



## Wayne State University College of Education

### Lesson Planning Framework for Effective Instructional Design

#### Planning for Effective Instructional Design

Lesson planning supports educators in designing and enacting effective instruction. The purpose of this assignment is to create an instructional framework for: a) organizing content, learning activities, and materials; b) assessing students' progress; and c) reflecting on and evaluating one's own teaching. While not all lesson plans look the same, they function similarly and have common characteristics. Your lesson plans should follow this COE format and include all the areas listed below, though depending on the whether you are currently working with children some parts of the template may not be applicable.

**Teaching Intern(s):**

**School in which the lesson is being taught:**

**Grade level of students for whom the lesson was developed:**

**Subject/content area(s) for the lesson:**

**Title of the lesson:**

**Time needed for lesson:**

#### 1. LEARNERS & LEARNING ENVIRONMENT

**a) Engaging and Supporting Diverse Learners: Applying Principles of Universal Design for Learning** (InTASC 1, 2, 3): When developing a lesson, one should begin by thinking about the learners for whom the lesson is being developed including but not limited to the following: each learner's background; development level; strengths; and needs. ***A key principle of UDL is that teachers need to know their students deeply and tap into students' interests and motivations to achieve sustained engagement in learning.***

- Think about the cultures, identities, and experiences of your students and how you will provide options that interest and engage them. Think about who your students are and their multiple identities—their gender, ethnicity, race, culture, religion, linguistic background, abilities, socioeconomic status, etc. Think about how you will provide options that engage all learners.
- List your students' strengths and needs relevant to this lesson. Think about their personal background and experiences that can serve as springboards for discussions related to the topic of this lesson; i.e., connecting content to the real world of your students. All students have academic strengths and needs for support, and all students have strengths and needs for support in other areas that are foundational to learning and the whole child, for example talents that are creative, social, emotional, physical, musical, verbal, etc. All of these strengths and needs for support are important to know and keep in mind as you plan your lesson.

**b) Materials & Digital Tools Needed** (InTASC 7, 8): List all the materials, resources, and technology needed by the students and teacher in order to engage in this lesson, and the specific locations where those materials and resources may be found.

## 2. OUTCOMES & ASSESSMENT

- a) **State Standards and Student Outcomes—Learning Goals** (InTASC 4, 5, 6): Learning outcomes and assessments should be stated explicitly and tightly aligned with one another in your lesson plan.
- Standards: List the Michigan Department of Education standards related to the content area specific to this lesson.
  - Outcomes: List the specific student outcomes that will be met as a result of all the instructional activities in this lesson. Student outcomes should be stated using a statement such as: **“Students will be able to…”** followed by a list of the outcomes written using action verbs that can be observed and/or measured. Use action verbs such as “identify,” “describe,” “compare/contrast,” “apply,” “summarize,” etc. Verbs such as “learn,” “understand,” or “know” might not be adequate because they are not observable or easily measured. For example, an outcome written as “Students will understand the life cycle of a frog” becomes an observable and measureable outcome if written as, “Students will describe the life cycle of a frog in the correct sequence” or “Students will draw the life cycle of a frog in the correct sequence.”
- b) **Assessment and Evaluation—Evidence of Student Learning** (InTASC 1): ***A key principle of UDL is that teachers need to provide options for students to act strategically and express themselves and their learning.*** The purpose of assessment is to discover what students have learned. It’s important to plan assessments that allow students to demonstrate what they learn using multiple modes. For example, students may talk, write, demonstrate, draw, act out, etc. what they learned. The assessment/evaluation section of a lesson describes the approaches used to determine if the knowledge and skills listed in the outcomes were accomplished. The assessment and lesson outcomes should be directly aligned. Assessment and evaluation are on-going processes that can take place before, during, and after the lesson. Assessments should provide choices that help all learners act strategically, express themselves fluently, build on their strengths, and self-monitor their own learning.
- **Assessment:** Provide the assessment choices (hands-on activities, group discussion questions, assignments, student self-assessments, quizzes, tests, project guidelines, etc.) that will be used to determine if students met each of the outcomes for the lesson.
  - **Evaluation:** Provide any answer key, evaluation criteria, rubric, or any other tools that will be used for each of the assessments.

## 3. INSTRUCTIONAL PRACTICE

- a) **Introduction—Engaging Students, Activating Prior Knowledge, and Setting Lesson Goals** (InTASC 7, 8): Drawing on your thinking and planning in the Learners and Learning and related to UDL above, describe how you will begin the lesson in a way that interests and engages the students and gets

them excited about the lesson. List any question you might ask. Discuss how you will activate your students' prior knowledge and how you will help them make connections to the world beyond the classroom.

**b) Instructional Procedure: Engaging Students in Actively Constructing Deep Understanding** (InTASC 7, 8). ***A key principle of UDL is that teachers need to provide options for how information is presented to learners so they all understand what needs to be learned and reach higher levels of comprehension and learning.*** In this section you will detail the sequence of instructional moves that you will make to engage learners in actively constructing understanding of the concepts covered in the lesson.

- Instructional procedures need to be aligned with the lesson's outcomes and reflect the lesson's previous sections. For example, ensure this section of the lesson plan reflects integration of your students' strengths and needs for support previously discussed. Drawing on your thinking and planning in the Learners and Learning and Universal Design for Learning sections above... Provide the sequence of questions, activities and specific content that will be addressed. Effective lessons tap into multiple modes and cognitive processes, with opportunities for social interaction, collaborative problem-solving, critical thinking, and cross-curricular thinking for all learners.
- If students will be engaged in an activity that requires handouts or resources such as graphic organizers, copies of articles, or links to digital videos, please include a copy with the lesson plan.

**c) Technology as a Tool for Effective Teaching & Learning** (InTASC 7, 8): ***Technology is an integral component of UDL.*** Discuss how technological tools are used to develop and implement your lesson to build on the strengths and support the needs of all learners (e.g., web-based tools; interactive boards and tablets; instructional software; mobile devices; apps, web quests; document readers).

- Identify the technological tools you used to develop and/or prepare your lesson.
- Identify the technological tools you used with your students to engage them in the lesson and explain why you chose them.

**d) Closure—Students Summarizing and Synthesizing Their Learning** (InTASC 7, 8): Every lesson should have a closure that gives the teacher the opportunity to help students summarize and synthesize what was learned in the lesson. The lesson's closure also gives the teacher the opportunity to connect the lesson to the next one, thereby giving students a point of reference for future learning.

- Describe how you will help your students summarize and synthesize what was learned in the lesson. Include any questions you will use for that purpose.
- Describe how you will connect the lesson to the next and/or future lessons.

#### 4. REFERENCES & RESOURCES

List all the references and resources, in APA format, that you used in creating this lesson. See examples below.

- **Reference from a book:**

Nieto, S. (2013). *Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms*. Portsmouth, NH: Heinemann.

- **Reference from a journal article:**

Zeichner, K. (2014). The struggle for the soul of teaching and teacher education in the USA. *Journal of Education for Teaching: International Research and Pedagogy*, (40)5, 551-568.

## 5. PROFESSIONAL RESPONSIBILITY: Teacher Reflection

**Teacher Reflection** (InTASC 9): Effective educators reflect on their teaching and on their students' learning in order to best facilitate student learning and foster their own professional growth. This section of your lesson is to be completed **AFTER** teaching the lesson and is meant to help you gain insight into your own practice. Discuss the following and **include specific examples** for each:

- Describe the portions/aspects of the lesson that worked well and why.
- Describe the portions/aspects of the lesson that did not go as planned and why.
- Discuss what you would do differently next time to better support your students' learning.
- Provide evidence from the lesson that allows you to determine whether or not each of the outcomes for the lesson were met.
- Describe how you will use data from the assessment portion of your lesson to inform future lessons. For example, consider what you would do if a significant portion of the students did not do as well as expected in one or more of the assessments.

<b>Planning for Effective Instructional Design: Lesson Planning Rubric</b> <b>Color Key: Blue = clinical methods courses; Blue and Yellow = pre-student teaching; Blue, Yellow, and Green = student teaching</b>				
<b>Lesson's Component</b>	<b>1 Unsatisfactory or Not Observed</b> This is a level at which many candidates begin their teaching practice. Please see the other score columns in this table for the expectation levels throughout the progression of clinical work.	<b>2 Basic Methods and Pre-Student Teaching Expectation Level</b> This is the level candidates are expected to evidence by the end of their pre-student teaching term. This is the grading norm and the A grade level for point value for pre-student teaching clinical coursework.	<b>3 Proficient Student Teaching Expectation Level</b> This is the level candidates are expected to evidence by the end of their student teaching term. This is the grading norm and the A grade level for point value for student teaching clinical coursework.	<b>4 Distinguished Not an Expectation Level for Teaching Candidates</b> This is the level expected of highly experienced classroom teachers, not teaching candidates.
<b>I. Learners and Learning Environment</b>				
InTASC 1: Learner Development Danielson 1b CAEP 1.1	The candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The candidate displays understanding of the active nature of student learning and attains information about levels of development for groups of students.	The candidate displays understanding of the active nature of student learning and acquires information about levels of development for individual students.
Danielson 2e CAEP 1.1	The classroom environment is unsafe, or learning is not accessible to many.	The classroom is safe, and essential learning is accessible to most students.	The classroom is safe, and students have equal access to learning activities.	The classroom environment is safe, and learning is accessible to all students, including those with special needs.
Danielson 2e CAEP 1.1	There is poor alignment between the arrangement of furniture and resources, and the lesson activities.	The candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources effectively.	The candidate makes effective use of physical resources. The candidate ensures that the physical arrangement is appropriate to the learning activities.
Danielson 2e CAEP 1.1, 1.5	There is poor alignment between computer technology and the intervention plan.	The candidate makes modest use of physical resources, including computer technology.	The candidate uses physical resources, including computer technology, effectively.	The candidate makes effective use of physical resources, including computer technology
<b>II. Outcomes</b> <b>Note:</b> Outcomes must be directly from Michigan Department of Education content area curricula and college and career readiness standards.				

<p>InTASC 1: Learner Development Danielson 1c  (Directly from Michigan Department of Education standards—lesson plan must be redone if not aligned to content standards)  CAEP 1.1, 1.4</p>	<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment.</p>
<p>Danielson 1c  CAEP 1.1</p>	<p>Outcomes reflect only one type of learning and only one discipline or strand</p>	<p>Outcomes reflect several types of learning, but the candidate has made no effort at coordination or integration.</p>	<p>Outcomes reflect several different types of learning and opportunities for coordination.</p>	<p>Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.</p>
<p>InTASC 1: Learner Development Danielson 1c  CAEP 1.1</p>	<p>Outcomes are suitable for only some students.</p>	<p>Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Outcomes are differentiated, in whatever way is needed, for different groups of students.</p>	<p>Outcomes are differentiated, in whatever way is needed, for individual students.</p>
<p><b>III. Assessment</b></p>				
<p>InTASC 6: Assessment Danielson 1f  CAEP 1.1, 1.4</p>	<p>Assessment procedures are not congruent with instructional outcomes.</p>	<p>Assessment procedures are partially congruent with instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen.</p>
<p>InTASC 6: Assessment Danielson 1f  CAEP 1.1</p>	<p>Assessment procedures lack criteria by which student performance will be assessed</p>	<p>Assessment criteria and standards have been developed, but they are not clear.</p>	<p>Assessment criteria and standards are clear.</p>	<p>Assessment criteria and standards are clear.</p>

InTASC 6: Assessment Danielson 1f CAEP 1.1	The candidate has no plan to incorporate formative assessment in the lesson or unit.	The candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	The candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	The approach to using formative assessment is well designed and includes student as well as candidate use of the assessment information.
<b>IV. Instructional Practice</b>				
InTASC 7: Planning for Instruction Danielson 1e CAEP 1.1	Learning activities are poorly aligned with the instructional outcomes,	Some of the learning activities and materials are aligned with the instructional outcomes and	Most of the learning activities are aligned with the instructional outcomes and	The sequence of learning activities is aligned to instructional goals.
InTASC 7: Planning for Instruction Danielson 1e CAEP 1.1	Learning activities do not follow an organized progression.	The lesson or unit has a recognizable structure, but the progression of activities is uneven.	Most of the activities follow an organized progression suitable to groups of students.	The sequence of learning activities follows a coherent sequence
InTASC 1: Learner Development Danielson 1c CAEP 1.1	Learning activities are not designed to engage students in active intellectual activity.	Learning activities represent moderate cognitive challenge, but with no differentiation for different students.	Learning activities represent significant cognitive challenge, with some differentiation for different groups of students	Learning activities are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners.
InTASC 1: Learner Development Danielson 1e CAEP 1.1	Learning activities have unrealistic time allocations.	Only some learning activities have reasonable time allocations.	The learning activities have reasonable time allocations.	The learning activities have reasonable time allocations.
InTASC 7: Planning for Instruction 1e CAEP 1.1	Instructional groups are not suitable to the activities and offer no variety.	Instructional groups partially support the activities, with some variety.	There is varied use of instructional groups.	Instructional groups are varied appropriately, with some opportunity for student choice.
<b>V. Professional Responsibility: Reflection</b>				
InTASC 9: Professional Learning and Ethical Practice Danielson 4a	The candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the candidate profoundly	The candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were	The candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional	The candidate makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its

CAEP 1.1, 1.2	misjudges the success of a lesson.	met.	outcomes and can cite general references to support the judgment.	instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
InTASC 9: Professional Learning and Ethical Practice Danielson 4a CAEP 1.1, 1.2	The candidate has no suggestions for how a lesson could be improved.	The candidate makes general suggestions about how a lesson could be improved.	The candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, the candidate offers specific alternative actions, complete with the probable success of different courses of action.
<b>Professional Writing</b>	It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of candidates. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.			