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| **Lesson Plan Guidelines** |
| **Teacher Candidates need to complete lesson plans for the lessons they teach. In order for Teacher Candidates to develop an innate ability to design and plan lessons, TCs must regularly engage in meaningful lesson planning. Having a well-developed lesson plan also demonstrates careful and thoughtful planning processes to an Associate Teacher. Writing detailed lesson plans is an important stage on the developmental continuum of learning to teach and is a basic requirement for a novice teacher. Write your plans as if a supply teacher would be teaching the lesson.** |

**Assessment For**: *Inf*or*ms instruction.* Diagnostic: Occurs before instruction begins in order to determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.” Formative: Occurs during instruction so teachers can provide feedback to students, scaffold next steps, and differentiate in response to student needs. (G.S. p. 31)

**Assessment As:** Occurs during instruction (with support, modeling, and guidance from the teacher) through opportunities for students to self-regulate and exercise critical thinking e.g., through student-led self- or peer-assessment, monitoring own progress, adjusting / reflecting on own learning, setting individual learning goals. (G.S. p. 31)

**Assessment Of**: Occurs at or near the end of aperiod of learning, and may beused to inform further instruction (G.S. p. 31).

**Assessment Mode:** oral/ performance/ written

**Assessment Strategy:** task for student engagement that demonstrates students’ knowledge, skills, and thinking.

**Assessment Tool:** instrument created to record data i.e., rubric, checklist, work sample, conference, graphic chart or pictures)

**Curriculum Connections**

**\*Big Ideas/ Enduring Understandings**

The global understanding for students. *"It is important that students be connected to the curriculum, that they see themselves in what is taught, how it is taught, and how it applies to the world at large.”* (Ont. Min. of Educ., 2013)

**\*Ontario Curricular Overall Expectations:** Use numbers and details from documents: General statements of knowledge and skills that students are expected to demonstrate by the end of each grade.

**\*Ontario Curricular Specific Expectations:** Use numbers and details from documents. Organized under numbered subheadings directly linked to an overall expectation. Observable and measurable. Use a realistic number per lesson. **Assessment must match expectations.**

**\*Learning Goals:** Clearly identify what students are expected to know and be able to do. “Today we are learning…” Use language that students can readily understand

**ASSESSMENT and EVALUATION**  see Growing Success (G.S.)

**\*Success Criteria:** Clearly identify the criteria to assess students’ learning. “I can” followed by evidence students provide to demonstrate their knowledge, skills and thinking to show that they have achieved the learning goal. Use language that students can readily understand. Students refer to S. C. to self-regulate their learning.

**\*Assessment For, As and Of:** Identify assessment purpose(s) (“for, as, of”) and related mode and strategies/tasks students engage in to demonstrate their progress in achieving the learning goal.

Identify the tool used by teacher (“for, as, of”) to record, describe, or measure students’ learning. As appropriate, identify tool used by students (“as”) in order to self or peer assess and/or monitor own learning.

**\*Achievement Chart:** Identify 1 or 2 category/ies from curriculum (achievement chart) that are primarily addressed through this assessmenttask i.e. Knowledge/Understanding, Thinking, Communication, Application.

**CONSIDERATIONS FOR PLANNING**

**Prior Learning-**Knowledge/skills needed before this lesson

**\*Differentiation** – process, product, environment, content (explain)/Accommodations /Modifications required

\***Learning Skills/Work Habits**- Assess separately from curriculum expectations. Identify one or two teacher will focus on and/or assess e.g. provide feedback (“for”)

**\*Vocabulary-** new words to enhance learning in this lesson

**\*Resources and Materials:** ALL items necessary for this lesson

 **\*Learning Environment:** grouping; transitions; physical set-up

**\*Cross Curricular Links:** Identify other subject expectations that are addressed or are to be linked to this lesson

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**PROFESSIONAL REFLECTION**

**Three Kinds of Knowing:**

* Knowing our students as learners by engaging in rich, wide-ranging classroom assessments
* Knowing ourselves as learners by engaging in classroom-embedded inquiries that connect to student learning needs
* Knowing what matters in the classroom by identifying the important challenges of practice for students

**Three Guiding Principles:**

* Purpose guides the way (frameworks and models are just constructs)
* You frame the space based on student need (where students work and learn)
* Context is key (enabling an adaptive response)

**There is no final certainty, so…**

* Look for patterns in your own thinking
* Tune in to the questions that student learning and colleagues’ comments have raised
* Consider what new perspectives have been provided
* Ask whether instructional practices have been effective

For which students? What new educator knowledge is needed now? The Ontario Ministry of Education. (2013). Capacity Building Series. *Dynamic Learning: Connecting Student Learning and Educator Learning*, p 8.

**The Lesson Plan Part 3 CONSOLIDATION**

**\***Guide students as they demonstrate (share and assess) learning

\*Provide opportunities for consolidation and reflection – link to Success Criteria and Learning Goals

\*Reinforce strengths; Descriptive Feedback, \*Develop and script Key questions, well framed, to consolidate learning (Refer to Q Chart or Bloom)

\*Set next steps

 **The Lesson Part 2 ACTION**

\*Teach new knowledge using strategy that promotes active engagement, e.g., problem-solving, modeling with gradual release of responsibility

\*Provide opportunities for practice & application/ guide and challenge/ re-teach, clarify – coach to success

\*Develop and script well-framed key questions that promote critical thinking and self-regulation (Refer to Q Chart or Bloom)

\*Collect meaningful assessment data (“for”, “as”) through interaction with students

 **The Lesson Part 1 MINDS ON**

\* Extend/reinforce prior learning while establishing interest in new learning task – engage thinking

\*Set the context for learning – goals, success criteria, management expectations

\*Develop and script Key questions, well framed, to activate learning (Refer to Q Chart or Bloom)