WVSU LESSON PLAN FORMAT (Updated 7/11)

Teacher Candidate _____   Date_____

School _____   Grade/Subject _____

Lesson Topic _____

INSTRUCTIONAL OBJECTIVES/ STUDENT OUTCOMES

WV CSOS

NATIONAL STANDARDS

MANAGEMENT FRAMEWORK
Overall Time
Time Frame

STRATEGIES

DIFFERENTIATED INSTRUCTION/ ADAPTATIONS/ INTERVENTIONS
(Learning Styles, Students with Special Needs, Cultural Differences, ELL)

PROCEDURES
Introduction/ Lesson Set
Body & Transitions
Closure

ASSESSMENT
Diagnostic
Formative
Summative:

MATERIALS

EXTENDED ACTIVITIES
If Student Finishes Early
If Lesson Finishes Early

POST-TEACHING
Reflections
Data Based Decision Making (If Needed)

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Teacher Candidate _____   Date_____
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INSTRUCTIONAL OBJECTIVES/ STUDENT OUTCOMES
This is what you want the student to learn and understand or be able to do when the lesson is completed.
If concept based objectives (deals with information, understanding – what students will know) use: will be able to … will
create…define…name… record…select...match...restate...explain…discuss…distinguish between…
If performance based objectives (deals with skills, abilities and what students will be able to do) use: will be able to
compute…demonstrate…operate…diagram…categorize…subdivide.

WV CSOs
Objectives must be supported with WV Content Standards (WVCSOs). http://wvde.state.wv.us/csos
CSOs are very broad objectives and may be designed to cover many lessons. Your CSOs must support your
lesson objectives and should not be greater in number than your lesson objectives.

NATIONAL STANDARDS
Objectives must be supported with at least ONE national standard. Your National Standard must match
your lesson objective in content. For example if you are writing a lesson plan for reading you may want to
use IRA, English (NCTE), physical education (AAHPERD), math (NCTM), social studies (NCSS),
biology (NABT), science (NSTA).
National Standards are written to be very broad and may cover many lessons. Your National Standards are
to support your lessons objectives and should not be greater in number than your lesson objectives.

MANAGEMENT FRAMEWORK
Describes how time is set to accommodate the lesson. Just give time and not details. For example:

Overall Time -   50 minute lesson
Time Frame –   10 min. teacher intro and demonstration
                 30 min. student activity in pairs
                 10 min. regroup for assessment and closure

STRATEGIES
Just list strategies or activities, do not give details. For example:
Teacher/student led discussion, student/group presentations, independent/group practice, guided
instruction, teacher modeling/demonstration/simulations, pair activity, cooperative groups, study/peer
groups, SQ3R, scaffolding, Think, Pair, Square, discovery learning, project/inquiry learning.

DIFFERENTIATED INSTRUCTION/ ADAPTATIONS/ INTERVENTIONS
(Learning Styles, Students with Special Needs, Cultural Differences, ELL)
This is how you will accommodate students' individual needs as these needs relate to lesson objectives.

PROCEDURES
This section has three parts, each are an important part of the lesson.

Introduction/ Lesson Set
Use guiding questions, visuals, statements, ways to assess prior knowledge and gain interest for the lesson.
Body & Transitions
This is a sequence of events for the lesson. Use bullets, clearly state what you will be doing in sequence. If
you use material, state : See Attachments. If students will be moving during the lesson (transitions) state
how this will be arranged.
Closure
Review, summarize, repeat, a quick check of objectives (thumbs up/down), assign homework.

ASSESSMENT

This section is to identify the lesson objectives Not the WVCSOs or the National Standards. All objectives must be assessed. MATCH your objectives to each of the three types of assessment. For example if you have 4 lesson objectives you must state how you assess each of these objectives. You are encouraged to use parenthesis following each assessment description. For example: Formative: Will move among students as they complete the handout on photosynthesis (objectives 1,3).

Diagnostic
Diagnostic is usually part of the introduction of the lesson. This is how you plan to assess students' prior knowledge before the lesson is taught. For example:
> You may ask an essential question/s about the lesson objectives or you may ask questions that challenges students to think critically about the lesson objectives.
> You could use a KWL chart or a Venn Diagram.

At this time you must decide if the students have enough prior knowledge to understand the lesson objectives. If they do not, you must decide if you need to extend the introduction and cover the knowledge needed to understand the lesson or if you need to go to the Extended Activities of the lesson.

Formative
Formative is assessment you make during the lesson concerning lesson objectives.
> Observe students as they work on projects, activities, or seatwork to assess objectives.
> Assess knowledge of the objectives during discussion of your power point, Smart Board or Elmo.

Summative:
Summative usually is made during closure of the lesson. It is what students are able to discuss or do at the end of the lesson in relation to the objectives. You may observe, or ask direct questions with large group responses. The summative may also be a quiz or written assignment. The summative usually covers all the objectives. If not then the remaining objectives must be identified under diagnostic or formative.

MATERIALS
Be specific with a list of supplies and materials needed for the lesson.

EXTENTED ACTIVITIES
If Student Finishes Early
Identify an activity you have ready for students to do if the student finishes the lesson early. This activity should be related to the assignment. Do not give a replica of the assignment. The student may consider this punishment for finishing the lesson early. Give a fun activity: computer, learning center, game.
If Lesson Finishes Early
Identify an activity that is related to the lesson objectives. It may be a handout that you plan to use the next day to reinforce the lesson objectives. Or let students create questions to ask other students.
If you decide during the introduction that students do not have enough background to understand the lesson objectives, you may start a KWL chart concerning the lesson objectives. You could have students to identify four and five concepts they remember about a previous related lesson that will help them begin to build background needed for this lesson. The teacher or the students could create questions.
Plan on alternative activities for lesson if technology is part of the lesson and technology fails. Also plan for students who may not be allowed to use technology for that day.

POST-TEACHING
Reflections
A jotting down of what worked, did not work, next time I will…. Instead of …. I needed more time for …. This is not a formal critique but just a quick reflection while the lesson is fresh on your mind.

Data Based Decision Making (If Needed)
If you are collection data for this lesson you may construct a rubric, checklist, criteria list or some form of description to report data collection of students' products or responses to the lessons objectives. The data alone has little if any value. You MUST use your analysis of the data to make decisions concerning future lessons. Data is collected to be used to drive future instruction.

RUBRIC: WEST VIRGINIA STATE LESSON PLAN

Category	Target (20)	Acceptable (17)	Developing (16)	Unacceptable (0)
Setting Lesson Objectives and Student Outcomes	Objectives/Outcomes are stated that describes what students will learn and master and are aligned with WVCSOs and national standards. If technology is used, the lesson must provides equitable access to ALL students engaged in the lesson and have alignment with 21st Century Technology Tools and 21stCentury Learning tools and	Objective is stated and aligned with only state standards. If technology is used, ISTE standards are addressed.	Objective only is stated Or State or national standards are stated without lesson objective. If technology is used, ISTE standards are not addressed.	No objective is stated and no state and national standards are identified.
Design of Lesson and Pedagogy	Lesson design is organized. Strategies are designed to engage students in a sequence of strategies/activities that encourages creativity and problem solving, All activities (including technology) are suitable for the content lesson and support the objective/outcome of the lesson.	Lesson design is organized. Strategies are designed to engage students in a sequence of strategies/activities but they do NOT encourage creativity or problem solving. All activities (including technology) are suitable for the content lesson and support the objective/outcome of the lesson.	Lesson Design is organized. Strategies are identified but are not designed to engage students in a sequence of strategies/activities and do not encourage creativity or problem solving. All activities (including technology) are suitable for content lesson but do not support the objective/outcome of the lesson.	Lesson design may be organized but strategies are not identified.
Content Knowledge	Reflects a deep knowledge of content and identifies and assesses prerequisite knowledge that is needed to understand the lesson..	Plan reflects a deep knowledge of content and may identify prerequisite knowledge needed to understand the lesson but does not assess the prerequisite knowledge.	Plan reflects a deep knowledge of content but does not identify or assess prerequisite knowledge needed to understand the lesson.	Does not reflect a deep knowledge of content or identify or assess prerequisite knowledge that is needed to understand the lesson.
Understands Characteristics of Students	Lesson is designed to motivate and engage ALL students. Lesson is developmentally appropriate and differentiated to meet unique characteristics of students including students with special needs.	Lesson is designed to motivate and engage SOME students. Lesson is developmentally appropriate and is not differentiated to meet unique characteristics of students, including students with special needs.	Lesson is designed to motivate and engage SOME students. Lesson is NOT developmentally appropriate and is not differentiated to meet unique characteristics of students.	Lesson is NOT designed to motivate and engage ALL students. Lesson is NOT developmentally appropriate and is NOT differentiated to meet unique characteristics of students.
Assessment	Lesson Identified diagnostic, formative and summative assessments. Summative assessments are aligned with ALL objectives/outcomes. Assessment data is given, calculated and used for decision making for future lessons.	Lesson identified diagnostic, formative and summative assessments. Summative assessments are aligned with SOME but NOT ALL objectives/outcomes. Assessment data is discussed but NOT calculated or used for decision making for future lessons	Lesson identified diagnostic, formative and summative assessments. Summative assessments are aligned with SOME but NOT ALL objectives/outcomes. Assessment data is in lesson but is NOT discussed.	Lesson does not identify diagnostic, formative or summative assessments

Time Management	Time management was address fits within allotted time for lesson and addressed all parts: Introduction/Lesson Set Body and Transitions or Closure. Extended Activities are identified and are meaningful, developmentally appropriate and differentiated	Time management was identified and fits into time frame but does not include all parts needed to successfully time manage the lesson. Extended Activities are identified but are missing one of the following: meaningful, developmentally appropriate and differentiated.	Time management was identified but does not fit into allotted time for lesson and does not divided into 3 divisions: Introduction/Lesson Set Body and Transitions or Closure. Extended Activities are identified but do not meet one or more of the following: meaningful, developmentally appropriate, and differentiated.	. Time management was not identified
Mechanics	Lesson Plan contained NO errors in grammar, spelling, punctuation, and used NO contractions..	Lesson Plan contained 3 or fewer errors in grammar, spelling, punctuation, and use of contractions.	Lesson Plan contained 5 or fewer errors in grammar, spelling punctuation, and use of contractions.	Lesson Plan contained more than 6 errors in grammar, spelling, punctuation and use of contractions.