

Lesson Design Framework

This framework is designed to help you in the construction of your lesson plans and in your preparation for the Teacher Performance Assessment (TPA). This Lesson Design Framework is structured around a series of questions. Although you might not need to respond to each one of the questions as you design your lessons, it is recommended that you consider as many of them as you think are appropriate, practical, and essential for your lesson. You do need to include the basic structures of the lesson in the lesson plan frame. If you are teaching the lesson in a classroom, you would also need to complete the analysis of student work and the reflective commentary in the lesson plan frame.

Context for Learning: Attention to students' backgrounds, interests, and needs.

- How many students will you be teaching? How many males? Females?
- What is the age range or grade level(s) of the students?
- What prior knowledge, skills, and academic background do students bring to the lesson? How do you know?
- What additional needs might students have (describe cultural or socio-economic groups whose unique needs should be considered and/or exceptional learning needs)?

Lesson Rationale:

- Why are you teaching this lesson?
- What requisite skills do students need in order to access the lesson & participate fully?
- How does this lesson fit in the curriculum?
- How does the lesson build on previous lessons or previous learning?

Content Standards (as appropriate):

- Cite the grade level and standards using the numbers as well as the text. Use only the relevant parts of the standard(s) to help focus your lesson planning.

Learning Objectives:

- What do you want students to think, know, understand and/or be able to **do**? Describe observable, measurable actions. The learning objectives should align with the content standards identified.

Academic Language:

- What key vocabulary (content-specific terms) do you need to teach and how will you teach students that vocabulary in the lesson?
- Academic language functions: What are students doing with language to express their developing understanding of the content you are teaching?
- What opportunities will you provide for students to practice the new language and develop fluency (written or oral)?

Assessment:

Formative (Process):

- How will students demonstrate their understanding?
- Will you have more than one form of assessment for students with special needs?
- In what ways will you monitor student learning during the lesson and how might this guide your instruction?
- What specific actions do you expect to observe?
- What feedback will you provide? How will your feedback support students in meeting the goals of the lesson?

Summative (Product):

- What evidence of student learning will you collect?
- What are your evaluative criteria (or rubric) and how do they measure student proficiency for your objectives? Evaluative criteria are categories that you use to assess student learning
- Are your assessments aligned with your objectives?

Management and Safety Issues:

- Are there management and safety issues that need to be considered when teaching this lesson? What will you do to prepare your students for these issues?

Accommodations/Adaptations:

- Who are the students in the class with learning challenges? What kinds of challenges (writing, reading, speaking, etc.)?
- What are appropriate accommodations or adaptations that can be made in instructional strategies, learning tasks, or assessments to support these learners during this lesson?
- If known, what accommodations are required for students under an IEP or 504 plan?

Instructional Materials:

- What materials will you need in order to teach this lesson?
- What materials will students need? Will you need modified materials (lower level or large print reading text, audio, etc.) for particular students?
- What technology can be utilized to support or enhance the lesson? Will any students need to use assistive technologies?

Instructional Strategies and Learning Tasks to Support Learning:

- **Anticipatory Set:** (Introduction of the topic: making connections) This means applying what you know about your students' academic and social development and cultural backgrounds to make the learning interesting, accessible and relevant.)
 - How will you engage your students?
 - How will you connect to your students' previous experiences?
 - How will you link this to their lives as students?
 - How will you communicate your learning goals/objectives or your expectations to the students?
- **Presentation/Explicit Instruction:**
 - How will you explicitly teach/model or demonstrate the skill/strategy/concept?
 - What questions might you pose to focus on the learning objectives for the lesson?
 - How will you differentiate for students who do not have the pre-requisite skills or who already know the content and need more challenging work?
- **Structured Practice/Exploration:**
 - What learning activities do you have planned?
 - What kind of examples/samples will you provide for your students?
 - What opportunities will you provide for students to practice this new skill/strategy?
 - What questions might you pose to check for understanding?
- **Guided Practice/Feedback:**
 - What additional opportunities will you provide for students to practice this new skill/strategy?
 - What questions might you pose to push student thinking and check for understanding?
 - What feedback do you plan to provide?
- **Independent Practice/Application:**
 - What kind of opportunities will you provide students to apply this new learning and demonstrate mastery?

Closure

- How will the key points of the lesson be articulated?
- What questions or prompts will you use to elicit student articulation of their learning?
- How will students rethink and revise their understanding and work?

Analysis of Student Work

Choose three samples of student work representing the full range of student performance. At least one of these must be a student who represents a particular teaching challenge related to your expectations for this lesson/assignment.

- Did each student meet your learning objectives? If so, how did they meet the objectives?
- In what areas did students have difficulty?
- Were the adaptations/accommodations for the lesson appropriate? Why or why not?
- Was the assessment appropriate for all students? Why or why not?

Reflective Commentary (Derived from analysis of student work):

- To what extent did the whole class or group learn what you intended them to learn? Cite specific example and/or evidence.
- What did you learn about your students as learners?
- How well did your lesson support the diverse needs of your learners?
- Why do you believe your choice of technology was appropriate for this lesson/unit?
- What changes, if any, might you make in:
 - Planning
 - Management
 - Instruction
 - Assessment
- What have you learned about yourself as a teacher?
- What goals do you have for yourself as you plan future lessons?