**COE Lesson Plan Guide**

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| **Context for Learning** | |
| Teacher Candidate | YOUR NAME |
| School |  |
| Subject(s) |  |
| Grade/Level |  |

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| **Focus for Learning** | | |
| **Curriculum Standards & Objectives: Ohio Learning Standards**  COE A2, 4; OSTP 2.3, 4.1; OTES- Instructional Planning- Planning-Focus for Learning and Knowledge of Students;  CPAST A | | Ohio Learning Standard(s):  Copy and paste the standard(s) being assessed with this lesson.  Think carefully about what is being assessed with the lesson. While additional standards may be woven into the lesson, if the standard is not being assessed with this lesson, it should not be included here. |
| **Student Learning Goals, Objectives/Target, and Formative Instructional Practice (FIP)**  COE A1, A2, A3, B3, C1; OSTP 1.2, 2.1, 2.2, 2.3, 4.1, 4.3, 6.1; OTES- Instructional Planning- Planning-Focus for Learning and Knowledge of Students;  CPAST A | | [**DOK Levels**](https://static.pdesas.org/content/documents/m1-slide_19_dok_wheel_slide.pdf)  [**Bloom’s Taxonomy Action Verbs**](https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf)  **Objective:**  By ***(time)***, the student(s) will ***(verb=performance)***, as measured by ***(assessment/measure + standard/criteria)***.  If multiple standards are being assessed, provide a separate objective for each standard.  **"I Can" Statement(s):**  The “I can” statements should be clear, concise, and written in student-friendly language to help them understand the learning target. These statements should align with what will be assessed.  If multiple standards are being assessed, provide an “I can” statement for each standard.an |
| **Materials and Resources** | | |
| **Materials, Resources, and Technology (Including: print, non-print, manipulatives and technology)**  COE A4, 1; OSTP 4.2, 4.7, 5.3, 6.1; OTES- Instruction and Assessment- Resources;  CPAST B, H | Make sure to include both the materials the teacher and the student need to achieve the lesson objective. This should include any worksheets, PowerPoint presentations, video links, Entrance or Exit Tickets, and other resources. Provide links or copies of all materials, and include titles of any texts used, along with page numbers if using a textbook. **List** everything clearly. | |
| **Assessment** | | |
| **Assessment**  COE A5, C.4; OSTP 3.1, 2.2, 3.2, 3.3 3.4, 3.5, 4.4, 5.3, 5.4; OTES- Instructional Planning- Assessment Data;  CPAST C, J, L | The assessment needs to align with the objective(s). Is this diagnostic? formative? summative?  Attach Assessment Tool/Rubric and/or Scoring Guide | |
| **Differentiated Methods: Meeting Individual Needs through Accommodations and/or Modifications**  COE A1, A5, B1, B2, B3; OSTP 1.4, 1.5, 4.3, 4.5, 4.6, 5.1, 5.2, 6.1; OTES-Instructional Planning- Differentiation; CPAST D | In this section, describe how the lesson will proactively support the diverse needs of learners in your classroom. Be specific about how you will incorporate Universal Design for Learning (UDL) principles, differentiation, and/or accommodations/modifications for students with IEPs, 504 plans, and other identified learning needs. Consider academic (gifted and talented), behavioral, and social-emotional supports.  Identify how the lesson is differentiated in the area(s) related to:  Content:  Process:  Product: | |
| **Academic Language**  COE A4; OSTP 1.2, 1.5, 2.1, 4.1, 4.2, 4.5, 4.7, 5.4, 5.5; OTES- Instruction and Assessm (ent- Lesson Delivery | Address all three parts of this question:  How will you address all language demands (function, vocabulary, discourse)?  1.) Function: What verbs (words or phrases) in the directions do students need to do in the discipline or across disciplines in order to participate in this lesson? The function closely relates to the standards and student learning outcomes.   * List those words and phrases here:   Examples: record lab observations, analyze, respond, research, compare/contrast, construct, describe, evaluate, examine, justify, interpret, identify, locate, apply  2.) Vocabulary: What words do the students need to know related to the topic you are teaching?   * List those words and definitions here:   If your lesson/learning segment uses symbols, list them, their names and meanings here (See example below):  > greater than, used to compare to values with larger number on the left of the sign and smaller/lesser number on the right  3.) Discourse In what ways will students use receptive language (reading, listening, or viewing) to learn about the subject/ content area and expressive language (speaking and writing) to demonstrate their understanding?   * List the student learning goals that require receptive and expressive language here. | |
| **Instructional Process** |  | |
| **Instructional Process:**  **Set/Motivation**  COE A1, A3; OSTP 1.1, 1.2, 1.4, 1.5, 2.3, 2.4, 2.5, 4.2, 5.5; OTES- Instructional Planning-Prior Content Knowledge, Sequence, Connections  **Strategies, Procedures, Tasks including Differentiated Instruction**  COE A1, A4. B3, C1, C2, C3; C5; OSTP 1.1, 1.2, 1.3 1.4, 1.5, 2.1, 2.2, 2.5, 3.5, 4.1 4.2, 4.3, 4.4, 4.5, 4.6 4.7, 5.4, 5.3, 5.5, 6.1; OTES-Instructional Planning- Prior Content Knowledge, Sequence, Connections and Instruction and Assessment- Differentiation;  CPAST D  **Closure and/or Extension**  COE C3, C5; OSTP 5.3; OTES- Instructional Planning-Prior Content Knowledge, Sequence, Connections | **Consider your use of instructional strategies such as:** think-pair-share, differentiated instruction, lecture, thinking frame, problem posing, guided instruction, student directed exploration, inquiry, play pedagogy, etc. You may have combinations, too.  **TEACHER-STUDENT INTERACTION:**  This is the description of the progression of the lesson. This should be written in step-by-step format to help you consider what you will actually say and what questions you will actually pose. This section will be the longest portion of the lesson plan. Set/Motivation (Lesson Opening):  * Clearly describe how you will engage students at the start of the lesson and activate prior knowledge. * Connect the learning to real-world applications, student interests, or previous learning. * Include a brief explanation of why the content matters—help students see purpose and relevance.  Strategies, Procedures, and Tasks (Main Instruction)  * Outline the sequence of learning activities with clear instructions. * Incorporate a variety of evidence-based instructional strategies (e.g., modeling, direct instruction, guided practice, independent practice, discussion).  Closure and/or Extension  * Describe how the lesson will wrap up to consolidate learning. Include a brief review, student reflection, or formative check for understanding. Optionally, suggest extension activities to deepen or apply learning beyond the lesson.  |  |  | | --- | --- | | **Time Frame** | **Lesson Activities (script or step-by-step format)** | |  |  | |  |  | |  |  | | |
| **Connections to Research and Theory**  COE 4, 2; OSTP 1.1, 1.2, 1.5, 2.1, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.4, 5.5;  CPAST I, M | Describe, provide evidence of, and justify connections to educational research and/or theory. | |

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| Reflection | |
| **Reflection/Analysis of Teaching**  COE D1, D2; OTES- Professionalism-Professional Responsibilities | Student assessment data:  \_\_\_\_ out of \_\_\_\_ learners have met the objective(s) with \_\_\_\_ % accuracy.  Describe your reflections on teaching this lesson and how this information can be used to plan appropriate future instruction in relation to lesson goals. Consider the prompts below in your response.   * *What data did you collect, and how will you use it to adjust and improve your future lessons?* * *How did student engagement and participation impact learning during the lesson?* * *What patterns or trends did you notice about your students' understanding and needs?* * *What teaching strategies were most effective in meeting the lesson objectives?* * *What challenges did students encounter, and how will you address them in the next lesson?* * *How did you adjust your lesson based on student responses or behaviors during the class?* * *How did you differentiate instruction to meet the diverse needs of your students?* * *What insights did you gain about your teaching practice and areas for personal growth?* |

*Last Revised: 3/25*