

School of Education

Service*Leadership*Competence*Character


WRITTEN LESSON PLAN

Teacher Candidate – _____ School – _____

Mentor Teacher – _____ University Coordinator – _____

Grade/Subject – _____ Lesson Title – _____ Date – _____

Learning Targets		
EALRs	GLEs	Objectives
The EALR for the lesson is to be entered here verbatim. Usually limit lessons to 1 – 2 EALRs	The corresponding GLEs or Benchmarks are to be entered here verbatim.	Objectives = skills or concepts Objectives need to tell what the student will know and/or be able to do at the end of the lesson. Objectives need to be measurable, use action verbs, and be clear and simple to follow. They need to be aligned with the GLE and/or EALR.
Assessment – <i>What will students do to demonstrate competence specific to learning?</i>	Learning Experiences – <i>What learning experiences are the students engaged in to demonstrate the learning target's knowledge and skills?</i>	Strategies for Creating an Inclusive, Supportive Learning Community – <i>What strategies will be used to facilitate effective classroom management at key points during the lesson?</i>
Be sure to align all assessments with their corresponding learning experiences.		
<p>Both formative and summative assessment activities are to be included in this section.</p> <ul style="list-style-type: none"> This includes those checks for understanding used to assess comprehension during the lesson. <p>For each objective statement there should be at least one corresponding assessment. A clear understanding of how the assessment activity assesses the learning targets should be evident.</p> <p>The formal assessment(s) should include the criteria/standard to know the objective has been obtained (e.g. rubric, IEP goals, % scores...). Students can attach a copy of the rubric to the lesson plan. They are encouraged to include a copy of the actual assessment, too.</p> <p>If the corresponding assessment task does not take place during the lesson (such as a test), then students are to include a statement that says when the assessment will take place later in the unit.</p> <p>All assessments are to be in line or correspond with the related learning experiences activities. (This might mean considerable “blank” space in this</p>	<p>In this section, the sequence of steps in the lesson will be described. General lesson sequences may be more directive (e.g., ITIP) or open (constructivist). Whatever design is used, lessons need to be explicitly outlined.</p> <p>For example, an ITIP lesson sequence would include the following sequence: Objective & Purpose>Anticipatory Set>Input/Activity>Modeling>Check for Understanding>Guided Practice>Independent Practice. For a constructivist lesson: Objective & Purpose>Explore/Experiment>Hypothesize/Explain>Report/Assess</p> <p>Sufficient detail is needed to see intention of the learning experiences. This includes:</p> <ul style="list-style-type: none"> What you think might happen during the lesson. What you will say as directions should be explicitly mentioned. The various questions that you anticipate asking. <p>It should be clear that the learning experiences are aligned with the objectives and assessment tasks. The sequence of lesson steps should reflect:</p> <ul style="list-style-type: none"> Multiple approaches to learning that are responsive to the description of students provided in the <i>Classroom-Student Characteristics</i> form. 	<p>Specific strategies to maintain student attention are included in this section. These strategies should be supportive, inclusive, provide for intrinsic motivation and help students become engaged in their own learning.</p> <p>Explanation of transition activities and/or procedures should be clear.</p> <p>Checks for understanding of directions and procedures are to be included in this column (e.g. <i>What will happen next? How do we work with partners? What is the third step we need to follow?</i> etc.). These should be in line or correspond with the sequence of events (This might mean considerable “blank” space in this column until a procedural check for understanding takes place.)</p>

column until an assessment task or a check for understanding takes place.)	<ul style="list-style-type: none"> ▪ Research and principles of effective practice. ▪ A transformative multicultural perspective. ▪ Attempts to stimulate problem solving and critical thinking. 	
Grouping of Students for Instruction	Instructional Materials, Resources and Technology	
Explanation of how groups will be formed. Helps demonstrate if the grouping arrangements are appropriate for large and small group activities in the lesson.	A listing of materials for the activities, community resources that will be used, and needed technology for the lesson.	
Accommodations and Modifications	Family Involvement Plan	
More specific reference to accommodations and modifications that will be implemented in THIS lesson to accommodate the student diversity of the class. Individual student needs are clearly indicated.	<div style="text-align: right; font-size: small;">Engaging the culture, changing the world</div>  Seattle Pacific UNIVERSITY Description of family involvement. If the lesson does not explicitly require family involvement, this section should describe how the lesson fits in with the family involvement plan for the unit. Letting parents know how the student is doing in the course may also be part of the plan.	

Notes:

1. The Learning Targets (EALRs, GLEs, and Objectives), Assessment, and Learning Experiences are meant to flow together. Consider a “thinking path” from EALRs – GLEs – Objectives – Assessment – Learning Experiences.
2. There is a need for “deep alignment” in Learning Targets, Assessment, and Learning Experiences. This includes consideration for content, context, and cognitive demand in the planning process.
3. Students are encouraged to include sufficient detail in order to demonstrate appropriate instructional thinking. Explanation of this thinking is to be provided in the Lesson Plan Rationale.
4. A showcase lesson plan includes the following elements:
 - a. Completed Classroom and Student Characteristics Form
 - b. Completed Lesson Plan
 - c. Completed Lesson Plan Rationale
5. Students are reminded to consistently use the most current version of the Lesson Plan template which can be found on the Downloadable Forms Rack at <http://www.spu.edu/depts/soe/forms.asp>.