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Lesson Plan Template for Clinical Practice, Teaching Performance Assessment, and In-Service Teaching

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Lesson Plan Template

(Can be used during coursework, clinical practice and CalTPA Cycle 1)

| | |
|---------------------------|--|
| Grade | |
| Content Area | |
| Number of Students | |

| |
|--|
| Learning Goal(s) – What level of thinking will be required? |
| CA State Standards: |
| ELD Standards: |
| ELD Goals (Consider reading, writing, speaking, listening): |

Purpose: Becoming an effective teacher takes time, preparation, purposeful planning and deep knowledge of your students and the content / curriculum. Purposeful lesson planning supports you in your development as an educator and it works to ensure PK-12 students are being taught to think and engage with the content area, with the ultimate goal of transferring that knowledge to global understandings and patterns.

Prompting questions / considerations as you consider your lesson plan:

- Identify your instructional strategies and student activities (Pedagogy)
- Why do your students care about this information / learning?
- What are the ways in which you create a positive learning environment? (*Refer to Center for Reaching & Teaching the Whole Child: Social, Emotional and Cultural Anchor Competencies*)
- What have your students learned previously that you are tapping into during this lesson?
- What new vocabulary words will your students need to know in order to access the content?
- What strategies have you selected that are student centered?
- How will students be engaged in the learning?
- How will you group students during the lesson?
- What higher order thinking skills are being used by the students during this lesson? (*Refer to Critical Thinking Skills sentence frames*)
- In what ways is your lesson challenging? How are you making it accessible to students? (*Refer to UDL checklist / Cast.org*)
- In what ways will you continually check for understanding from ALL students?
- How will you modify instruction to support the needs of your focus students, as well as any other students with learning / behavioral needs?

Be clear and detailed allowing for another teacher to teach this lesson without asking you clarifying questions.

Beginning of the lesson:

- How are you capturing students' attention and how will you tie previously learned information to the new learning that will occur?
- How will you articulate the goals to the students?

How will you create a safe environment for learning?

- Consider Learning for Justice "Social Justice Standards"
- Consider Center for Reaching & Teaching the Whole Child's "Social, Emotional, and Cultural Anchor Competencies Framework."

What are the assets and needs of your whole class?

- What about your focus students?

What academic language needs to be taught / addressed / modeled?

- List terms, definitions, and strategies used to support students in learning the academic language.

How will you group students for this lesson?

- **Why is / are your selected grouping strategy(ies) appropriate?**

Introduce new content to your students:

- **What are you doing? (Instructional Strategies = Pedagogy)**
- **What are your students doing? (Student Activities)**
- **Why are these strategies & activities appropriate?**
- **What thinking skills are involved in the learning?**
- **Revisit your learning goals and ELD goals – is your lesson supporting students in making progress toward those goals?**
- **How will you differentiate instruction for your focus students? (make appropriate adaptations)**

How will you check for understanding throughout the lesson?

- **Provide at least two informal assessments you will incorporate.**

Materials / resources needed

What UDL strategies are incorporated into your lesson?

- **Explain why your selected UDL strategies are appropriate for the students in your class / for this lesson.**

Conclusion of the lesson:

- **What are you doing?**
- **What are your students doing?**
- **Why?**
- **How are you and your students relating this new learning to learning in the future?**

Formal Assessment

- **How will you check for understanding – what is your formal assessment?**
- **Revisit your learning goals and ELD goals – is your assessment helping you identify if your students are making progress toward these goals?**
- **How will students articulate their understanding of the learned information through higher order thinking?**
- **Include a rubric for your formal assessment. Rubric Resources:**
<https://docs.google.com/document/d/1pHnS09j4vebS6oTFiu9hii7TEWasiQvM4oOoht4Hfa4/edit?usp=sharing>

Reflection –post lesson:

- **What worked well? Why?**
- **What would you do differently next time?**
- **Was the lesson student centered? How do you know?**
- **What data did you collect informing you of your students' understandings in regards to the learning goals?**

Technology (check all that apply)

SMART Board Teacher laptop Student computers LCD Projector iPad/tablet mp3 players
 Document camera Scanner Digital camera Speakers Digital microscope
 Webcam Calculator FM system Colour printer Other

Multiple Means of Representation

- 1 – Provide options for perception
- 1.1 – Offer ways of customizing the display of information
- 1.2 – Offer alternatives for auditory information
- 1.3 – Offer alternatives for visual information
- 2 – Provide options for language, mathematical expressions, & symbols
- 2.1 – Clarify vocabulary and symbols
- 2.2 – Clarify syntax and structure
- 2.3 – Support decoding of text, mathematical notation, & symbols
- 2.4 – Promote understanding across languages
- 2.5 – Illustrate through multiple media
- 3 – Provide options for comprehension
- 3.1 – Activate or supply background knowledge
- 3.2 – Highlight patterns, critical features, big ideas, & relationships
- 3.3 – Guide information processing, visualization, & manipulation
- 3.4 – Maximize transfer & generalization

Multiple Means of Action/Expression

- 4 – Provide options for physical action
- 4.1 – Vary the methods for response & navigation
- 4.2 – Optimize access to tools and assistive technologies
- 5 – Provide options for expression and communication
- 5.1 – Use multiple media for communication
- 5.2 – Use multiple tools for construction & composition
- 5.3 – Build fluencies with graduated levels of support for practice & performance
- 6 – Provide options for executive functions
- 6.1 – Guide appropriate goal setting
- 6.2 – Support planning & strategy development
- 6.3 – Facilitate managing information & resources
- 6.4 – Enhance capacity for monitoring progress

Multiple Means of Engagement

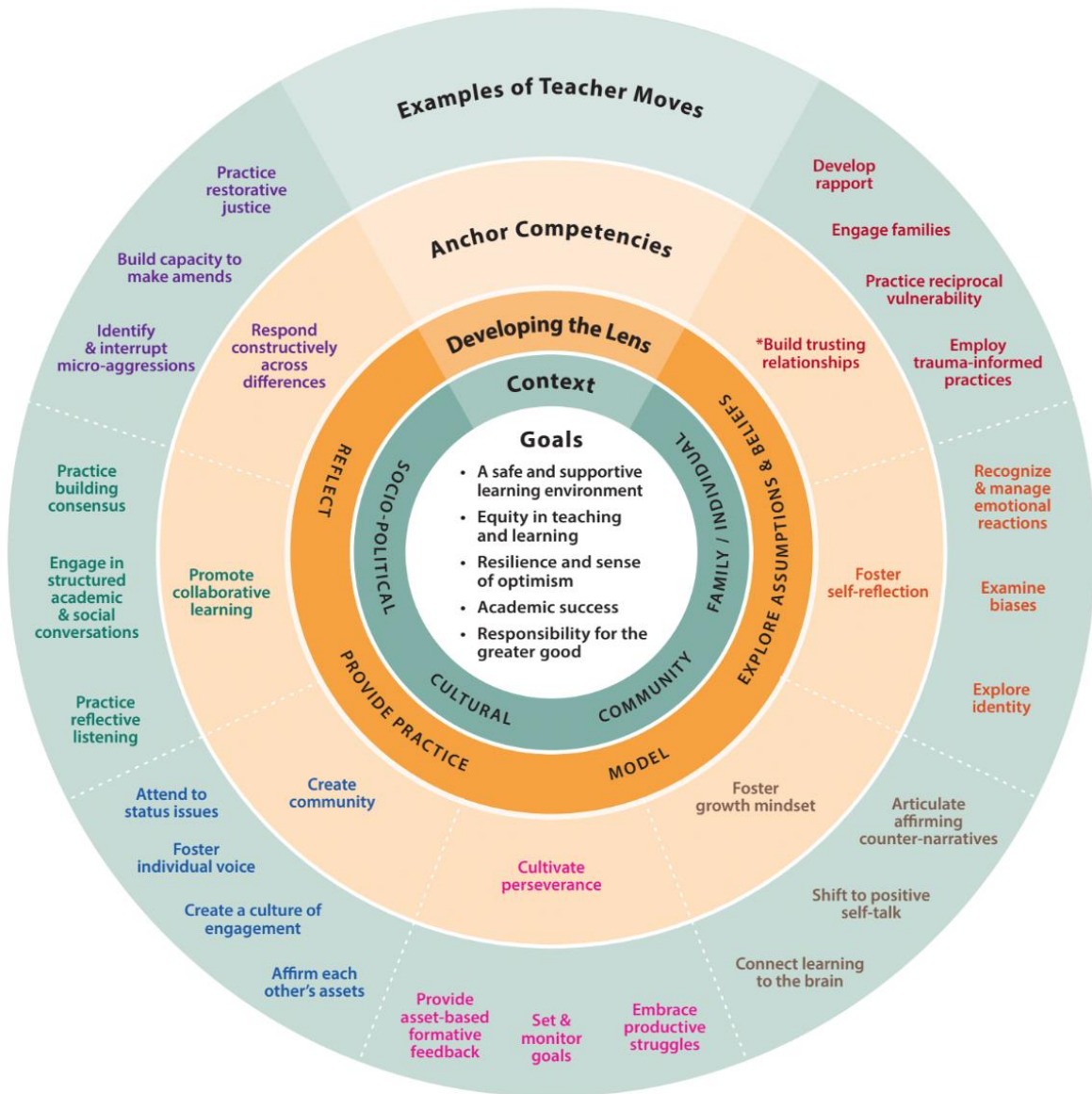
- 7 – Provide options for recruiting interest
- 7.1 – Optimize individual choice & autonomy
- 7.2 – Optimize relevance, value & authenticity
- 7.3 – Minimize threats & distractions
- 8 – Provide options for sustaining effort & persistence
- 8.1 – Heighten salience of goals/objectives
- 8.2 – Vary demands & resources to optimize challenges
- 8.3 – Foster collaboration & community
- 8.4 – Increase mastery-oriented feedback
- 9 – Provide options for self-regulation
- 9.1 – Promote expectations & beliefs that optimize motivation
- 9.2 – Facilitate personal coping skills & strategies
- 9.3 – Develop self-assessment & reflection

UDL
CAST.ORG

CRITICAL THINKING SKILLS

| | | | | |
|--|--|---|---|--|
| 1 Knowledge Identification and recall of information | define fill in the blank list identify | label locate match memorize | name recall spell | state tell underline |
| | Who _____? What _____? Where _____? When _____? | | How _____? Describe _____? What is _____? | |
| 2 Comprehension Organization and selection of facts and ideas | convert describe explain | interpret paraphrase put in order | restate retell in your own words rewrite | summarize trace translate |
| | Re-tell _____ in your own words. What is the main idea of _____? | | What differences exist between _____? Can you write a brief outline? | |
| 3 Application Use of facts, rules, and principles | apply compute conclude construct | demonstrate determine draw find out | give an example illustrate make operate | show solve state a rule or principle use |
| | How is _____ an example of _____? How is _____ related to _____? Why is _____ significant? | | Do you know of another instance where _____? Could this have happened in _____? | |
| 4 Analysis Separating a whole into component parts | analyze categorize classify compare | contrast debate deduct determine the factors | diagram differentiate dissect distinguish | examine infer specify |
| | What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____ | | How does _____ compare/contrast with _____? What evidence can you present for _____? | |
| 5 Synthesis Combining ideas to form a new whole | change combine compose construct create design | find an unusual way formulate generate invent originate plan | predict pretend produce rearrange reconstruct reorganize | revise suggest suppose visualize write |
| | What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____? | | What solutions would you suggest for _____? What might happen if you combined _____ with _____? | |
| 6 Evaluation Developing opinions, judgements, or decisions | appraise choose compare conclude | decide defend evaluate give your opinion | judge justify prioritize rank | rate select support value |
| | Do you agree that _____? Explain. What do you think about _____? What is most important? | | Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____? | |

Social, Emotional, and Cultural Anchor Competencies Framework



Center for Reaching & Teaching the Whole Child. CRTWC