COE Lesson Plan Template

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| Context for Learning | |
| Teacher |  |
| School |  |
| Subject(s) |  |
| Grade/Level |  |

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| Focus for Learning | |
| **1. Curriculum Standards & Objectives: Ohio Learning Standards, and SPA**  COE A2, 4; OSTP 2.3, 4.1; OTES- Instructional Planning- Planning-Focus for Learning and Knowledge of Students;  CPAST A | The Ohio Learning Standards guide learning tasks, align with each other, and consider an appropriate progression of learning depending on the number of lessons taught. |
| **2. 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 | The objectives/targets are clear and measurable and guide the development of the tasks, procedures, and assessments and align with the identified standards.  You need to know which learners have/have not met the objectives in order to plan for future instruction (so that all learners will eventually meet the objectives). Record that information here: \_\_\_\_ out of \_\_\_\_ learners have met the objectives with \_\_\_\_ % accuracy. You will use this information in the assessment portion of your lesson plan.  Student Success Criteria: I can |
| **3. 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 Assessment- Lesson Delivery | Address all three aspects of Academic Language:  1.) Function:  List those words or phrases here:  2.) Vocabulary:  List those words and definitions here:  3.) Discourse:  List the student learning goals that require receptive and productive language here: |
| **4. Meeting Individual Needs:**  **Accommodations/Modifications for IEPs and 504 Plans**  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 | Write how you will help all learners meet the standards and objectives through differentiating the following:  Content:  Process:  Product:  Environment:  Include the following to ensure that this lesson helps learners make meaningful connection to:  Their prior knowledge  Previous lessons  Future learning  Other disciplines and real-world experiences  Instruction must be organized so that the content or skills is comprehensible, relevant, and challenging for learners.  Consider gifted, ELL, culture and other possible needs, as well as Universal Design for Learning (see <http://www.udlcenter.org/>). |
| **5. References to Research, Theories, and Theorists in the Areas of Academic Language,**  **Assessment, Instructional Process, Meeting Individual Needs**  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 | Explain how you will incorporate research, theory, and/or theorists in your planning. Consider research specific to academic language, instructional processes, meeting individual needs, safe and respectful learning environment, and/or assessment. |

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| Instructional Process | |
| **6.A. 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 | Explain how you will engage learner interest related to the standards and objectives of the lesson. Explain how you will link to past lessons.  Consider learners’ academic, social, and/or cultural characteristics, as well as their prior knowledge, strengths and weaknesses. |
| **6.B. Instructional Process:**  **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 | Clearly describe your instructional processes in sufficient detail that a substitute teacher could follow your plan. 1.) Make sure your instructional processes align to the standards and objectives. 2.) Describe content organized in innovative and relevant ways that provides clear, appropriate, and challenging learning for all students. 3.) Describe how you address learners’ academic, social, and/or cultural characteristics, as well as their prior knowledge, strengths, and weaknesses. Use a bulleted list.  Consider how independent, collaborative, small group, and whole class instruction can be used to effectively support individual learning. |
| **6.C: Instructional Process:**  **Closure and/or Extension**  COE C3, C5; OSTP 5.3; OTES- Instructional Planning-Prior Content Knowledge, Sequence, Connections | Explain how you will you bring lesson concepts to a close in at least one of the following ways: learners will verbalize or demonstrate their understanding, you will extend the lesson and link to future lessons.  Consider your alignment with the standards and objectives, as well as learner diversity in terms of academic social and/or cultural characteristics; learning styles; prior knowledge; strengths and weaknesses. |

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| Materials and Resources | |
| **7. 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 | List materials and resources that:  Align with all objectives/targets  Make content relevant to learners  Encourage individualization of learning |

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| Assessment | |
| **8. 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 | Show how learners will demonstrate understanding or skills within this lesson and within the learning segment using a formative OR summative assessment. Include the following information: ways your assessment aligns with the P-12 Ohio Learning Standards, student objectives, and instructional procedures; ways you address accommodations, modifications, and/or differentiation/individual needs in your assessment plans; ways you will align with learners’ funds of knowledge. Specifically, address the ways you will use the data collected to promote learner growth and guide future instruction. Describe how you will provide instructive feedback to learners. Consider providing options for how learners demonstrate mastery.  Student assessment data:  \_\_\_\_ out of \_\_\_\_ learners have met the objectives with \_\_\_\_ % accuracy. |
| Assessment Tool/Rubric | Indicate if the assessment is formative or summative. Include assessment the actual evaluation tool and answer key, if applicable here. |

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| Reflection | |
| **9. Reflection/Analysis of Teaching**  COE D1, D2; OTES- Professionalism-Professional Responsibilities  **Note:** *If you are not able to teach this lesson, discuss the types of things you would consider when evaluating your lesson.* | Describe your reflections on teaching this lesson and how this information can be used to plan appropriate future instruction in relation to lesson goals. Describe the ways **you will use data** to guide future instruction.  Explain what you learned about your students. Explain what you learned about yourself. |

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