**SAMPLE Teacher Lesson Plan Format**

**Danielson Domain 1**

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

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

|  |  |
| --- | --- |
| ***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)*** | 1.
2.
3.
4.
5.
6.
7.
8.
9.
 | 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.*** |  |