**Suggested Lesson Plan Guidelines**

**Lesson Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_        Grade level:\_\_\_\_\_\_\_ Length of lesson: \_\_\_\_\_\_\_\_\_\_**

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| **Desired Results** | |
| **Rationale:** *Why is this lesson important for students to learn? How is it relevant to their lives?* | |
| **State Content Standard(s):**   * *List the number and text of the standard(s)* | |
| **Central Focus:**  Students will understand: | **Essential Question(s):** |
| **Student objectives (outcomes):**  Students will be able to: | |
| **Differentiating Instruction and Planned Student Supports** | |
| **Required Accommodations:** *IEP/504/ILP accommodations that apply directly to this specific lesson*    **Additional Accommodations for Individual Students:** *Planned instructional or pedagogical differentiation for specific students in this specific lesson* | |
| **Assessment Evidence** | |
| **Performance Task(s):** | **Other Evidence:** |
| **Learning Plan** | |
| **Learning Activities:**  *Use whichever disciplinary conventions are needed here to describe the learning plan for the day. e.g. Inquiry Design Model (social studies), Launch-Explore-Summarize (mathematics), Project Based Learning, etc. Different visual models of planning for instruction should be shared with students in the appropriate methods courses.*  *Performance tasks and assessments will appear and should be highlighted in the learning plan* | |
| **Resources and Materials:** | |
| **Extending the Lesson:** *Used when needed to extend the curriculum (integration opportunities, informed action that results from this lesson, etc.)* | |

Adapted from *Understanding by Design*, Expanded 2nd Edition (2005) by Grant Wiggins and Jay McTighe, Association for Supervision and Curriculum Development.

**Note:** We decided that a box for culturally sustaining pedagogies (CSP) was not appropriate to include as this is important for all candidates to use as the foundation or frame for everything that they do. Separating it out into a box makes little sense if we are asking candidates to infuse CSP in every element of the plan, however the reviewer of the lesson plan must be able to see evidence of planning for the students first with consideration to all of their sociocultural assets. If a candidate is unable to enact CSP or articulate how it is expressed throughout the plan, it is appropriate for the instructor/supervisor to ask the candidate to explicate how and where CSP appear in the plan.

**Recommendation:** Instructors in each methods course should incorporate some additional form of assessment for CSP (a written commentary, highlighted notes, or something similar) to assess the application and enactment of CSP in a lesson plan, learning segment, or unit plan. Corresponding criteria in included the rubric for this, but how each course sees this enacted is flexible.

Recommendations offered by the CTE Working Group, 2021 3.29.22