



Lesson Plan Protocol

EDU532/533/534/535/536/537: Lesson Template for English Language Learners
 Pre-Lesson Planning, Plan for Lesson Implementation and Post-Lesson Implementation Reflection

General Information	
Teacher Candidate Name:	Date:
Mentor Teacher Name:	
JIU Faculty Member Name:	JIU Course Name and Session:
Grade Level(s) of Students Receiving Lesson:	
Content Area:	
Group Size:	

Pre-Lesson Planning
Learning Goals: State the objective for this lesson and identify targeted academic language.
Lesson Sequence: Describe each stage of the lesson, including how much time you estimate each activity of the lesson will take. Identify the teaching model(s) you will be using (e.g., direct instruction, indirect instruction, problem-based learning, cooperative learning, etc.). Include the steps for the teaching model(s) you chose to use to teach the lesson.
Alignment to Standards: State how this lesson aligns with grade-level/local/state standards.

Assessment Informing Design of Lesson: Describe how this lesson content aligns to prior assessment results, including: diagnostic and formative assessment, standardized assessment and/or other cumulative classroom-based assessment.

Assessment During Lesson Delivery: Describe your plan for informal assessment during the lesson to gauge students' learning status and progress.

Differentiation: State how you will differentiate instruction and materials in each segment of the lesson so that the content and expectations are appropriate to the needs of students from diverse backgrounds (i.e., students who are English language learners, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.).

Anticipating Challenges and Affective Filter: State possible challenges that might arise when implementing this lesson and state how you might handle them. Describe what you are prepared to do to reduce students' affective filter so they can engage in productive learning.

Student Use of Learning Strategies: State how you will help students learn and/or practice research-based cognitive, metacognitive and social strategies for (1) actively engaging in the lesson and participating in positive social interaction, (2) monitoring their comprehension and learning new vocabulary and (3) pursuing active inquiry and communication strategies (i.e., self-monitoring, restating ideas and/or drawing connections).

Plan for Lesson Implementation

Describe how and when you will communicate the lesson objective.

<p>List instructional and technological resources that will be used in this lesson (e.g., Library of Congress primary resources, audio-visual aids, computer-based technologies, etc.), including those you may need to create.</p>
Empty space for resources
<p>Describe how you will relate lesson content and targeted academic language to prior student learning/experience.</p>
Empty space for relating content
<p>List lesson activities students will perform to practice new skills. Describe the activities as students will experience them (this list should be perfectly aligned to what you have indicated in the above section, "Lesson Sequence").</p>
Empty space for activities
<p>List learning and communication strategies (e.g., verbal, non-verbal, and media related), you will ask students to use to (1) actively engage in their own learning, (2) promote positive social interaction and (3) engage in social and academic language development.</p>
Empty space for strategies
<p>List research-based questioning strategies you will use to (1) check for student understanding, and (2) evaluate students' ability to problem solve and critically think about the lesson content (e.g., Bloom's taxonomy). Provide examples of the questions you will pose.</p>
Empty space for questioning strategies
<p>List the closure activity you will implement.</p>
Empty space for closure activity

Post-Lesson Implementation Reflection

State how you assessed student learning, including how you actually conducted informal assessment during this lesson. Provide an analysis of what students learned, based on assessment results.

State whether these assessment results either (1) indicate a need for re-teaching or lesson adaptations to improve student learning, or (2) indicate a need to provide challenge opportunities to extend student learning.

State how you will use assessment results to plan future lessons.

Describe the level of student engagement. How did you determine this?

Describe an area of professional growth for you to develop to improve student learning and/or student engagement.

What did you learn about yourself as a teacher? About your students? About developing lessons?

Describe what you learned from this experience that will support your collaboration with colleagues to improve student learning and well-being.

Notes

JIU School of Education Vision
<p>JIU School of Education graduates are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.</p>

Resources

To access the electronic versions of the JIU Lesson Plan Protocols, please visit the K-12 Clinical Practice Resources website located at: <http://www.international.edu/schools/education/field-experience>.

[Center on Instruction: Instructional Models and Strategies For Teaching English Language Learners](#)

[Doing What Works: Organizing Instruction and Study To Improve Student Learning](#)

[Doing What Works: Teaching Literacy in English to K-5 English Learners](#)

[Doing What Works \(6 Minute Video\): Intentional Teaching -- Mathematics](#)

[Alliance for Excellent Education: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools](#)

[Alliance for Excellent Education: Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners](#)

[Florida Center for Reading Research: K-5 Student Center Activities and K-3 Instructional Routines](#)

[Google: Send Your Parents a Tech Support Care Package \(Video Tutorials\)](#)

[Library of Congress: Teacher Resources](#)

[Intel: K-12 Education Resources](#)

[Teachers of English to Speakers of Other Languages \(TESOL\)](#)

[OWL: Purdue Online Writing Lab: ESL Teacher Resources](#)

[National Council of Teachers of English \(NCTE\)](#)

[Book: Language and Literacy Development in Bilingual Settings \(2010, Durgunoglu and Goldenberg, Guilford Press\)](#)

[ESL Resource Center](#)

[Everything ESL](#)

[Colorin Colorado!](#)