**DANIELSON-BASED MODEL LESSON TEMPLATE**

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| **Class:** | **Date:** |
| **Unit:** | **Lesson Title:** |
| **CONTENT**  *(Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | |
| **Relationship to Unit Structure:**   * How does this lesson support selected content standards, enduring understandings, and goals of the unit? * How does this lesson build on the previous lesson in this instructional sequence? * How does this lesson support the next lesson in this instructional sequence? |  |
| **Anticipated Student Misconceptions:**  On what points of instruction do you need to anticipate student confusion, so that you can plan to counter these misconceptions before they become fixed? |  |
| **Concept Prerequisites:**  List the key concepts and terminology necessary for students to understand in order to meet the standards, outcomes and objectives of the lesson**.** |  |
| **Content Standard Alignment:**  **Script the content standards to which lessons will be aligned. Include an ELA/math Common Core standard:** [**http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards**](http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards)  **If applicable, write out one of the seven Essential Understandings of Montana Indians that will help students make a meaningful cultural connection between IEFA and the content..** [**https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf**](https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf) |  |

**INSTRUCTIONAL OUTCOMES**

*(Framework Domain 1C: Setting Instructional Outcomes)*

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| **Instructional Outcome (learning)**  *(Danielson 1c: Setting Instructional Goals)*  **Use the SWLT prompt: *Students will learn that*…. to “identify exactly what the students will be expected to *learn*” (Danielson, 2013)**  Write from the perspective of Bloom’s/Webb’s taxonomies.  Make sure to include outcomes from the higher 3 levels of Bloom’s or deeper levels of Webb’s |  |
| **Instructional Outcome (application), AKA: Learning Objective**:  *(Danielson 1c: Setting Instructional Goals)*  Use the SWBAT prompt, ***Students will be able to*…**.  Use clear, specific sentences containing desired behavior and content. |  |

**ASSESSMENT**

*(Framework Domain 1F: Designing Student Assessments)*

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| **Assessment (Formative):**    **Briefly describe the lesson-level** formative assessment for learning (generally non-graded) that you can review after each lesson in order to adjust your instruction for the following lesson to meet needs of individuals or groups of students. |  |

**METHODS AND INSTRUCTIONAL STRATEGIES**

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| *(Framework Domain 1e: Designing Coherent Instruction* | |
| **Introduction, AKA: Anticipatory Set or Focusing event (Time Stamp):**  Describe the specific question, story, video clip, scenario, skit, etc. you will use to capture students’ attention. Focus on engagement. |  |
| **Instructional Strategies/Activities (Time stamp each segment):**  Create a detailed (sufficient for a substitute teacher) and carefully sequenced outline of the content you intend to explore during the class session. In the outline:   * The “I do, we do, you do” format can help you with sequencing * Make sure to use varied instructional strategies to convey the content of your lesson(s) * Identify the questions, illustrations, examples, vocabulary, types of student participation, etc. you have planned for use in your lesson * Explain how you will provide opportunities for students to apply the content. |  |
| **Wrap Up/Synthesis/Closure (Time stamp):**  How will you bring your class to a close (review key points, do a final check for understanding, focus on the connections between previous and future lessons, etc.)? Focus on continuing engagement. |  |

**MATERIALS/RESOURCES**

*(Framework Domain 1d: Demonstrating Knowledge of Resources)*

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| **Instructional Materials/Resources:**  *(Framework Domain 1d: Demonstrating Knowledge of Resources)*  List all materials and resources required by teacher and/or students, include anything you will need to collect and use: e.g. paper-based materials (such as text books or instruction sheets), technology equipment, science equipment or supplies, and art materials. |  |
| **DIFFERENTIATION**  *(Framework Domain 1b: Demonstrating Knowledge of Students)* | |
| **Differentiation According to Student Needs:**  *(Danielson 1b: Demonstrating Knowledge of Students, 3d, Using Assessment in Instruction; 4a Reflecting on Teaching)*  Address diverse student needs, considering all students as unique (including students with an IEP or 504, cultural or linguistic needs). Make sure to address at least one individual and one group differentiated strategy for each lesson. |  |