

## Danielson Aligned Lesson Plan Template for Formal Observations

<p><b>Primary Subject Area and Grade Level:</b> <i>List the primary content area for this lesson. List the beginning and ending grade levels for which this lesson is appropriate.</i></p>
<p><b>Interdisciplinary Connections:</b> <i>Provide a listing of the subject area(s), in addition to the primary subject area that is incorporated in this lesson.</i></p> <p style="text-align: right;"><b>(1a: Demonstrating Knowledge of Content and Pedagogy)</b></p>
<p><b>Lesson Duration:</b> <i>State the approximate time frame for this lesson.</i></p> <p style="text-align: right;"><b>(1e: Designing Coherent Instruction)</b></p>
<p><b>Relevance/Rationale:</b> <i>Consider how your outcomes and plan will engage students cognitively and build understanding. Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)?</i></p> <p style="text-align: right;"><b>(1b: Demonstrating Knowledge of Students)</b></p>
<p><b>Outcomes/Objectives:</b> <i>What will students know and be able to do as a result of this lesson? Outcomes should be written in the form of student learning and suggest viable methods of assessment. For teachers of English language learners: What language objectives will be addressed?</i></p> <p style="text-align: right;"><b>(1c: Setting Instructional Outcomes)</b></p>
<p><b>Content Standard(s) and/or Common Core Learning Standard(s):</b> <i>For example: (CCSS) 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. Content area teachers should include appropriate English Language Arts Common Core Standards for Content Areas, if appropriate, in addition to content standards.</i></p> <p style="text-align: right;"><b>(1c: Setting Instructional Outcomes)</b></p>
<p><b>Use of Formative Assessment to Inform Planning:</b> <i>Describe your student's current levels of understanding of the content related to the outcome for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all students?</i></p> <p style="text-align: right;"><b>(1f: Designing Student Assessments)</b></p>
<p><b>Class Information:</b> <i>Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, volunteers, co-teachers, resource teachers, etc.) will support student learning, if applicable. Also include any other circumstances an observer should know about.</i></p> <p style="text-align: right;"><b>(1b: Knowledge of Students)</b></p>
<p><b>Overview:</b> <i>Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson's content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning.</i></p> <p style="text-align: right;"><b>(1a: Demonstrating Knowledge of Content and Pedagogy)</b></p>
<p><b>Technologies and Other Materials /Resources:</b> <i>List all materials, handouts, resources, and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).</i></p> <p style="text-align: right;"><b>(1d: Demonstrating Knowledge of Resources)</b></p>
<p><b>Grouping Strategy:</b> <i>Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the rationale for the</i></p>

grouping strategy?	<b>(1e: Designing Coherent Instruction)</b>
<b>Academic Vocabulary:</b> <i>What key terms are essential to this content? What terms are essential to develop and extend students vocabulary?</i>	
<b>(1a: Knowledge of Content and Pedagogy; 1b: Knowledge of Students)</b>	
<b>Lesson Procedures:</b> <i>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:</i>	
<ul style="list-style-type: none"> <li>• <i>How will the lesson launch?</i></li> <li>• <i>How will the material be presented?</i></li> <li>• <i>What questions will be posed to the students? What are the expected responses?</i></li> <li>• <i>How and when will the teacher model?</i></li> <li>• <i>What opportunities will there be for guided practice, group work and individual practice?</i></li> <li>• <i>How and when will you monitor student understanding throughout the lesson?</i></li> <li>• <i>What opportunities will there be for reflection and closure?</i></li> </ul>	
<i>Include approximate time allocations for each portion of the lesson. Be very precise when explaining the teacher and student tasks during the learning activities.</i>	
<b>(1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)</b>	
<b>Differentiation:</b> <i>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.</i>	
<b>(1e: Designing Coherent Instruction)</b>	
<b>Assessment Criteria for Success:</b>	
<ul style="list-style-type: none"> <li>• <i>How and when will you assess student learning throughout the lesson (formative)?</i></li> <li>• <i>How will you and your students know if they have successfully met the outcomes?</i></li> <li>• <i>What is the criteria for mastery of the lesson outcome(s)?</i></li> <li>• <i>Describe any (formative and summative) assessments to be used.</i></li> </ul>	
<b>(1f: Designing Student Assessments)</b>	
<b>Anticipated Difficulties:</b> <i>What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?</i>	
<b>(1a: Demonstrating Knowledge of Content and Pedagogy)</b>	
<b>Reflections:</b> <i>List at least three questions you will ask yourself <b>after</b> the lesson is taught.</i>	
<b>(4a: Reflecting on Teaching)</b>	