**SAMPLE Teacher Lesson Plan Format**

**Danielson Domain 1**

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| **NAME:** | |  | | **SCHOOL / LOCATION:** | |  |
| **ID #:** |  | | | **JOB ASSIGNMENT:** | |  |
| **DATE OF OBSERVATION:** | | |  | **LESSON DURATION:** |  | |

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| --- | --- | --- | --- |
| **LESSON TITLE:** |  | **SUBJECT:** |  |

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| ***Identify Common Core Standard / Key Standard***  ***(1a)*** |  | |
| ***Identify student outcomes. What will students learn?***  ***Outcomes:***   * ***include a mix of different types (factual and procedural knowledge, conceptional understanding, thinking & reasoning skills, collaborative & communication skills*** * ***aligned to KCAS*** * ***important to grade level and subject*** * ***reflect several types of learning*** * ***are measurable*** * ***are differentiated by groups of students or individuals*** * ***is informed by previous assessment data (1c, 1f)*** |  | |
| ***What key terms are essential to this content (academic vocabulary)?***  ***(1a)*** |  | |
| ***What materials and resources (and their sources) will be used during lesson?***   * ***Variety of materials used*** * ***Lesson extended beyond textbook*** * ***Materials aligned with learning needs*** * ***Use of websites or blogs (1d)*** |  | |
| ***What prerequisite knowledge is required of students?***  ***(1a)*** |  | |
| ***How does this lesson fit with overall unit plan and/or goals for the year?***  ***(1a, 1e)*** |  | |
| ***What strategies will be used to check for understanding and assess students during lesson?***  ***(1a, 1c)*** |  | |
| ***What pedagogical approaches will be used during lesson?***  ***(1a)*** |  | |
| ***How does lesson connect with other subject areas?***  ***(1c)*** |  | |
| ***Identify how lesson will differentiate instruction to provide support for all students.***  ***(1b)*** |  | |
| ***How will students be grouped and what are the reasons for the groups?***  ***(1b, 1e)*** |  | |
| ***How will needs of students requiring additional support or enrichment be met (including ECE, ELL, and G/T)?***  ***(1b)*** |  | |
| ***How will lesson integrate student interests and cultural backgrounds?***  ***(1b)*** |  | |
| ***Describe lesson coherent sequence of activities (with time allocations)***  ***Instructional Sequence:***   * ***shows how outcomes, activities, materials, methods, and groupings work together*** * ***progresses from simple to complex*** * ***describes how lesson launches*** * ***describes method for presenting material*** * ***includes questions posed of students*** * ***describes how and when teacher will model content, concepts or skills*** * ***describes opportunities for guided practice, group work, and individual practice*** * ***describes opportunities for reflection and closure***   ***(1e)*** |  | Allocated time:  Allocated time:  Allocated time:  Allocated time:  Allocated time:  Allocated time:  Allocated time:  Allocated time:  Allocated time:  Allocated time: |
| ***Identify levels of cognitive demand that activities place on students.***   * ***Remembering*** * ***Understanding*** * ***Applying*** * ***Analyzing*** * ***Evaluating*** * ***Creating (1e)*** |  | |
| ***Identify how lesson allows for student choice.***  ***(1e)*** |  | |
| ***Identify formative and summative assessments (directly aligned with learning outcomes).***  ***(1f)*** |  | |
| ***Identify opportunities for students to design and use assessments to measure their own learning.***  ***(1f)*** |  | |
| ***Lesson Reflection:***   * ***What worked during lesson (cite examples)?*** * ***What did not work during lesson (cite examples)?*** * ***What improvements will be made when lesson is revisited?*** * ***How might you better meet the needs of individuals and groups of individuals?***   ***(4a)*** |  | |
| ***4B - Maintaining Accurate Records***   * ***Student Completion of Assignments*** * ***Student Progress in Learning*** * ***Non-Instructional Records***   ***Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.*** |  | |
| ***4C - Communicating with Families***   * ***Information About the Instructional Program*** * ***Information About Individual Students*** * ***Engagement of Families in the Instructional Program***   ***Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.***  ***Teacher makes some attempts to engage families in the instructional program.***  ***Information to families is conveyed in a culturally appropriate manner.*** |  | |
| ***4D - Participating in a Professional Community***   * ***Relationships with Colleagues*** * ***Involvement in a Culture of Professional Inquiry*** * ***Service to the School*** * ***Participation in School and District Projects***   ***Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.***  ***Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.*** |  | |
| ***4E - Growing and Developing Professionally***   * ***Enhancement of Content Knowledge and Pedagogical Skill*** * ***Receptivity to Feedback from Colleagues*** * ***Service to the Profession***   ***Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.***  ***Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.***  ***Teacher participates actively in assisting other educators.*** |  | |