

## Guide—Lesson Plan/Instructional Profile

### GENERAL TIPS:

1. Some boxes contain multiple questions/prompts. Be sure you answer every question or respond to every prompt. When there are back-to-back questions/prompts in a block, answer each question individually, leaving blank space between answers.

2. Effective answers/responses make reference to this specific lesson, its objectives, and/or the specific students you'll teach. Effective answers demonstrate critical thinking about this lesson and these students.

3. Weak answers/responses are general and non-specific concerning the details of this lesson. Weak answers are the kind that could be copy/pasted to other lesson plans without making any changes because they are generalized and vague. Weak answers lack evidence of critical thinking.

NOTE: If you feel you are repeating yourself with the answers to these questions, you are not answering them correctly. Each question is unique and should have a unique response not located otherwise in the document.

4. **Do not type your answers into this document.** Type your answers into the blank [Lesson Plan Template](#) (rtf).

Teacher Candidate \_\_\_\_\_ School \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Grade/Subject \_\_\_\_\_

UCA Supervisor \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

### ARKANSAS CURRICULUM FRAMEWORK SLEs/COMMON CORE STANDARDS

In addition to the student learning expectation statement from the standards document, include the citation (usually a combination of letters and numbers).

### LEARNING OBJECTIVES - Praxis III uses the term Goals (TPOA - A2)

*List your objectives for student learning for this lesson. In other words, what do you want the students to learn? In parentheses after each objective, cite the Arkansas Curriculum Framework Student Learning Expectation. An example of an objective might be: "Students will be able to identify independent variables and dependent variables." Set your objectives at the high levels of Bloom's taxonomy more frequently than those at the lower levels.*

You will list both academic and affective objectives in this section. Both refer to what the *students* will be able to do *as a result* of this lesson.

#### Academic Objective(s):

**Word your academic objectives so that they are measurable.** It's the difference between these:

"Students will understand the differences between adjectives and adverbs." **VS.**

"Students will describe similarities and differences between adjectives and adverbs."

"Describe" is measurable because the teacher could ask students to write down the similarities and differences before they leave the classroom, and then the teacher could assess the answers as a measure of student learning.

"Understand" is not obviously measurable.

**Clarity is key when writing objectives, so keep it simple.** Write age-appropriate objectives.

**Avoid writing activity statements instead of learning objectives.** It's the difference between these:

"Students will participate in a class discussion of the digestive system." (activity) **VS.** "Students will compare/contrast major organs of the digestive system." (learning objective)

A discussion of the digestive system could be a great learning activity, but it's just that—an activity. The learning objective must state what students will do as a result of the lesson.

**Be sure your objectives are closely related to the standard(s)—SLE(s)/Common Core.** The connection should be obvious to a supervisor, without the need for explanation or clarification. If you're having trouble connecting your objective to the framework, that's a red flag. Rethink your objectives.

**Affective [Social/Emotional/Behavioral] Objective(s):**

Remember, these should also be listed in terms of student outcomes. Often, these are more difficult to measure; but the focus should be on the social, emotional, or behavioral skill(s) the students should develop in the lesson. Once again, activities should not be listed.

It's the difference between these:

“Students will work together in a cooperative group.” **VS.**

“Students will communicate respectfully with peers in their small groups.”

Working together in a group only describes what they will do, not the skill they will develop. Think about what social/emotional/behavioral skills you want the students to develop (confidence, empathy, respect, etc.), then select indicators of those skills to write in your objective statements. For instance, “communicating respectfully” may be demonstrated by not talking when another is speaking and soliciting responses from others in the group, as well as in students’ body language, facial expressions, tone, and so forth. These indicators of respect provide opportunity for assessment—in this case, through observation.

*Why have you chosen these objectives? How are the objectives appropriate for the whole class, including students with diverse learning needs? What prior knowledge and skills do your students need to accomplish these objectives?*

This is where you articulate why the **objectives** (not methods, materials, technology, grouping, procedures—the objectives) are appropriate for these students. The first question asks you to explain why these learning objectives are significant. Why do you want the students to demonstrate these outcomes? Think of responding to the age old question: Why do we have to know this? The response will reflect the inherent value of the learning objective.

**Avoid empty answers like these:**

“I chose these objectives because they are in the frameworks.”

“I chose these objectives because they are in the district pacing guide.”

“I chose these objectives because my students need to know this information for the future.”

The second question pertains to the objective’s relevance to the students in your class. In most cases, the learning objectives will be identical for all students in the class. If that is the case, explain why the objective is appropriate for the whole group. For instance, it could be that the objective reflects something associated with developmental appropriateness pertaining to the age group of the students in your class. In rare cases, you may have students in your class who require a modification of the lesson objective. When this occurs, explain the reason for the differentiation. Having a class of students (real or imagined) in mind when answering will help. (Your answers should link to the [Class Profile](#) for this lesson.)

The third question should include specific knowledge/skills students need to have acquired in order to meet these objectives. For instance, if students are supposed to use the Internet to gather research for an assignment, it would be necessary for them to have prior knowledge on how to determine whether a source is credible or not.

Be sure you answer all three questions in this section.

**CONNECTIONS (TPOA – A3)**

Now that you’ve named the specific learning objectives for this lesson, show how those fit within what your students **have been** learning and what they **will be learning** after this lesson. “Past” does not mean months ago or in previous grades. It means the day before, the week before, or the previous unit of study. “Future” does not mean the next year, future years, in college, or in life. Future means the next day, the next week, or the next unit of study.

**The closer you can connect this lesson to what they have learned recently in your class and what they will be learning in your class in the near future, the better.**

Note that the prompt is “how do you connect...” Thus, you should *explain*, not *list* what they’ve just learned or will be learning. **Explain the connections.** Show your thinking.

*How do you connect this lesson to past learning?*

**Avoid these kinds of answers:**

“This is the first lesson of the semester, so there’s nothing to connect to in the past.”

“My students have never studied this before, so there’s no past connection.”

“Past learning will include C.4.1.3 – Discuss the roles of people in families and schools who hold positions of authority.”

*How do you connect this lesson to future learning?*

**Avoid these kinds of answers:**

“Future learning will include C.4.1.3 – Discuss the roles of people in families and schools who hold positions of authority.”

“Students will need to know this information next year.”

“This information will help students in their future learning.”

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*How do the lesson concepts connect with the major ideas or principles (structure/organization) in your discipline (refer to the standards of your national professional organization). If appropriate, how have you made connections to other disciplines?*

First, get online and study the national standards for the content area (“discipline”) of this lesson (math, science, English, etc.). **Don’t try to answer this question if you haven’t studied the national standards. Access to the national standards by content and grade level can be obtained through the following web site, though your supervisor may have more detailed information:**

<http://www.education-world.com/standards/national/toc/index.shtml>

Your goal is to describe how the concept(s) you will teach in this lesson fits within the greater body of knowledge of the content area as a whole. You’re showing that you have a comprehensive understanding of the discipline/content area and you can explain how this lesson fits within the whole. For instance, a lesson where students are asked to examine a map then infer information about how people live in a certain region would connect to the National Council of Social Studies standard “Students understand how to apply geography to interpret the present and plan for the future.” (NSS-G.K-12.6)

If you’ve made connections to other disciplines, explain those also, but in a separate paragraph.

This block and the next two (materials block and methods block) **all work very similarly**. They’ve been color-coded so you’ll see them as a unit. All three blue blocks start with a simple, straightforward question. For the first question in each block, a simple, straightforward answer will do. Use professional terminology where appropriate.

The more complex question in each blue block is the “why” question. Each “why” must be answered very carefully and with much critical thinking. For purposes of the lesson plan, the why questions refer to your reasoning for the choices you make.

**There are two musts as you answer the “why” question in each blue block:**

**1.) Explain how your choices are aligned with the specific objectives you named for this lesson.** Be specific about this alignment. Show that your choices are purposeful—your grouping choice, materials choice, methods choice, etc. were made with the lesson objectives in mind. Explain how the choices you made are appropriate choices for teaching the specific objectives you set for the lesson. Explain how your choices support the learning objectives.

**2.) Explain how your choices are appropriate for your students.** Make references to your students' learning styles and/or learning preferences; individual needs; physical, cognitive, and/or social/emotional development; unique experiences; gender, cultural, and/or ethnic differences; and physical, emotional, behavioral, or learning differences. One or several of these are part of the reason why you've made the grouping, materials, technology, media, methods, and strategies choices you've made. Explain how the choices you've made are appropriate choices for teaching these students based on their needs.

Think through alignment and appropriateness for each blue block, and explain why you made your choices through those lenses.

### **STUDENT GROUPING/INSTRUCTIONAL DESIGN OF CLASSROOM (TPOA - A4, B5)**

*How will you group students for instruction? Why have you chosen this grouping?*

With the first question, explain how the students will be grouped during the lesson. Will they be working independently? As a whole class? In small groups? If in groups, will they group themselves or will you assign their partners? If you are grouping them, what are the criteria you will use? For instance, are you grouping them in 3s? 5s? Heterogeneously? Are they grouped one way for part of the lesson and another way for the remainder?

With the second question you must supply the reasoning (alignment and appropriateness) for the decisions you've made in regard to grouping. For instance, you may have the students working independently to formulate a hypothesis and write their reasoning for that hypothesis. Your explanation for this independent grouping choice may be that you want to develop metacognition skills with your students. Similarly, you may have them in small groups explaining the results of an experiment because you know that their understanding of the concepts involved will be enhanced if they are able to articulate them to others. Your rationale should reflect both the intent of the lesson and the students in your class.

### **TEACHING METHODS AND STRATEGIES (TPOA – A4)**

*What teaching method(s)/model(s) will you use for this lesson? Why have you chosen these methods? Be sure that the methods/models are directly connected to your lesson objectives. What modifications and/or accommodations are needed to ensure successful learning for all students, taking into account their diverse needs and characteristics?*

This answer should illustrate your understanding of the appropriate use of various instructional models/strategies. List here what methods you will employ in this lesson and explain your reasoning (alignment and appropriateness) for selecting these particular models/strategies. Be sure you have selected methods to move the students toward the learning goals of this lesson.

Also, describe any modifications you will make for students. NOTE: This portion of the prompt must take into account *specific* situations of specific students. In other words, there cannot be a generic accommodation for all students with learning disabilities. Likewise, students identified as gifted may not carry that label in all content areas; and English Language Learners have varying degrees of English proficiency. It must first be known what the identified need is before appropriate accommodations can be made.

### **LESSON DESCRIPTION/ACTIVITIES (TPOA - A4, C3)**

*Describe the step-by-step procedures and activities of the lesson in sequence and indicate how much time has been allocated to each component.*

The next four blocks also work as a team. They have been color-coded so you'll see them as a unit.

This is the lesson, step by step. Explain what will happen (what you will do and what your students will do) during each of the four parts of the lesson. These are your procedures and activities. Include the approximate time necessary for each part.

The purpose here is to clearly list what the supervisor will see as s/he observes the lesson. It may help to think about this as a play-by-play for a substitute teacher to use if you had to be gone. Would s/he be able to read this description and implement the lesson as you envisioned it?

## Procedures

### 1. Introduction

Est. Time: \_\_\_\_\_

Focus learning, state objectives, activate background experiences, motivate learners.

In this portion, explain (step-by-step) how you will start the lesson. The prompts above may help focus your thinking about a solid lesson opening. For instance, as your supervisor reads your introduction, s/he should be able to see how you are focusing the students on their learning goals for this lesson.

### 2. Providing Lesson Content

Est. Time: \_\_\_\_\_

Teach new concepts, ensure higher order thinking, facilitate exploration, provide practice.

The bulk of the lesson goes in this box. Explain (step-by-step) what will follow the introduction. The prompts above may help focus your thinking about the types of things that may occur in the lesson; however, they are not all inclusive and may not be in every lesson.

### 3. Closure

Est. Time: \_\_\_\_\_

Summarize learning.

Describe here how you will wrap up this learning session. How will you bring it to closure in a cohesive way?

### 4. Extension Activities

Extend thinking through homework, projects, etc.

The information in this box is not part of the lesson delivered during the class session; therefore, there is no estimation of time to provide.

## SUPPORT OF OBJECTIVES

*How do the lesson procedures and activities support your instructional objectives? How do the activities of the lesson accommodate the needs of individual or groups of learners? If appropriate, attach a copy of materials distributed to the students such as an activity or lab sheet, handouts, printed instructions, problem set, and/or list of guiding questions you plan to ask.*

This block works just like the blue blocks you completed earlier in that the focus is on **alignment** and **appropriateness**.

Keep in mind that you are being asked about procedures and activities this time—not grouping, materials, technology, or methods.

Look back through the activities/procedures you've just described in the green boxes above. Explain specifically how these activities move the students toward meeting the objectives identified at the beginning of the lesson plan (alignment).

The second question refers to the appropriateness of the activities for the students in this class. Do not list lesson accommodations in this section. This was done in the methods description. Here you want to explain how the “unmodified” activities were appropriate for the students. For instance, did the activities engage multiple intelligences? Was there enough variation in the lesson that a student identified with ADHD did not feel burdened, etc.?

Don't forget to attach the requested copy of materials.

## MATERIALS, TECHNOLOGY, AND MEDIA (TPOA – A4, C7)

*What instructional materials, technology, and media will you use for planning and delivering the lesson? Why have you chosen these and how will you use them meaningfully?*

List here the specific materials that will be used in delivering this lesson and supply your reasoning (alignment and appropriateness) for selecting these particular items. For instance, if you are reading a story or showing a film, why did you select this particular piece (i.e. the story reflects the ethnic diversity of my students; the film shows DNA transcription in 3D, which helps the students better visualize the concept, etc.) Be sure to explain how the materials will be used during the lesson to help students meet the learning objective. You should also list here the materials, technology, and media you used to plan the lesson.

#### **ASSESSMENT (TPOA - A5)**

*How and when do you plan to assess student learning on the content of this lesson?*

**The key for effective assessment is that you have a plan and that your plan is systematic** (a systematic plan for assessment is one that will allow you to obtain specific, written information about whether or not the learning goals/objectives have been met by each student).

Imagine a lesson where students take notes on some content for 10 minutes, spend 20 minutes making a related poster, and 5 minutes presenting the poster to the class. The teacher writes “I will use the poster each group makes and the group presentation to assess whether or not each student has met the learning goals.” This is not a systematic plan. All this teacher will really know at the end of the class is that a content poster was created by a group of students and the group made a presentation to the class. The teacher doesn’t know if **each** individual student has or has not met the learning goals and there’s no written evidence to support the level of achievement of each student.

Here’s a possible systematic plan: the teacher will walk around during the poster making activity and ask each student a question related to the objective, and the question is one that will show if the individual student has or has not met the objective. The teacher will note which students can answer the question accurately and which students cannot. After the presentations, all students will take a short quiz (formative assessment) in which they individually answer another question related to the objective. This plan is more systematic since it allows the teacher to obtain specific written information about whether or not the learning goal/objective was met by each student.

*Why have you chosen this approach to assessment? If appropriate, attach a copy of your assessment instrument(s) such as a written quiz, homework, list of oral questions, and/or performance task.*

This answer should illustrate your understanding of the appropriate use of various assessment strategies. There are multiple options for assessing learning outcomes. Explain here your reasoning for selecting this particular assessment strategy, including how this assessment method is **appropriate** for these students.

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*How is your assessment connected to your lesson objectives?*

Explain how your assessment plan is closely **aligned** with the specific objectives of this lesson.

It might help you to copy/paste each objective to this box and explain the connection to each objective individually (if you have more than one objective). You are accountable for assessing each objective you listed at the beginning of the lesson plan – both academic and affective.

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*How will you use the results of this lesson assessment to plan for future learning?*

You must describe how you will use the results of your assessment for planning instruction. You must address what you will do for those **who do meet the lesson objectives** AND what you plan to do for those **who do not meet the objectives**. You must be specific about your plans.

Avoid this kind of generalized answer:

“I’ll work on the objectives more with those who don’t meet them and for those who do, I’ll move them forward.”

An effective answer will be specific about your plans for each group—those who do meet the objectives and those who do not. Example: "For my students who are able to successfully revise the verbs in their paragraphs with stronger, more active verbs, I will move to a mini-lesson on the use of adjectives to improve style. For students who need improvement in their revision of verbs in their paragraphs, I will meet with them in small groups and together we'll revise verbs in sentences from my model paragraph until I feel they have better grasped the concept."