**WEST CHESTER UNIVERSITY LESSON PLAN TEMPLATE**

The Lesson Plan sections must remain and are assessed using the rubric; however, faculty may add sections as needed and add/change guiding prompts as needed to demonstrate mastery in their course.

**Introductory Information**

***(1b: Demonstrating Knowledge of Students)***

**Date of Lesson (if applicable):**

**Grade Level:**

**Topic/Subject of Lesson:**

**Type of Instruction** *(e.g., mini lesson, guided reading, Direct Instruction, exploration/investigation, task analysis)*:

**Intended Audience** *(e.g., whole class, small group, individual student)*:

**If teaching the lesson, describe your Class/Group/Student Characteristics:**

* *Identify student/group characteristics (e.g., cultures, language, interests, (dis)abilities, sensory needs, communication needs, identities).*

**Standards**

***(1c: Setting Instructional Outcomes)***

**PA Standards and Other Appropriate Professional Standards**

*Guiding prompts:*

* *Include the standard number and the language of the standard. Include any content area standards (e.g., NCSS, CEC, NCTM,) that are appropriate.*
* *Resources –* 
  + [*http://www.pdesas.org/Standard/view*](http://www.pdesas.org/Standard/view)
  + [*https://www.pdesas.org/Page?pageId=11*](https://www.pdesas.org/Page?pageId=11)

**ISTE (Technology) Standards (if applicable)**

*Guiding prompts:*

* *If the use of technology supports the learning objectives, include the appropriate ISTE standards that are being addressed.*
* *Include the standard number and the sub-component (e.g., 3a, 4a-c) and the language of the standard.*
* *Throughout the lesson plan, make sure to include information about how the selected standard will be integrated into the learning experience.*
* *Resources –* 
  + [*www.iste.org*](http://www.iste.org)
  + [*ISTE Standards for Educators*](https://www.wcupa.edu/education-socialWork/assessmentAccreditation/documents/ISTE_Standards_For_Educators.pdf)

**Student Learning Objective(s)/Outcomes**

**(1c: Setting Instructional Outcomes)**

*Guiding prompts:*

* *Provide the student learning objective(s)/outcomes for the lesson. The objectives/outcomes should be directly observable and measurable.*

**Assessment**

***(1f: Assessing Student Learning)***

*Guiding prompts:*

* *Describe how you will assess student progress throughout the lesson.*
* *What assessment information/data will you collect (informal and/or formal)?*
* *What are the criteria for success/mastery on this assessment (quantitative/qualitative as applicable)?*
* *Describe how you will collect and record that assessment information/data. Attach rubric(s), checklist(s), etc. as appropriate.*
* *Each assessment technique should describe how it is aligned to the above student learning objective(s)/outcomes.*

**Teacher Content Knowledge**

**(1a: Demonstrating Knowledge of Content and Pedagogy)**

*Guiding prompts:*

* *What topics or concepts must a teacher understand and be able to communicate to students in this lesson?*
* *For each topic or concept:*
  + *What academic language and/or vocabulary should students understand and/or be able to use* ***before the start*** *of this lesson? Include definitions, explanations and/or examples you will provide to students if they need clarification.*
  + *What academic language and/or vocabulary will students be expected to understand and/or* ***use by the end*** *of the lesson? Include definitions, explanations and/or examples you will provide to students.*
  + *If relevant, what misconceptions do you expect might arise?*

**Materials/Resources**

***(1d: Demonstrating Knowledge of Resources)***

*Guiding prompts:*

* *List/attach physical and technological materials/resources (e.g., texts, websites, manipulatives, videos, assessments, worksheets) that will be used in this lesson.*
* *Consider student characteristics (e.g., cultures, language, interests, (dis)abilities, sensory needs, communication needs, identities) of the students when developing/selecting materials.*
* *Cite any publications, web resources, or previously developed lesson plans that you are using or have referenced to develop your lesson plan.*

**Instructional Steps:**

***(1e: Designing Coherent Instruction)***

**Instructional Steps: Lesson Opening (Anticipatory Set, Warm-Up, Connection, Lesson Launch)**

*Guiding prompts:*

* *Provide detailed steps for how you will open the lesson. Consider how you will integrate the following:*
  + *The purpose and strategy/concept or skill;*
  + *Activating and building students’ prior knowledge;*
  + *Motivating and engaging the students in the lesson topic*
  + *Differentiating based on the needs of the students*

**Instructional Steps: Lesson**

*Guiding prompts:*

* *Provide detailed steps for how you will teach the lesson (include how you will differentiate based on the needs of the students).*

**Instructional Steps: Lesson Closure**

*Guiding prompts:*

* *Provide detailed steps for how you will close the lesson. Consider how you will integrate the following:*
  + *What students have learned (e.g., restating teaching points, clarifying key concepts, student reflection, assessment)*
  + *How what the students learned will extend beyond this lesson*
  + *Differentiating based on the needs of the students*

**Differentiation/Adaptations/Accommodations/Modifications**

***(1b: Demonstrating Knowledge of Students)***

**Differentiation/Adaptations/Accommodations/Modifications: Cultural/Linguistic Considerations**

*Guiding prompts:*

* *Describe how you used your knowledge of your students’ cultural and linguistic diversity to plan this lesson.*
* *Describe the specific differentiation/adaptations/accommodations/modifications that you made throughout your lesson to address cultural and linguistic diversity of your student(s).*

**Differentiation/Adaptations/Accommodations/Modifications: (Dis)Abilities Considerations**

*Guiding prompts:*

* *Describe how you used your knowledge of your students’ (dis)abilities (e.g., giftedness, disability characteristics, reading levels, math levels, social skills) to plan this lesson.*
* *Describe the specific differentiation/adaptations/accommodations/modifications that you made throughout your lesson to address the ability level of your student(s).*

**Differentiation/Adaptations/Accommodations/Modifications: Additional Considerations (e.g., learning styles, interests, identities, mental health [anxiety, depression], sensory [vision, hearing], physical/motor), assets/strengths.**

*Guiding prompts:*

* *Describe how you used your knowledge of your students’ additional characteristics (e.g., sensory [vision, hearing] physical/motor, interests, learning styles, identities) to plan this lesson.*
* *Describe the specific differentiation/adaptations that you made throughout your lesson to address additional characteristics (e.g., sensory [vision, hearing] physical/motor, interests, learning styles, identities) of your student(s).*
* *Describe the specific differentiation/adaptations/accommodations/modifications that you made throughout your lesson to incorporate or build upon the assets and strengths students are bringing to this lesson.*

**Reflection / Rationale on the Planning Process and Instruction**

***(Danielson 4a: Reflecting on Teaching)***

**Rationale on Your Planning Process**

*Guiding prompts:*

* *Describe the planning process that you engaged in while developing this lesson. What changes would you make to your process in planning future lessons?*
* *Provide a rationale for how the* ***materials/resources*** *align with the learning objective/outcomes and address differentiation based on the assets/needs/characteristics (e.g., cultures, languages, interests, (dis)abilities, sensory needs, communication needs, identities) of the student(s).*
* *Provide a rationale for how the* ***instructional steps*** *(lesson opening, lesson, lesson closure) align with all lesson plan elements (e.g., type of instruction, student learning objectives/outcomes, standards) and address differentiation based on the assets/needs/characteristics (e.g., cultures, languages, interests, (dis)abilities, sensory needs, communication needs, identities) of the student(s).*
* *Provide a rationale for how the* ***assessment****(s) align with all lesson plan elements (e.g., type of instruction, student learning objectives/outcomes, standards) and address the needs of the student(s) based on their assets and characteristics (e.g., cultures, languages, interests, (dis)abilities, sensory needs, communication needs, identities).*
* *Provide a rationale for how the* ***differentiation/adaptations/accommodations/modifications*** *align with all lesson plan elements (e.g., type of instruction, student learning objectives/outcomes, standards).*

**Reflection on Your Instruction (if you taught your lesson)**

*Guiding prompts:*

* *What did your assessment(s) reveal about the students’ level of engagement and comprehension?*
* *Did the students learn what you intended for them to learn?*
* *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students made adequate progress in meeting the learning objective?*
* *What would you change if you were to teach this lesson again in the future?*