

Explanation of Lesson Plan Assignment

PURPOSE OF THE ASSESSMENT: By completing the lesson plan assessment, the teacher candidate will demonstrate proficiency in developing effective lesson plans. The following descriptions will clarify what needs to be completed for each category.

SETTING AND ASSESSING STUDENT LEARNING OUTCOMES/KNOWLEDGE OF RESOURCES

1. Access the UNK Lesson Plan Template from TaskStream in the Lessons, Unit & Rubrics Tab at the top of your homepage.
2. Fill out the top boxes with the pertinent information about the course you are teaching.
3. Learning Goals A: Fill in the NE Standard(s), Developmental Indicator(s) for Early Childhood, or other appropriate criteria that will be met through this lesson.
4. Learning Goals B: Type in the applicable ISTE Standards that you have addressed in this lesson. These are technology standards that your students should be meeting. Here is a link to information about the ISTE Standards: <http://www.iste.org/standards/standards/for-students-2016>
5. Learning Objectives: Fill in the learning objective(s) the lesson will focus on. Remember, the objectives:
 - a. must be tied to the standard
 - b. must be performance based (action verb) and measurable
 - c. must be age/level appropriate
 - d. should address a variety of student needs/interests
 - e. should contain the conditions, behavior and criteria required.

Refer to Bloom's Taxonomy (see folder under the Resources tab) for a list of observable verbs as well as information on writing objectives at the different levels of Bloom's.

Indicate what learning has come before this lesson and what will come after.
6. Essential Question:
 - a. Fill in the question students should be able to answer or the skill that students should be able to demonstrate at the end of the lesson to indicate they have met the objective(s).
 - b. List the essential vocabulary students will need to know to be able to meet the objective(s).
7. Learner Characteristics: Describe the characteristics of the students that the teacher will need to take into consideration when planning the lesson. These characteristics will be addressed when discussing the differentiation strategies used in the actual lesson. Be sure to include any students who have verified needs (for example, an **IEP or 504 plan or health concern**) that will need to be addressed in the planning..
8. Students' Prior Knowledge: Indicate how the teacher determined what the students already knew about the subject or what experiences they had previously had that would relate to the subject. If data is to be gathered at the beginning of the lesson (pre-assessment, Kahoot quiz, anticipation guide, etc.), indicate this in the instructional sequence as well.
9. On-going (formative) Assessment: Indicate how the teacher will check for understanding during the lesson in the instructional sequence (questions to ask, thumbs up, quick write, etc.) and plan for re-teaching opportunities if necessary.

10. Post (summative) Assessment: Describe how the summative assessment is aligned with and measures mastery of the learning objectives. How will student success be determined?
11. Materials A: List all materials (including technology) needed during the lesson and attach any power point slides, handouts, maps, etc., that will be used. Indicate where the materials were accessed.
12. Materials B: Justify why you chose these materials by describing how they will engage students during the lesson.

LESSON SEQUENCE AND DELIVERY: Access the UNK template for this section on Blackboard under Assignments<Lesson Plan. Then use the Attachment button on the TaskStream template to attach the lesson sequence to the lesson plan. (This gives you more room to write out the procedures/activities.)

13. Time (This will be used throughout the lesson sequence): For each lesson component, indicate the estimated amount of time required with consideration of the class's length.
14. Introduction: Indicate how the student-friendly objective will be made clear and relevant to the students. Include the anticipatory set/bell ringer/hook that will be used to engage and motivate students and connect to prior knowledge. Explain how connections will be made to previous learning.
15. Differentiation: Explain how the instruction/activities will be altered to meet the needs of all students, including those who struggle and those who need to be challenged. Think about the modalities of learning (visual, auditory, kinesthetic) and variety of interests your students have; use the principles of Universal Design for Learning that will help adapt the material and activities for those students who need adaptations. Be sure to state why these adaptations were made (rationale). This column will be used throughout the Lesson Sequence and Delivery section.
16. Student Engagement: Focus on what strategies will engage all students in the lesson. Using the acronym SCOR, label the strategies according to which one will help the students experience SUCCESS which ones will pique their CURIOSITY; which ones will encourage ORIGINALITY and self-expression; and which ones will develop RELATIONSHIPS with others. This column will be used throughout the Lesson Sequence and Delivery section.

**This refers to the first assignment done on the Discussion Board. Find the information under the Assignments tab.

17. Core Instruction: Learning tasks should be directly linked to learning objectives; there is a meaningful purpose for each task. Demonstrations of skills or concepts are planned for and implemented in this part of the lesson. Use of technology would be described in this section. The sequence of instruction should be clear and organized, allowing for practice and application as well as flexibility for re-teaching when necessary.
18. Closure: Include a complete description how the lesson will end. Closure provides an opportunity for students to internalize what was learned and demonstrate mastery of the stated learning objective.

POST LESSON REFLECTION

19. What Worked: Reflect on what made the lesson successful and provide specific examples of student success.

20. What Could Be Improved: Reflect on what would make the lesson more effective if it were used again. Be specific.

21. Feedback: Include personal responses to feedback from the cooperating teacher and/or supervisor.

Minimum score required: 90 points (75% with no Unsatisfactory scores)

1/31/2017