

## Longwood Lesson Plan Outline

1. Academic Standards- *list the SOL and/or Common Core Standards that align with the lesson*
2. Instructional Objectives- *state what you want the students to be able to do as a result of the instruction (include the audience, behavior, criteria, and degree)*
3. Instructional Design- *explain how you will guide the learning event, including the following components:*
  - Introduction/Motivational Device (how you will engage students and set the behavioral expectations)
  - Subject Content/Topics (explanation of lesson goals and what students will learn)
  - Learning Activities/Procedures (explanation of teaching strategies and outline of implementation; i.e., direct instruction, guided and/or independent practice)
  - Key Discussion Questions (various questions that foster subject content and/or assess student learning)
  - Closure (how will you wrap-up the lesson)
4. Differentiated Learning Activities- *discuss the context of the learners as a rationale for differentiation:*
  - Describe important characteristics and diversity of learners in your classroom: number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency.
  - Explain the strategies utilized to maximize success for diverse learners, including the different ways you will represent the content, engage students in the learning, and allow students to express what they know.
5. Instructional Resources and Technology- *list the resources you will need (i.e., multimedia, technology, lab equipment, outside expert)*
6. Formative Assessment- *how will you give students targeted feedback on their learning and measure what you have taught them during the lesson*
7. Reflection- *reflect on the teaching experience by responding to the following after implementation of the lesson plan:*
  - Analyze assessment data and explain to what degree instructional decisions made an impact on student learning and achievement of lesson objectives.
  - Describe modifications for redesigning your lesson plan that would improve student learning outcomes.

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### Longwood Lesson Plan Rubric for Observed Lessons

Student Name: \_\_\_\_\_

Elements	Exemplary (3)	Proficient (2)	Unsatisfactory (1)	
Academic Standards	Relevant Standards are listed by number and letter and have a direct correlation to objectives	Relevant Standards are listed by number and letter and most have a direct correlation to objectives	Standards are not included or not relevant	_____ x .5
Instructional Objectives	Lesson-specific; performance-based; written with four parts (audience, behavior, condition, and degree).	Lesson-specific; performance-based; on some objectives the condition or degree may be inappropriate or missing.	Not specific; not performance-based; many elements are missing.	_____ x 1
Introduction	Motivation and behavioral expectations are specifically described; appropriate for the purpose of the lesson; links to students' needs.	Motivational device and behavioral expectations are indicated, but not thoroughly described.	Motivational device is missing.	_____ x 1
Lesson Elements	Complete with all elements on Lesson Plan Outline; usable by substitute teacher; learning activities support objectives and progress in a logical order.	One or two elements missing on Lesson Plan Outline; usable by substitute teacher; learning activities support objectives and progress in a logical order.	A list of topics only (does not follow the Lesson Plan Outline); unusable by substitute teacher; learning activities do not support objectives and/or lack logical progression.	_____ x 2
Differentiated Activities	Based on context of the learners (characteristics and diversity is clear); strategies are specific, appropriate for diverse learners, and based on current research (representation, engagement, and expression).	Generalized statements of the learners (characteristics and diversity are alluded to); strategies identified are appropriate for diverse learners and based on current research.	Minimal to no statements of the learners; strategies may only support one type of diverse learner.	_____ x 1
Integration of Resources and Technology	Resources and technology are integrated into the lesson; appropriate for the learners and the school resources.	Use of resources and technology is evident, but is not lesson-specific; technology use appropriate for lesson presented.	Minimal use of resources and technology, weak explanation of how they fit the lesson.	_____ x .5
Formative Assessment	Method of formative assessment provided; described in detail and aligned with specific objectives.	Summative assessment only is present or formative assessment is not aligned with objectives.	No evidence of assessment.	_____ x 1
Debriefing/ Reflection	Accurately explains effectiveness of lesson activities to achieve objectives and impact learners; describes relevant modifications.	A general explanation of effectiveness of lesson activities and impact on learners; modifications identified.	No reflection or rationale for why some learning activities were more successful than others; modifications missing.	_____ x 1
Plus 1 for overall flow				Total: _____/25