**DANIELSON-BASED MODEL LESSON TEMPLATE**

***InTASC Standard #7: Planning for Instruction***

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| **Name:** | | | | | |
| **Class:** | | | | **Date:** | |
| **REP Sequence Topic:** | | | | **Lesson Title:** | |
| **RELATIONSHIP TO SEQUENCE**  *(InTASC #5: Application of Content; Danielson 1e: Designing Coherent Instruction: Lesson and unit structure)* | | | | | |
| **Relationship to REP Structure:**   * How does this lesson support selected content standards, enduring understandings, and goals of the unit? * How does this lesson build on the previous in this instructional sequence? * How does this lesson support the next lesson in this instructional sequence? | | | |  | |
| **CONTENT**  *(Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | | | | | |
| **Content Standard Alignment:**  **Script the content standards to which lessons will be aligned. Include an ELA/math Common Core standard:** <http://www.corestandards.org/read-the-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.**  <http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education> | | | |  | |
| **INSTRUCTIONAL OUTCOMES**  *(Framework Domain 1C: Setting Instructional Outcomes)* | | | | |
| **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)**  **In this portion, consider the primary cognitive change you hope students to achieve as a result of the lesson, whether it is internalizing a skill in order to better control a ball or whether it might be making real-world connections with a piece of literature.** | | | Students will learn that…  *.* | |
| **…so…** | | | | |
| **Instructional Outcome (application), AKA: Lesson Objective**:  *(Danielson 1c: Setting Instructional Goals)*  Use the SWBAT prompt, ***Students will be able to*…**.  Use clear, specific sentences containing desired behavior and content for one primary lesson objective. Write from the perspective of **Bloom’s/Webb’s** taxonomies, and make sure to include objectives from the higher levels of Bloom’s or deeper levels of Webb’s | | | …they will be able to…[Bloom’s verb]  *Students will be able to make an authentic connection between a photo from a work of historical fiction to an historical theme relevant to today’s world and their experience.* | |
| **Differentiation Strategies**  *(Framework Domain 1b: Demonstrating Knowledge of Students)* | | | | |
| **What?**  (Describe the differentiated strategy you are proposing. Is it an accommodation or a modification?) | | **Where?**  (List the parts of the lesson plan that will be changed.) Assistive technologies can be noted as changes to materials/resources. | | **Why?**  (Use student achievement along with relevant student strengths and needs—to explain the reason for this strategy.) |
| **Level II** | **Level III** |
| *Accommodating by using photos instead of text* | *All Level III students should be able to participate in the lesson using the Level II accommodation* | *Formative assessment, materials* | | *I had thought of this strategy for my student who loves video games. This would help him move into writing by retaining a pictorial aspect. However, the whole class liked the idea of using film in Lesson 1, so I am continuing using a visual component along with writing.* |
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| **ASSESSMENT**  *(Framework Domain 1f: Designing Student Assessments)*   |  |  | | --- | --- | | **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. This assessment could be very simple (exit ticket, yes/no checklist, etc.), but it must be objective and equal across all students. (Class discussions would not work since all students would not equally address the same criteria.) | *Worksheet summarizing events from Chapter 3. Students will write three possible themes presented from this chapter. Proficiency: “yes” on a “yes/no” checklist.* | | Answer the following questions:   1. How will you measure proficiency (readiness to move on) for each individual student? | *To be proficient, students need to suggest a legitimate historical theme represented by their photo as opposed to just describing the photo. This is a “yes/no” assessment. If the 3 sentences only describe the photo, the author will not be considered proficient. If an attempt is made to pull a theme from the picture, the student will be ready to move forward.* | | 1. How will you determine proficiency (readiness to move on) for the class as whole? | *We will be reviewing historical themes throughout the sequence, so I am fine with moving on as long as no more than 4 students are not proficient. I can work with this number in a small group, if necessary.* | | 1. If you determine that the class is proficient, how will you remediate those who have not met individual proficiency standards? | *Any student who do not reach proficiency will contribute to a small group discussion about what is theme and how it differs from description. You can be wearing running shoes, an Under-armour tank, and running shorts. This is a description. What does this clothing suggest about a way of being/living? “Fitness?” Contrast a sloppy T-shirt, sweats, and old slouchy socks. How does the theme of this clothing contrast?* | |
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**MANAGEMENT**

*(Framework Domain 2D: Managing Student Behavior)*

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| **Lesson-specific Targeted Management Strategies**  *Danielson 2d: expectations, monitoring student behavior, response to student misbehavior)*  Address management strategies that will be important for this lesson. Whole-class activities will require different strategies than stations, for example. What expectations will you need to outline for students during this lesson? What will you need to monitor as the lesson proceeds? What responses have you planned for any student inability to follow the expectation? | *My classroom culture emphasizes teamwork and collaboration. Although everyone will produce his/her own representation of theme, I will encourage students to work in groups or pairs if they like during the research phase. They know they are to use this collaboration as a springboard to an authentic, unique project. However, they also know that this collaborative time must be focused on content. Anyone abusing that privilege receives one warning and then is deemed unable to maintain focus for that day working collaboratively and will complete the project on his/her own in a designated space near the back of the classroom.* |

**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. | *(2:30 – 2:40) I will enter class with my cowboy boots, hat, and jeans. I will ask students how to describe my clothing. Then, I will ask students what they associate with my clothing—a way of life, values, profession, etc. I will then ask them to talk in groups about the difference between description (fact) and theme. Groups will share ideas.* |
| **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. | *(2:40-2:42) I do: I will write on the board a definition of theme and give a brief, exampled description*  *(2:42 – 3:00) We do: I will have them read aloud (volunteers) from several passages from our text I have chosen in advance. We will talk about the descriptive aspects of text and then I will ask them to write down what theme might be represented by each one. These, they will share with the whole group, and I will invite a certain degree of debate. What is the right answer about theme? There likely isn’t one. Multiple themes are possible in various scenes of any piece of fiction or work of history. These depend largely on point of view, and we will illustrate and discuss how point of view affects theme.*    *(3:00 – 3:20) You do: After that discussion, students will work on completing their formative assessments.* |
| **Wrap Up/Synthesis/Closure (Time stamp):**  How will you bring your class to a close by revisiting the goal for your lesson? (reviewing key points, doing a final check for understanding, targeting connections between previous and future lessons, etc.) Focus on continuing engagement. This closure should not be working on an assignment, cleaning up, etc. | *(3:20 – 3:25) Volunteers will share their photos and read the captions they wrote. They will describe how these captions do more than just describe photos. They will summarize the theme in one or two words.* |

**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. | *Cowboy outfit, Chromebooks (photos and captions), printer, One of our students cannot type, so a talk-to-text feature is available to help him add the caption to his photo.* |

**CT Signature of Approval:**

