



Lesson Plan Protocol

Pre-Lesson Planning, Plan for Lesson Implementation and Post-Lesson Implementation Reflection
February 2011

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: Reading / Language Arts	
Group Size:	

Pre-Lesson Planning

State the objective for this lesson and identify the teaching model(s) you will be using (e.g., direct instruction, indirect instruction, problem-based learning, cooperative learning, etc.).
State how you will present this lesson content and briefly describe each stage of the lesson delivery including how much time you estimate each stage will take. Include the steps for the teaching model(s) you chose to use to teach the lesson.
State how this lesson aligns with grade-level/local/state standards.
Describe how this lesson content aligns to prior assessment results by indicating data-driven customization of lesson content made as a result of standardized tests.
State how you will differentiate instruction that is 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.).

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State possible challenges that might arise when implementing this lesson and state how you might handle them.

Reading/Language Arts: State how you will teach students how to recognize and learn words in print by utilizing research-based multiple strategies (i.e., strategies related to: phoneme awareness, phonics, fluency, syntax, semantics, morphology, etc.).

Reading/Language Arts: State how you will help students learn and/or practice research-based strategies for (1) monitoring their comprehension (e.g., use of multiple comprehension strategies identified by the National Reading Panel), and (2) learning new vocabulary words.

Reading/Language Arts: State how you will teach students how to compose written text that incorporates mechanical conventions (e.g., spelling and grammar) and, if applicable, meaning-based conventions designed for a range of purposes and audiences.

Plan for Lesson Implementation

Describe how you will communicate the lesson objective.

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.

Describe how you will relate the lesson to prior student learning/experience (i.e., What will you do for the anticipatory set?).

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List activities you will have the students perform to practice new skills.

List strategies you will use, including multiple communication techniques (e.g., verbal, non-verbal, and media related), to (1) actively engage students, and (2) promote positive social interaction.

State how you will help students learn and/or practice active inquiry through classroom collaboration using oral and written communication strategies.

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).

List the closure activity you will implement.

Post-Lesson Implementation Reflection

State how you assessed student learning and whether or not student learning occurred.

State how assessment data 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.

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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

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

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Resources

[Center On Instruction: Effective Instruction for Adolescent Struggling Readers](#)

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

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

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

[AdLit.org: Classroom Strategies – Comprehension Instruction Across the Content Areas](#)



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