. What technology tools will you use to meet the ISTE Standards for Educators? What technology tools will your students use as informed by the ISTE Standards for Students? How does technology specifically support objectives? If technology is not applicable to the lesson, mark this section with an N/A. What materials will be needed to support the learning? List everything needed such as colored pencils, paper, base ten blocks, etc. Remember to include materials for the teacher as well as the students. Describe and list the multi-sensory materials that will be used during your lesson. • Include numbers of each material that is needed and how many are needed for each group (i.e. 12 timers; or each group will receive one thermometer, two sponges, three containers of hot water). • Describe any unique material considerations for specific students. • Are there any types of assistive technology (high or low tech) that will be useful for any student to help them to do a particular step in this lesson? • Make sure all materials look professional (i.e. computer generated). • Examples of sample artifacts include: PowerPoint slides, graphic organizers, workbook pages, learning station directions, etc.
Reflection (InTASC 9,10)	Specific reflection activities will be assigned in alignment with the Mayville State University Teacher Education Program Reflective Experiential Model.	

Lesson Plan Guide (EDUC 400)



Criteria	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Non-Performance (0)	N/A
Context InTASC 1, 2, 3	Identifies and thoroughly describes a variety of factors that potentially impact the learning outcomes of students' diverse needs	Identifies and describes factors that potentially impact the learning outcomes of students' diverse needs	Identifies but does not describe factors that potentially impact the learning outcomes of students' diverse needs	Incomplete identification of factors that impact student learning	No knowledge or skill demonstrated	
Standard(s) InTASC 4, 7, 8	Standards chosen align with lesson objectives, assessment, and procedures, and reflect more than one content area; standards are written in their entirety	Standard(s) chosen align with lesson objective(s), assessment, and procedures; standard is written in its entirety	Standard(s) chosen partially align with objectives, assessment or procedures	Standards lack alignment or are inaccurately aligned with the lesson	No knowledge or skill demonstrated	
Objective(s) InTASC 1, 2, 3, 4, 5, 6, 7	Objective(s) are specific, measurable, and incorporate appropriate Bloom's verb(s), the topic of the lesson based on the selected standard(s), and the lesson's formative/summative assessment	Objectives are specific, measurable, and incorporate appropriate Bloom's verb(s), and the topic of the lesson based on the selected standard(s)	Objective(s) include the lesson's topic, but the Bloom's verb is not present or does not align to the selected standard(s)	Objective(s) lack specificity and/or do not align to the selected standard.	No knowledge or skill demonstrated	
Assessment(s) InTASC 1, 2, 5, 6	Includes a comprehensive list of assessments to check for student understanding; assessments are clearly aligned to standards/objectives	Lists assessments to check for student understanding; assessments are aligned to standards/objectives	Includes a list of assessment methods that measure the standards/objectives in a limited capacity.	Includes an incomplete list of assessment methods that do not directly measure standards/objectives	No knowledge or skill demonstrated	
Differentiation InTASC 1, 2, 3, 5, 6, 7, 8	Designs detailed differentiated instructional and assessment strategies that are thoroughly described in the lesson plan procedure and align with the diverse needs of the identified students with exceptionalities.	Designs differentiated instructional and assessment strategies that are described in the lesson plan procedure and align with the needs of the identified students with exceptionalities.	Differentiated instructional or assessment strategies for the identified students with exceptionalities are appropriately listed but are not described in the procedure of the lesson plan.	Differentiated instructional and/or assessment strategies are listed but they do not align with the needs of the identified students with exceptionalities.	No knowledge or skill demonstrated	
Hook and Hold InTASC 1, 2, 7, 8	Hook and hold engages students, stimulates curiosity, connects to the lesson, and activates prior knowledge	Hook and hold connects to the lesson and engages learners	Students are minimally engaged by the hook and hold	Hook and hold is attempted but	No knowledge or skill demonstrated	

Lesson Plan Guide (EDUC 400)



				does not engage learners		
Procedures InTASC 1, 2, 3, 4, 5, 6, 7, 8	Procedures are extremely detailed, logically sequenced, and include exemplary use of proactive teacher talk, teacher/student interaction and engagement, higher-order questioning with anticipated student responses, and multiple examples of checks for understanding.	Procedures are detailed, logically sequenced, and include use of teacher talk, teacher/student interaction and engagement, intentional higher-order questioning with anticipated student responses, and checks for understanding	Procedures lack specificity and/or logical sequence, and include minimal examples of teacher talk, intentional questioning, and checks for understanding	Procedures are vague, lack sequence, and do not include examples of teacher talk, intentional questioning, or checks for understanding	No knowledge or skill demonstrated	
Closure InTASC 1, 2, 5, 6, 7, 8	Closure activity is connected to lesson objective(s), includes an opportunity for assessment, summarizes main points of the lesson, and provides a preview of future lesson	Closure activity is connected to lesson's objective(s), includes an opportunity for assessment, and summarizes main points of the lesson	Minimal closure activity that describes the lesson's objectives	Minimal closure activity that does not align to the lesson's objective.	No knowledge or skill demonstrated	
Technology Purpose InTASC 1, 2, 3, 5, 6, 7, 8 ISTE Educators 1-7 ISTE Students 1-7	Exemplary use of technology to enhance instructional strategies and assessment to fully support all students reaching objectives; technology integration is aligned to national technology standards	Use of technology sufficiently supports objectives and content of the learning plan; technology integration is aligned to national technology standards.	Minimal use of technology to carry out instruction or assessment; technology integration is partially aligned to national technology standards	Use of technology is ineffective to support instruction and/or assessment; technology integration is not aligned to national technology standards.	No knowledge or skill demonstrated	
Materials and Resources InTASC 1, 2, 3, 7, 8	A comprehensive list of materials and resources used during the lesson is included. Links or screenshots of all resources are included. Teacher candidates include differentiated materials and resources used with students with exceptionalities.	A comprehensive list of materials and resources used during the lesson is included. Links or screenshots of all resources are included.	Several, but not all, materials and/or resources are listed; links or screenshots of resources are not included	Very few materials and/or resources are listed; links or screenshots of resources are not included	No knowledge or skill demonstrated	
Comments:						