**DANIELSON MODEL LESSON TEMPLATE**

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| **Class:**  | **Date:**   |
| **Unit:**  | **Lesson Title:** |
| **OVERALL LESSON BLUEPRINT** |
| **Content Standard Alignment:****Script the one or two content standards to each lesson will be aligned. Don’t forget to check ELA/math Common Core standards to see if these are applicable to your lesson.** <http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php> **Also, study the seven Essential Understandings of Montana Indians and look for ways to support cultural understanding and social justice.** |  |
| **Instructional Outcome (learning), AKA: General Objective or lesson focus***(Danielson 1c: Setting Instructional Goals)* **In one sentence, “identify exactly what the students will be expected to *learn*” (Danielson, 2013) as a result of this lesson.** |  |
| **Instructional Outcome (application), AKA: Learning Objective or SWBAT**: *(Danielson 1c: Setting Instructional Goals)* Write **2 properly constructed learning objectives** from the perspective of Bloom’s/Webb’s taxonomies. * One should be from the lower 3 levels; the second should be from the higher 3 levels of Bloom’s or deeper levels of Webb’s.
* Use clear, specific sentences containing desired behaviour and content
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| **Relationship to Unit Structure:** *(Danielson 1e: Designing Coherent Instruction)*How does this lesson support selected content standards 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? |  |
| **METHODS AND INSTRUCTIONAL STRATEGIES***(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)* |
| **Anticipated Student Misconceptions:** These may be difficult to conceive at first, but as you become more familiar with your content area(s) and your grade level, you will begin to anticipate where students are likely to be confused. This allows you to plan for more focused instruction, more differentiation, and greater clarity as you try to counter these misconceptions before they become fixed. |  |
| **Concept Prerequisites:** List the key concepts and terminology necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson**.**  |  |
| **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. |  |
| **Introduction, AKA: Anticipatory Set or Focusing event:** Describe the specific question, story, video clip, scenario, skit, etc. you will use to capture students’ attention. |  |
| **Instructional Strategies:**Create a detailed and carefully sequenced outline of the content you intend to explore during the class session. In the outline:* Provide enough content detail that a substitute could teach your lesson
* The “I do, we do, you do” format can help you with sequencing
* Identify and describe how you will 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.
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| **Wrap Up/Synthesis/Closure:**Describe how you will 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.) |  |
| **ASSESSMENT/REFLECTION** |
| **Assessment (Formative and Summative):** *(Danielson 1f: Designing Student Assessments)*  Formative assessments are (generally) non-graded assessments ***for*** learning. By reviewing formative assessment data after each lesson, your instruction for the following lesson can be adjusted to meet needs of individuals or groups of studentsSummative assessments are graded assessments ***of*** learning. They provide students, their teachers, administration, families, and state/national stakeholders a picture of how well a learner has mastered instructional outcomes and how far s/he has advanced toward mastery of grade-level standards. |  |
| **Differentiation According to Student Needs:***(Danielson 1b: Demonstrating Knowledge of Students, 3d, Using Assessment in Instruction; 4a Reflecting on Teaching)*Address diverse student needs including students with an IEP or 504, cultural or linguistic needs. As you continue to teach, reflect on formative assessment results, and make adjustments in providing differentiated feedback and instruction for individuals and groups of students. |  |