**Charlotte Danielson Formal Lesson Plan TEMPLATE (Modified in August 2017)**

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| **Class:** | **Date:** |
| **Unit:** | **Lesson Time:** |
| **Content Standard Alignment:** |
| **Lesson Objectives/Instructional Outcomes: (***Framework Domain 1c: Setting Instructional Goals)*Outline the concept, knowledge, skill or application students can demonstrate upon lesson completion. This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objective may be stated in the form of critical questions students should be able to answer. |
| **Relationship to Unit Structure: (***Framework Domain 1e: Designing Coherent Instruction)*How does this lesson support the unit goals/enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence? |
| **Instructional Materials/Resources:** *(Framework Domain 1d: Demonstrating Knowledge of Resources)*List all materials and resources required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as text books, technology equipment, science equipment or supplies, art materials or equipment. |
| **Methods and Instructional Strategies***(Framework Domain 1a: Demonstrating Knowledge or Content and Pedagogy)* |
| **Anticipated Student Misconceptions:** |
| **Concept Prerequisites:** |
| **Introduction-****Anticipatory Set** |  |
| **Instructional Activities:****Includes questioning techniques, grouping strategies,** **Pedagogical approaches.** |  |
| **Wrap-Up****Synthesis/Closure** |  |
| **Differentiation According to Student Needs:** *(Framework Domain 1b: Demonstrating knowledge of Students)*Address diverse student needs including students with an IEP or 504, cultural or linguistic needs.**Differentiation:** Describe how you will differentiate instruction for a variety of learners, including students with special needs, English Language Learners, and high achieving students to ensure that all students have access to and are able to engage appropriately in this lesson. Be specific **(1e: Designing Coherent Instruction)** |
| **Assessment (Formative and Summative):** *(Framework Domain 1f: Assessing Student Learning)* May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if available submitted along with the lesson plan as attachments.**Assessment Criteria for Success:** \* How and when will you assess student learning throughout the lesson (formative)? \* How will and your students know if they have successfully met the outcomes? \* What is the criteria for mastery of the lesson outcome(s)? \* Describe any (formative and summative) assessments to be used. **(1f: Designing Student Assessments)** |
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| **Lesson Procedures:** The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Describe the lesson sequence.\* How will the lesson launch?\* How will the material be presented?\* What questions will be posed to the students? What are the expected responses?\* How and when will the teacher model?\* What opportunities will there be for guided practice, group work and individual practice?\* How and when will you monitor student understanding throughout the lesson?\* What opportunities will there be for reflection and closure?Include approximate time allocations for each portion of the lesson. Be very precise when explaining the teacher and student tasks during the learning activities.  **(1a: Demonstrating Knowledge of Content and Pedagogy; 1e Designing Coherent Instruction)** |
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| **Reflections:** List at least three questions you will ask yourself **after** the lesson is taught. **(4a: Reflecting on Teaching)** |