

Lesson Plan Template

Date	Period/Time	Lesson # in Unit
<p><b>Placement information:</b> What is the school, grade level, and subject area(s)?</p>		
<p><b>Topic:</b></p> <p>How does this lesson "fit" in the sequence of learning for this class? (e.g., new concept, application of a concept, review of content)</p>		
<p><b>Description of Class:</b> What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) What aspects of diversity will you address in designing the lesson?</p>		
<p><b>Personnel:</b> Who will participate in the lesson? (e.g., educators, related service providers, paraprofessionals, volunteers)</p> <p><b>Co-teaching models:</b> Check the co-teaching model(s) used during this lesson. Describe the co-teacher's roles during the lesson, if applicable.</p> <p>___ one teach - one observe ___ one-teach - one drift ___ station teaching</p> <p>___ parallel teaching ___ alternative teaching ___ team teaching</p> <p><b>Essential Questions:</b> What are the essential questions for your lesson?</p>		
<p><b>Lesson Standards:</b> What Common Core or NYSED standards are addressed by the lesson objectives? If using the NYSED standards, what performance indicators are addressed?</p>		
<p><b>Student Learning Objectives:</b> What are the specific measurable and observable learning, behavioral, and social objectives for the lesson?</p>	<p><b>Assessment:</b> How will you assess each student learning, behavioral, and social objective (e.g., preassessment, formative assessment, summative assessment, self-assessment)?</p>	
<p><b>End of Unit Assessment</b> – if applicable</p>		
<p><b>Resources and Technologies:</b> What are the resources and technologies needed for this lesson (e.g., text, media, instructional technology, assistive technology (low/high tech), websites, equipment, materials, assessment tools)?</p>		
<p><b>What are the IEP objective(s) and 504 accommodations in this lesson?</b></p>		

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**Targeted Students:** For whom is the lesson universally designed or differentiated (e.g., students who are struggling, average, high performing in academics or behavior; specific disabilities; English language learners)? Address the appropriate aspects of UDL - representation (content), engagement (process), and expression (product) in the chart below.

Student (pseudonym/initials) & Strengths	Potential Barriers	UDL Solutions

### **Lesson Outline**

Describe the sequence you will follow to implement your lesson (i.e., introduction, lesson implementation, assessment, closure). Please also note the role and responsibilities of each faculty and staff members utilized in this lesson.

Be sure to include the UDL solutions you have identified above (e.g., grouping techniques; questions that struggling, typical and advanced students can answer) in your description of the lesson sequence below. If they described this above, do they have to include it below?

Use an asterisk \* to indicate ALL evidence-based practices used in the lesson.

**A. Introduction:** How will you obtain the students' attention and provide them with the lesson objective(s)?

Teacher Action:

Student Action:

**B. Lesson Implementation:** What instructional techniques (e.g., I do - instruction/modeling; We do - guided practice; You do - independent practice) will you use to implement this lesson? How will you sustain students' engagement?

Teacher Action:

Student Action:

**C. Assessment:** How will you evaluate students' performance of the objective(s) using the assessment(s) stated above?

Teacher Action:

Student Action:

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D. Closure: How will you assist students in organizing the information learned, clarifying any misconceptions/confusion, introducing/explaining homework, and transitioning to next activity?

Teacher Action:

Student Action:

### **Reflection:**

Of the number of students in the class, how many met the student learning objective(s)? How do you know?

What about the strategies and/or evidence-based practices helped your students meet the lesson objectives?

Did you deviate from your lesson plan while you were actually teaching and, if so, why?

What aspects of your lesson would you change and why? If there were students who did not meet the objectives, what could you have done differently? What will you teach next?

How did you address student diversity in your lesson?

Based on your lesson reflection and student assessment data, what are your next steps in improving your practice?