Unit or Lesson Plan

User Guide

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Introduction

This is a guide to support you, the Teacher Candidate, in the development of a unit or lesson plan. The WCU Lesson Plan template is Appendix A of this document. You will need to complete the SLO template in addition to completing a series of lessons to support the unit plan. Please review the SLO User Guide for support. Faculty or programs may require additional elements to the lesson plan specific to their discipline.

Additionally, included in parenthesis under each component (e.g., Danielson Framework 1c) is the alignment to the Danielson Framework [Appendix B]). The Danielson Framework for teaching is a research-based set of elements for high quality instruction used by many districts across this country (including teachers and administrators in Pennsylvania) as one measure of the effectiveness of teachers in the field. In 2016, West Chester University's Educator Preparation Programs formally adopted this framework to support Teacher Candidates in their growth and development. Faculty will use the framework to evaluate each component of your unit or lesson and potentially any additional relevant activities (teaching lessons, professionalism).

Unit or Lesson Plan Components

How will this Lesson Support the Learning Goal?

(Danielson Framework 1c)

You have to determine the learning goal of the unit or series of lessons. If this is part of the larger SLO, the learning Goal is based on the Goal Statement articulated in the SLO template. You need to be specific on how each lesson will support the learning goal.

PA Standards and Other Appropriate Professional Standards

(Danielson Framework 1c)

Based on the instruction need identified, you should select the Pennsylvania standard(s) and any other appropriate professional standards of focus. It is of great importance that you identify the standards that align to the skill, concept or strategy selected above. Also, it is important you choose standards that can be accomplished within the timeframe of the learning plan.

ISTE (Technology) Standards (IF APPROPRIATE)

(Danielson Framework 1c)

In 2016, the International Society for Technology in Education (ISTE) Standards for Educators emphasized the importance of skills for students to enable them to thrive in a connected, digital world. Educators play a valuable role in ensuring students use technology as a tool for learning. According to ISTE, the standards should promote collaboration with peers and challenge you to think about how you engage P-12 students to take charge of their own learning.

When developing the lesson plans, it is important to consider which standard(s) (listed below) could be utilized to support the standard and goal of the SLO. You should describe how the lesson will support students' ability to engage in the effective use of technology (ideally standards 3-8). It is not required that you address all of the standards but at minimum you should consider how the unit will engage students to take charge of their own learning in at least one standard (3-7). When addressing this section, you should include the standard number and the sub component (e.g., 3a, 4 a-c). In addition, you should explain how the lesson explicitly incorporates the standard selected. For example, if you believe the activity will help facilitate student learning (standard 6b), you need to describe explicitly the digital tool, the purpose, and how the tool will support the outcomes of the

lesson.
For a comprehensive explanation of each standard and essential elements see Appendix D.

1. Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
3. Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
6. Facilitator: Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
7. Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Objective(s)

(Danielson Framework 1c)

Once you have determined the Goal and standard(s) of the unit or lesson, it is now important to develop measurable learning objectives. A lesson objective is not a unit Goal, a content standard, or activity; it is a means of obtaining the Goal and defines what student will know, do or value as a result of completing the lesson activity. Learning objectives should be learner focused (not what the teacher will do or accomplish) and target a specific outcome. Equally important, the learning objective should be measurable and avoid verbs that cannot be directly observable (e.g., understand, familiar, happy, etc.). Bloom's Taxonomy (See Appendix D) provides a guide for teachers to use to focus on the higher level of questions and keywords that will support the learning objective. It is suggested to use this framework to identify key measurable words that can support student words. Also, use measurable words that focus on the higher levels of Bloom's Taxonomy (application, analysis, evaluate, create). When selecting the measurable term for your objectives, it is important that the instructional activities (discussed below) align with the objective(s). For example, if you want students to compare and contrast Mitosis and Meiosis, the instructional activity should be designed in a way in which students can illustrate their ability to compare and contrast. More information about this will be discussed later in this guide.

When creating lesson objectives, you should ask yourself, after today's lesson what will my students know or do? Although there are multiple ways to create an objective, the below outlines two approaches "ABCD" method or "I CAN" statements that can be used as a guide.

"ABCD" Method for Creating Objectives

Robert Mager (1962) suggests learning objectives should be specific and measurable to guide instructors in the learning process. He proposed the "ABCD" model for learning objectives that have four characteristics outlined below. Following the description of each characteristic are some examples from a variety of content areas color coded to illustrate each component of the model.

- Audience: Is the learner (Typically written as Students will be able to… or The learner will be able to…)
- Behavior: The verb used should be directly observable (this is critical). Frequent used terms such as know, understand, comprehend, familiar, grasp (unless the objective is to have student grasp a pencil),

familiar, like, appreciate should be avoided. These terms are hard to measure. If the verb used is directly observable and measurable, then the basis for a clear objective has been established.

- Condition: Equipment or tools that may be used to complete the behavior. In essence, the situation in which students will perform the behavior. How will you formally or informally check their progress?
- Degree: What is the degree of success? This is a very difficult stage especially if the objective is on the higher level of Bloom's taxonomy (analyze, justify, synthesize). For example, you have to consider what will be acceptable to determine if a student has successfully analyzed a text. What tools will be used to support their success to complete the task (e.g., graphic organizer)?

The detailed nature of the objectives allows for a clearer understanding of not only the expectation but the criteria to measure students' success. Thus, teachers can use the objective effectively to plan the learning experience.

The following are some examples of learning objectives highlighting each key characteristic:

- The preschooler will demonstrate independence by washing hands correctly without assistance 8 out of 10 times. (typically you will not expect 100% success).
- In at least two paragraphs, students will describe the effects of the Industrial Revolution on the urbanization and living conditions of that era including 3-5 major points with supportive evidence.
- After reading two novels, students will be able to compare/contrast Shakespeare's "Merchant of Venice" and Marlowe's "Jaw of Malta" in terms of plot, character, and social-political themes.
- Immediately following the lesson activity, the learner will be able to summarize in writing the major issues being discussed mentioning at least three of the five major topics.
- Given ten algebraic equations with one unknown students will be able to correctly solve 8 out of 10 simple linear equations.
- When presented with two sculptures, students will compare two pieces of sculpture, with at least two reasons for their positive evaluation of one over the other.
- After conducting several experiments, students will be able to apply Edward Thorndike's "Law of Exercise" providing quantifiable evidence and a narrative to either validate or not validate his original theory.

"I CAN" Statements

"I CAN" statements, also learning targets, are specific, measurable steps that students will complete at the end of an instructional sequence. They are worded in student-friendly language that can be easily understood and communicated to students. To create "I CAN" statement you need to consider the Goal and specific standard(s) of your unit and translate the standard into student friendly terms or language. Teachers use "I CAN" statements to increase student ownership of their learning and to assist students in monitoring their progress toward the learning target.

To create "I CAN" statements first you need to select the standards and review the Goal statement. Second, decide on the specific learning targets, identify competencies that will be addressed during the period of instruction. Third, write the "I CAN" statements that would be a path for students to complete toward the learning target. Language should be developmentally appropriate and not complex. The statements should be made available either by having them posted on the board, included in activities or assignments, etc. The "I CAN" statements should be referenced periodically and students should have the opportunity to self-assess their progress toward the learning target.
Unlike the "ABCD" method "I CAN" statements do not provide clear understanding of the condition or criteria necessary for student success. See examples below:

Mathematics (3rd Grade) Standard – CC.2..2.3.A.3 – Demonstrate multiplication and division fluency.

The challenge with the above standard (especially for third graders) are the words "demonstrate" and "fluency" because they do not have clear meanings to students. Thus, when creating "I CAN" statements it should be clear and directly measurable.

- I can use a variety of strategies to solve multiplication and division facts
- I can identify the best strategy to solve multiplication and division facts (this will vary for each student)

World History (10th Grade) Standard – 8.1.W.B – Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

- I can evaluate the validity of historical events and sources
- I can use evidence (facts, perspective, relationships) to inform my evaluation

Reading Literature Standard – CC.1.3.7.B – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

- I can analyze how details and evidence within the text supports what the author states directly and what they imply

Academic Language

(Danielson Framework 1a)

Academic Language is the oral and written language used in academic settings (language of the discipline) for academic purposes. Students need this language to understand (read, think, listen) communicate (listen, speak, write) and perform (think, read, write, listen, speak, and create) in meaningful ways within the content area. It is important to note Academic Language is more than academic vocabulary (especially the words listed within the PA Curriculum Framework).

In many cases Academic Language is hard for us to see since we are so immersed in the language it becomes invisible to us. In essence, you have to view Academic Language in the eyes of the novice (P-12 students). For example, assume you want students to "discuss or explain" a concept or strategy. What does it mean to ask students to discuss or explain? What does this look like in a math class versus an economics course? Making assumptions about the use of the word "discuss" will impact the high quality academic experience for your students. If we plan to assess students' discussing or explaining, then we must know – and we must teach students – what the evidence of discussing or explaining might be. Also, we must decide what resources and tools we can provide to help students demonstrate that evidence.

We must also pay close attention to students' discourse because it reflects the students' level of understanding. Often, students can acquire skills and content-related vocabulary but apply that knowledge in ways that are awkward or inaccurate. Their words and phrasing indicate they are beginning to speak the language but are not yet articulate enough to participate in the discourse with appropriate wording and syntax. To help students move toward deeper knowledge and more sophisticated discourse, teachers must ask ourselves, "Is there something about this statement's language that needs to be unpacked?"

The following is a summary of the various elements of Academic Language that must be considered when designing your lesson plans.

- Language Function: The content and language focus of the learning task represented by the active verbs within the content standards (What students are required to DO).
- Language Demands: Specific ways that academic language (vocabulary, discourse) is used by students to participate in the learning task to demonstrate understanding (tools students USE to participate in the content they are learning).

- Vocabulary: Includes words and phrases that are used within the discipline.
  - Words or phrases for which subject-specific meaning differs from everyday life meaning (e.g., table in math can be defined in several contexts (periodic table) versus dinner table.
  - General academic vocabulary used across disciplines (e.g., compare and contrast, discuss, analyze, justify).
  - Subject-specific words within the discipline (e.g., polygon, axis, pedicels, corolla, meter, fluency).
- Discourse: Includes the structures of written and oral language, as well as how the members of the discipline talk, write and participate in knowledge construction.

For example, consider the following 5th grade Pennsylvania competency for science associated with standard 3.2.5A6:

> Develop a model to describe that matter is made of particles too small to be seen.

Language Function is to **develop** and **describe**. The Language Demand is to **model** (how will this be done via graphic organizer or abstract representation). Vocabulary: **matter** and **particles** (need to consider other essential key terms implied but not explicitly stated in the competency or standard).

Notice that the Language Demand "model" can look differently in different content areas. One cannot assume that students understand what this means. This requires the teacher to determine what tools you will provide students to model in order to demonstrate "mastery" of the skill.

Below are some PA Competencies, followed by conversations about the issues of Language Function and Language Demand (vocabulary and discourse) we might consider in teaching to those competencies.

C.F. 1.5 Listening and Speaking/Comprehension and Collaboration
Grade 3 Standard: CC.1.5.3.A
Competency: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Language function is to **engage, build** on others' ideas**,** and **express** ideas. The language demand is to engage effectively in **collaborative discussions.** This can be done in all content areas with various texts (e.g., fiction, nonfiction, textbook, articles).
Vocabulary: engage, building on other's ideas, express, authentic question, citing evidence, evaluating ideas, probing
Discourse: What is there about this language that must be unpacked? We must help students understand:

- what engaged discussions look like and sound like (talking about the text details and listening to one another, taking turns);
- what building on others' ideas looks and sounds like (asking authentic questions about what peers are saying, answering peer's questions, agreeing/disagreeing and explaining why, extending and elaborating)
- what expression of ideas should sound like (pointing to evidence from text for support, deciding whether ideas and text references are accurate and appropriate).

What tools and resources can we provide for students to support their engagement, building on ideas, and expression of ideas? We might use modeling, simulation, videos, fishbowl, Socratic circles, discussion rubrics, etc.

C.F. 1.2 Reading Informational Text/Integration of Knowledge and Ideas – Evaluating Arguments
Grade 9-10 Standard: CC.1.2.9–10.H
Competency: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Language function is to **delineate** and **evaluate** arguments. The language demand is to **assess.**
Vocabulary: delineate, evaluate, argument, claim, validity, reasoning, relevance, evidence, persuade, convince
Discourse: What is there about this language that must be unpacked? We must help students understand:

- what delineation and evaluation of an argument would look like and sound like (creating a detailed and accurate outline of facts or points in the argument; discussing and judging the argument's meaning and merit)
- what it would look or sound like to assess the validity of reasoning and relevance of evidence (deciding whether or not the evidence is accurate, strong, and related to the argument)

What tools and resources can we provide for students to support their delineation and evaluation of arguments and claims in a text? We might use text annotation, note-taking templates, graphic organizers, debates, etc.

Grade 3 Standard: Social Studies (Civics and Government) 5.1.3.B:
Competency: Explain rules and laws and why they are important in the classroom, school, and community.

Language Function is to **explain.** The Language Demand is to **describe why** (via discussion, graphic organizer or abstract representation).
Vocabulary: rules, laws, classrooms, school, community
Other essential key terms implied but not explicitly stated include: behaviors, manners, democracy
Discourse: What is there about this language that must be unpacked? We must help students understand:

- what participatory classroom conversations will look like and sound like (taking extended turns of overlapping student talk to empower and engage all students; listening to one another; building on others' ideas)
- what explaining sounds like (following a statement with details that help others understand
- how summary presentations will reflect students' learning and application of the content (whole-class compilation of a list of rules will require synthesis and evaluation.

What tools and resources can we provide for students to support their explanations and descriptions? Might we use modeling, simulation, videos, fishbowl, Socratic circles, discussion rubrics, T-charts or similar graphic organizers with column for rules and column for explanation

Grade 9 Standard: Social Studies (Civics and Government) 5.1.9.B:
Competency: Describe historical examples of the importance of the rule of law.
• Sources • Purposes • Functions

Language Function is to **describe.** The Language Demand is to **apply the importance of the rule of law to historical examples** (via discussion, graphic organizer, essays, or abstract representation).
Vocabulary: rules, laws, sources, purposes, functions
Other essential key terms implied but not explicitly stated include: court, law, crime, due process, responsibility, society
Discourse: What is there about this language that must be unpacked? We must help students understand:

- what description sounds like (sufficient detail to help listeners/readers understand and envision the example being described)
- what thorough, detailed, conversations/writing will sound/look like (begin with descriptions of historical examples of the importance of the rule of law and expand to include specific application of the rules of law to sources, purposes, and functions)

What tools and resources can we provide for students to support their description and application? We might use discussion/writing rubrics, text annotation, note-taking templates, graphic organizers, etc.

Grade 4 Standard: CC.1.3.4.B
Competency: Cite relevant details from text to support what the text says explicitly and make inferences.

Language Functions are to **cite, support**, and **make inferences**. The language demand is to support inferences about the text's message.
Vocabulary: cite, relevant, details, support, explicitly, inferences
Other essential key terms implied but not explicitly stated: implicit, background knowledge, connections (text-to-self, text-to-world, text-to-text)
Discourse: What is there about this language that must be unpacked? We must help students understand:

- what it sounds/looks like to cite text (point to specific words, phrases, sentences in the printed text)
- what it sounds/looks like to make an inference (state a belief or conclusion about the author's message and tell how it is reasonable because of the printed text details and background knowledge
- what background knowledge looks/sounds like (things we know because of what we have read, seen, heard, experienced).

What tools and resources can we provide for students to support them in making inferences and citing text to support those inferences? We might use Post-it Notes or similar text-marking structures, graphic organizers to list inferences and connect them to text details and personal connections, classroom discussions, journaling, rubrics for writing and discussion, etc.

Grades 9-10 Standard: CC.1.3.9-10.B
Competency: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and make inferences.

Language Functions are to **cite, support**, and **make inferences**. The language demand is to support analysis of text.
Vocabulary: cite, thorough, details, support, analysis, explicitly, inferences
Other essential key terms implied but not explicitly stated: implicit/implied, background knowledge, connections (text-to-self, text-to-world, text-to-text)
Discourse: What is there about this language that must be unpacked? We must help students understand:

- what citation for text analysis sounds/looks like (pointing out specific words, phrases, sentences from the entire text as a whole [not just isolated bits])
- what citation for the purpose of supporting sounds/looks like (using the cited sections to strengthen an idea or opinion)
- what it looks/sounds like to make and support an inference (state a belief or conclusion about the author's message and then tell how it is reasonable because of details from the text as a whole plus related background knowledge)
- what background knowledge looks/sounds like (things we know because of what we have read, seen, heard, experienced).

- what analytical thought looks/sounds like (combining, connecting, contrasting & comparing, questioning, evaluating, synthesizing)

What tools and resources can we provide for students to support them in making inferences and citing the text to support those inferences? We might use text annotation structures, note-taking templates, graphic organizers to list inferences and connect them to text details and background knowledge, modeling, videos, fishbowl, Socratic circles, rubrics for discussion and writing, etc.

C.F. 3.1 Biological Sciences /Organisms and Cells
Grade 3 Standard: CC. 3.1.3.A3
Competency: Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death

Language function is to **illustrate** the lifecycle process of plants and animals. The language demand is to show progression through predictable cycles.
Vocabulary: illustrate, life cycle, process, predictable, development, reproduction,
Discourse: What is there about this language that must be unpacked? We must help students understand:

- what predictable stages are involved in life cycles of plants and animals
- how scientific observations of plant and animal life cycles might be illustrated
- what it means to draw logical conclusions and present these findings

What tools and resources can we provide for students to support their illustrations of plant and animal life cycles? We might use a variety of expository texts/videos of various plant and animal life cycles, creating opportunities for authentic observations of life cycles (e.g. plants, mealworms, butterflies); organizers/templates to guide observational note taking; life cycle graphic organizers; iPads and/or laptops to create multimedia presentations

sc.1: Biological Sciences
C.F. 3.1 Biological Sciences /Organisms and Cells
Grade 10 Standard: CC. 3.1.10.A3
Competency: Compare and contrast the life cycles of different organisms.

Language function is to **compare and contrast** life cycles. The language demand is to identify similarities and differences between life cycles of different organisms.
Vocabulary: compare, contrast, life cycle, organism, biology, cells, scientific method, adaptation, constancy, biotic, abiotic
Discourse: What is there about this language that must be unpacked? We must help students understand:

- what it means to identify similar traits/characteristics in living things
- what it looks/sounds like to make and share observations using the scientific method
- how life cycles of specific organisms are presented
- what predicates the differences in organisms
- what predicates the similarities in organisms

What tools and resources can we provide for students to support their observations, organization of ideas, and ability to compare and contrast? We might use videos of various life cycles, establishing opportunities for authentic observations of life cycles (e.g. mealworms, butterflies); scientific method graphic organizer/template to guide observational note taking; a compare and contrast graphic organizer, etc.

Pennsylvania Curriculum Framework Resource

The PA Curriculum Framework (Figure 1) is a good resource to begin selecting the goal (Big Idea), Essential Questions, standards, and Academic Language for your lesson plans. Please keep in mind the timeframe you have for each lesson when deciding the standards/competencies of focus and how they align with your SLO's Big Idea or Essential Question(s).

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Vocabulary
7	Mathematical relationships among numbers can be represented, compared, and communicated. Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and generalized.	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? How are relationships represented mathematically? How can expressions, equations and inequalities be used to quantify, solve, model and/or analyze mathematical situations? What does it mean to estimate or analyze numerical quantities? What makes a tool and/or strategy appropriate for a given task? How can recognizing repetition or regularity assist in solving problems more efficiently?	Ratios, Proportions, and Percent	Compute unit rates associated with ratios of fractions. Recognize and represent proportional relationships between quantities. Use proportional relationships to solve multistep ratio and percent problems.	CC.2.1.7.D.1	M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6	Acute triangle Adjacent angles Alternate exterior angles Alternate interior angles Chance event Circumference Complementary angles Compound event Corresponding angles Data distribution decrease Equally likely Equilateral triangle Independent event Isosceles triangle Likely event Linear expression Obtuse triangle Outcome Percent increase and Population Probability Process of chance Proportion Random sample Relative frequency Repeating decimal Scale drawing Scalene triangle

Figure 1. PA Curriculum Framework.

Materials/Resources

(Danielson Framework 1d)

Instructional materials include digital resources, tools and materials used to support the learning outcome of a lesson. Although writing utensils and paper may be helpful instructional materials, this section goes beyond those basic resources.
It is important to include any concreate materials (graphics, organizers, etc.) relevant to the lesson. Include a statement articulating how the materials selected will support the learning objective. Some examples include:

- Traditional Resources: Textbooks (workbooks) and other supplemental materials used in the lesson.
- Graphic Organizers: Visual tools necessary to support the learning of the content (consider resources needed to teach academic language within the content). Typically, they are used to visually identify key points and ideas.
- Teacher Made Resources: This includes handouts (tests, quizzes, projects) created by the teacher to support the learning objective(s).
- Educational Technology: Resources used to enhance the learning experiences and align with the instructional objective (e.g., intervention programs, apps, websites, or other related resources).

Anticipatory Set, Instructional Activities, and Closure

The next three sections (Anticipatory Set, Instructional Activities, and Closure) is the body of the lesson. This is where you provide a step-by-step comprehensive narrative regarding the teaching procedures and student responsibilities specific to those procedures. A specific timeline (minutes) should be allocated to each section.

The verbs identified as part of your learning objective should match the experience within the section. For example, if you want students to compare and contrast two author's perspective on a topic a student should not just identify key points of an author's perspective. More importantly, students should engage in an experience where they can demonstrate their ability to compare and contrast (using a graphic organizer). This may include a critical analysis on how the author's perspective is similar but different on the use of word, context, and current implications.

Table 1 is a snapshot of how the anticipatory set section could be written (this is not required; each course professor may suggest a different approach). Note this format should be followed for the instructional activities and closure section and this example does not contain every detail that should be included. Notice the teacher procedures should align with student responsibilities. Also included is a grouping strategy (partner, small group, etc.) within each appropriate section.

	Teacher Procedures	*Student Responsibilities*
Anticipatory Set (5 min)	1) Write the words Gravity, Air Resistance, Terminal Speed… on the board and ask students to discuss what we learned previously about the terms (activate prior knowledge). Students and teacher openly discuss together. Teacher will provide scaffolding based on student responses. (2 min)	1) Students are responsible for taking notes as well as contributing to the discussion. Students can consult notes provided when contributing to the discussion.
	2) Communicate to students that today you will have an opportunity to demonstrate the topics learned. Teacher climbs in a chair with an egg in hand and drops the egg (egg should shatter) into a garbage can. Teacher poses the following questions (turn to your partner and discuss the following): Why did the egg shatter? What role did gravity play in the process? What can I do differently to avoid the egg from breaking? (1min)	2) Students observe and discuss the questions with a partner prior to sharing with the larger group.
	3) Teacher introduces the purpose (objective for today's lesson). Today class you will learn… and in your predetermined groups create…at the conclusion of the lesson in your groups you will respond to the following questions listed on the handout (teacher passes out handout)…The objectives are important because…and you will learn…(2min)	3) Students will raise their hand and ask any clarifying questions. Students review handout.
Instructional Activities	*Modeling:* *Practice:* *Independent Practice:*	
Closure		

Table 1. Anticipatory Set, Instructional Activities, and Closure (Sample).

Anticipatory Set:
(Danielson Framework 1a)

The anticipatory set is the motivation (attention grabber) and introduction of your lesson. It is a detailed step-by-step short activity (see Table 1) or prompt that focuses the students' attention before the actual lesson begins. It should not only introduce students to the major learning objective(s) but can include the following:

- Use meaningful stories, statistics, facts, a video clip, etc. to get their attention related to the new learning
- Connect new learning to past learning or experiences
- Students actively engaged in the motivational activity
- Provide clear understanding of the objective(s) of the day and what students will learn
- Clearly state how students will learn the content

- Connect to future learning

To develop the anticipatory set, you need to answer the following questions:
- What prior knowledge would be helpful to connect to the current or new learning?
- How will I involve students in this short activity (typically no more than 5 minutes)?

Instructional Activities:
(Danielson Framework 1a; Danielson Framework 1e)

This is the heart of the lesson plan. In this section, include specific step-by-step procedures you will follow as you teach (see Table 1). Explain what you will say and do to ensure students are thinking and engaged in the learning process. What strategies, activities will you include in your lesson? How will you transition students through the various segments of the lesson? What questions will you ask? What resources (stated above) will you be using and how will they be used? How will the academic language (Language Function, Demand, and Vocabulary) within the SLO be taught? How will you structure opportunities for students to work with partners, groups, or independently? When writing this section, you need to highlight the questions that will be asked and evidence-based instructional strategies that will be used (See Appendix D). The actions should be divided into the following categories but the categories are not linear. Students may move back and forth between each of the categories as they master skills, strategies, and standards. For example, some students may be ready to work independently while others need more opportunities for you to model or provide guided practice.

1. Exploration (Modeling): In this section, you should discuss in detail how the new information will be presented. How will you develop students' understanding through the use of strategies (e.g., explicit modeling, explanation, demonstration of concepts, etc.)? You should explicitly state the resources used in the learning activity (graphic organizer, educational technology) and how you will engage students in the target academic language and what questions will allow P-12 students to explore and discover the learning task. In this stage, you can:
    - Provide explicit instruction
    - Model the activity or expectation
    - Think aloud: As you model discuss how and why things are done. This is important for students as they do the activity in small groups or independently.
    - Metacognitive processing: The process of guiding students to be more strategic thinkers. This involves questioning, visualizing, and synthesizing information.

2. Practice/Application: You have to consider how you will allow students to practice what has been taught. Including the feedback that will be given to support the learning experience. In this section you provide guided practice with feedback so students have the opportunity to practice desired outcomes. Guided practice can be conducted in cooperative learning groups, cooperative pairs or working individually with a student. Guided practice does not include:
    - Working independently with teacher support
    - Working in groups without teacher support
    - Supporting every student at the same time

3. Independent Practice: How will students independently apply knowledge and skills attained throughout the lesson. Students can work alone, in groups, or in pairs to accomplish a task. The teacher's role in the process is to check for understanding and to provide feedback. Independent learning is not:
    - Typically after explicit instruction or modeling
    - Students working on an assignment with prior instruction
    - Working in small groups with the teacher
    - Summative assessment
    - Work unrelated to the objective

Closure:
(Danielson Framework 1e)

Outline how you will wrap up the lesson. This is a time to help students organize what was learned into a meaningful context. This is also an opportunity for students to do the following:

- Demonstrate what they have learned
- Clarify any key concepts or misunderstandings
- Check for understanding

Some examples may include:

- Exit Slips: Have students write what they learned and any remaining questions. Please note it should be more in depth than simply restating the "I CAN" statement.
- Questions: Ask questions that relate to the learning objective.
- Journal Entry: What are two things you have learned today?
- Whip Around: Students quickly share one thing they have learned.
- Fishbowl: Students write one question they have about the topic or current lesson (either a question in which they have the answer or in need of clarification).
- Jeopardy: Teacher gives answers; students create questions (good for vocabulary game activity).

Differentiation

(Danielson Framework 1e)

When a teacher tries to teach something to the whole class at the same time, chances are, one-third of the students already know it; one-third will get it; and the remaining third won't (Willis, 1993). Differentiation is not individualized instruction but involves the implementation of a variety of instructional methods and the use of flexible groupings to address a variety of students' needs. Differentiation is a process of designing and delivering instruction to best reach each student. You need to consider how you will support student differences with regard to linguistic, academic, and cultural diversity.

Also, the instructional strategies that will support diverse learning styles, cultural experiences and interest. It means creating multiple paths so students of different abilities, interest, or learning needs experience equally appropriate ways to learn. This may mean teaching the same material to all students using a variety of instructional approaches or teaching the lesson at varying degrees of difficulty (at least initially) based on the ability of each student. According to Tomlinson (2000), teachers can differentiate according to content (what students learn), process (how students learn) and/or product (how students show evidence of what they learned) as listed below:

- Content: Differentiate what you teach and expect the students to learn. If some students have a good foundation of the content you can provide enrichment activities related to the application or synthesis of advance content. In addition, supporting other students who have not "mastered" current content. Flexible grouping or learning stations could allow for students to excel.

- Process: Vary the learning process depending on how students learn. Learning approaches or strategies reflect the learning styles of the students. Some strategies may include:
    - Digital textbooks
    - Small group activities
    - Giving choices on how students express their understanding
    - Manipulatives
    - Develop activities that target auditory, visual and kinesthetic learners

    - Flexible grouping

- Product: Tangible evidence of student learning that differentiate by providing not only challenging but varied opportunities to demonstrate understanding.
    - Use a variety of assessments (not just paper and pencil)
    - Vary the complexity of the assignment based on student readiness

When differentiated according to content, process, and product you have to consider the following:

- Readiness: Refers to the student's starting point for learning, relative to the concept or skill
- Interest: Each student's work should be interesting, appealing and focused on key knowledge and skills
- Learning Preferences: The different ways in which the learner prefers to acquire, process, and work with information.

The following are some questions to consider when addressing this section:

- How does your lesson support student differences with regard to linguistic, academic, and cultural diversity; as well as differing identities as readers, writers, and thinkers?
- How does your lesson include a variety of instructional approaches that will accommodate diverse learning styles, cultural experiences, and interests?
- How will your lesson actively build upon the resources linguistically and culturally diverse students bring to the experience?
- How will your lesson be supportive for all students, including English Language Learners (ELLs), and build upon the linguistic, cultural, and experiential resources they bring to their learning?
- How is your lesson designed to promote creative and critical thinking and inventiveness?
- How is your lesson designed to engage students with diverse learning styles, working strategies, and abilities with technology?
- How have you adapted the lesson and/or materials (including traditional print, digital, and online) to meet students' learning or cultural needs (e.g., students who demonstrate learning differences or with disabilities, cultural/racial/economic/gendered identities, ELL status, and/or academic talent)?

Accommodations

(Danielson Framework 1e)

Accommodations refer to changes on how a student learns the material. It may include an alteration of the environment, curriculum format or equipment that allows an individual with a disability to gain access to content and or complete an assigned task. It can involve many kinds of techniques and support systems to ensure students work around any limitations related to their disability. Accommodations allow students with disabilities to participate in the general education classroom, but they can be provided to any student who may benefit from them. In essence, it allows the students to complete the **same** assignment or test but with a change in timing, formatting, setting, scheduling, response or presentation.

- **Accommodations in Presentation** – these affect the way directions and content are delivered to students. Students with disabilities are much more able to engage in the content when it is presented in a form they can understand.
- **Accommodations in Response –** these offer different ways for students to respond to assessment questions. They help students with disabilities structure, monitor, or directly put words to paper.
- **Accommodations in Setting –** these affect where a test is taken or the way in which the classroom environment is set up. Changing the environment is especially helpful to students who are easily distracted.
- **Accommodations in Timing/Scheduling –** these allow flexibility in the timing of an assessment. Generally, these are chosen for students who may need more time to process information or need breaks throughout the testing process to regroup and refocus.

An accommodation makes learning accessible to the student and allows the student to demonstrate what they know. Accommodations can be considered physical and environmental changes. Examples include:

- Extended time, frequent breaks, varying activities
- Change in classroom, preferential seating, physical arrangement of the room
- Individual or small group, demonstrating/modeling, visual cues
- Highlighting material, note taking, annotating
- Directions given in small, sequential steps
- Reading test verbatim, separate setting for tests, or simplified language
- Demonstrate knowledge of addition by manipulating blocks instead of writing
- Spelling test can be administered orally instead of writing for students in first grade
- Spelling test can be administered in smaller segments (i.e., two sets of five instead of ten words at once)
- Books on tape provided for content area in the general classroom
- Teacher provides notes for the student (copies of presentation slides)

Please note: Accommodations do not change knowledge content. With accommodations, a student receives the <u>SAME</u> education as other children, but the student can access content or express knowledge in different ways.

Modifications

(Danielson Framework 1e)

In contrast, modifications refer to changes of what is taught or what students with disabilities are expected to learn. This may include adaptations made to instruction and assessment that **change or reduce learning expectations**. Content modifications can be made for students who may have difficulty mastering all content within a lesson during the given time frame. Some examples may include completing an assignment on a portion of a state standard or an alternate assignment that is more appropriate for the student's functioning level. Additional examples include:

- Adapted materials: simplify texts by identifying concepts and vocabulary that are pertinent to the student's individual needs for each lesson.
- Grading is subject to different standards than peers without disabilities (e.g., students with dyslexia are not graded on spelling in science lessons).
- Alternate assignments may be given (e.g., oral presentation instead of written paper).
- Adapted tests may be administered (e.g., shortened tests that cover only concepts the student is expected to master, oral instead of written test, addition of word banks for fill in the blank questions).

Many students with a disability may only need small changes to what they are taught and tested. This section is intended to provide you an overview of the difference between accommodations and modifications. It is the responsibility of the Teacher Candidate to work collaboratively with the Mentor Teacher (or other relevant staff) to ensure any accommodations and modifications listed in the student's Individualized Educational Program (IEP) or accommodations listed in a Section 504 Plan are incorporated into the lessons.

When writing this section, you need to describe, if appropriate, how you will ensure students access the material based on the accommodation or modification listed within the IEP or 504 plan. There should be a direct connection within the anticipatory set, instructional activity, and closure sections of the lesson plan template.

Assessment (formal or informal)

(Danielson Framework 1f)

Formative assessment (formal or informal) tells you how well students are responding to instruction. When writing this section, you should describe how you will assess student progress formally or informally. It is not expected that you have developed a formal assessment for each lesson but at a minimum, you should consider informal ways to collect data regarding students' progress before administering a formal assessment.

Formal assessments are a systematic way of evaluating the progress of students within an instructional program. Typically, formal assessment is systematic preplanned measures designed to measure how students' progress as evaluated against other students or to measure how well students have "mastered" learning objectives. In essence, it is an official way to understand if students improved during an instructional period. Some typical examples of formal tests include:

- Standardized test (Keystone, ACT, SAT)
- Benchmark screenings (AIMSweb, DIBELS, easyCBM, MAP)
- Diagnostic assessments (Key math, Diagnostic reading assessment)
- End of the unit test
- Essay test (rubric typically used for scoring)

Informal assessments occur in the day to day interactions with students. It provides continuing feedback about the effectiveness of instructional tasks and activities. This allows teachers the ability to adjust the administration of any formal assessment quickly. It is typically non-standardized methods of assessment of student learning. Examples include:

- Interviews
- Portfolio
- Progress monitoring probes (AIMSweb, DIBELS, easyCBM)
  - Used to help predict scoring on the benchmark screening
- Performance-based assessments
- Observational measures
- K-W-L (Know, Want to know, Learned)
- Questioning strategies
- Quiz

Reflection on Instruction

After you finish each lesson, you should reflect on the lesson. This can include multiple methods such as thinking about instruction, writing in a journal, and/or having a conversation with a colleague/mentor (Danielson, 2014). The reflection should go beyond simply answering the question "Was this a good lesson?" Below are some questions to assist you in your reflective process (Danielson, 2008):

- Did the students learn what you intended for them to learn? How do you know?
- View student work samples. What do they reveal about the students' level of engagement and comprehension? What changes, if any, would you make to the lesson if you teach this lesson in the future? What misconceptions, if any, do you need to clarify before teaching the next lesson?
- Did you stray from your lesson plan? If so, how and why?
- Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
- Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials/resources utilized). To what extent were they effective?
- If you were to teach this lesson again to the same groups of students, what would you change? Why?

Over time, this process will become instinctive and will lead to improvements in your teaching and students' learning in your classroom.

Appendices

Click on the appendix name to download the file.

Appendix A: WCU Lesson Plan Template

Appendix B: Danielson Rubric

Appendix C: Bloom's Taxonomy

Appendix D: Instructional Strategies

Appendix E: International Society for Technology in Education (ISTE) Standards for Educators