

Tusculum College Lesson Plan Checklist

This checklist includes components, sub-components, and indicators that represent best practices for lesson planning and instruction. The lesson plan should include all indicators appropriate for your lesson type. Indicators not appropriate for your lesson should be marked "NA" for "not applicable."

	Self-Assessment	Peer Assessment			
Standard(s)					
			Includes standard number(s) and wording.		
			For science, social studies, and technical subjects, includes CCSS literacy standard if applicable.		
			Includes Math Practice Standards if applicable.		
Big Idea(s)/Essential Question(s)					
			Includes Overarching Questions/Essential Understandings if applicable.		
			New Learning		
			States purpose of lesson.		
			Includes vocabulary		
			Includes concepts.		
			Includes skills.		
			Includes applications.		
Learning Target(s)/Objective(s)					
			Clearly connects to state standard(s).		
			Includes sub-objective(s).		
			Referenced throughout lesson.		
Summative Assessment					
			Explains how mastery of the above objective(s) will be assessed.		
Instructional Strategies/Activities (Check all applicable strategies.)					
	Direct Instruction	Indirect Instruction	Independent Instruction	Experiential & Virtual Instruction	Interactive Instruction
	<input type="checkbox"/> Explicit Teaching	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Learning Contracts	<input type="checkbox"/> Field Trips	<input type="checkbox"/> Brainstorming
	<input type="checkbox"/> Drill and Practice	<input type="checkbox"/> Inquiry	<input type="checkbox"/> Research Projects	<input type="checkbox"/> Experiments	<input type="checkbox"/> Cooperative Learning groups
	<input type="checkbox"/> Lecture	<input type="checkbox"/> Case Studies	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Simulations	<input type="checkbox"/> Interviews
	<input type="checkbox"/> Demonstrations	<input type="checkbox"/> Concept Mapping	<input type="checkbox"/> Computer Mediated Instruction	<input type="checkbox"/> Role Play	<input type="checkbox"/> Discussions
	<input type="checkbox"/> Guides for Reading, Listening, Viewing	<input type="checkbox"/> Reading for meaning	<input type="checkbox"/> Distance Learning	<input type="checkbox"/> Games	<input type="checkbox"/> Peer Practice
		<input type="checkbox"/> Cloze Procedures		<input type="checkbox"/> Observations	<input type="checkbox"/> Debates
	Others (Please list.): _____				
Materials and Resources					
			Includes materials for differentiation/Universal Design for Learning.		
			Incorporates multimedia and technology.		
			Incorporates resources beyond the school/curriculum texts.		
			Includes appropriately complex texts.		

INSTRUCTIONAL STEPS

Beginning

- Frames the lesson for the students.
- Makes connections to previous learning.
- Makes connections to life experiences.
- Makes connections to other disciplines.
- Explicitly communicates objective(s).
- Hooks students' attention.

Assessment

- Includes pre-assessment as applicable.
- Includes formative assessment.

Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them

- Includes possible groups for differentiation/Universal Design for Learning.
- Includes plans for differentiation/Universal Design for Learning.

Middle

Content Input (I do)

- Provides explanation of skill or concept if applicable.
- Provides demonstration/modeling if applicable.
- Includes planned assessing and advancing questions.
- Includes questions of which most are text-based (occur throughout lesson).

Guided Practice (We do)

- Includes plans for student practice of skills, strategies, and procedures with teachers' direct supervision and support.
- Includes explanation of monitoring/adjusting procedures.
- Includes higher order thinking questions/activities.
- Includes problem-solving.
- Incorporates writing if applicable.

Independent Practice (You do)

- Includes independent practice during class time.
- Includes independent practice outside of class (i.e., homework) if applicable.
- Explains expectations and provides examples for the task.
- Embeds higher order thinking questions.
- Embeds problem-solving.
- Incorporates writing if applicable.

Assessment

- Includes formative assessment.
- Includes plan for academic feedback.
- Includes peer-to-peer feedback if applicable.

Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them:

- Includes possible groups for differentiation/Universal Design for Learning.
- Includes plans for differentiation/Universal Design for Learning.

End

- Includes review of standard(s).
- Includes either formative or summative assessment.
- Includes student reflection.
- Incorporates writing if applicable (includes differentiation/Universal Design for Learning if applicable)
- Includes connections to future learning.
- Includes explanation of how and when students will receive feedback on assessment.
- Includes explanation of how assessment results will be used.

TEACHER REFLECTION

Reflection on Lesson Plan and Delivery (to be completed after lesson is taught)

- Includes what worked, what did not, and how you know.
- Includes impact of lesson on student learning.
- Includes possible adjustments.