

# SCHOOL DISTRICT OF WEST SALEM



## **Educator Effectiveness System** DPI Lesson Plan Form Aligned to Danielson's Components

*An Assessment System that supports, cultivates, and develops good teaching*

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# Pre-Observation Form & Lesson Plan

Develop a standards-based lesson plan by aligning your resources with Wisconsin's education initiatives to support the diverse learning needs of the range of learners within your local context. This resource can be used to create a process for developing lesson plans that outline essential elements of lesson design—standards, high quality instruction, and a balanced assessment system. A lesson can vary in length, is recursive in nature, and allows students several opportunities for practice.

GENERAL INFORMATION		
Grade	Class	Length of Lesson
Unit Title and Lesson Title	Sequence: Where does this lesson fit within the unit? (1a, 1e)	
Unit Title	Lesson Title	

LESSON OVERVIEW
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LESSON STANDARDS
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Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for Mathematical Practice) can be integrated to deepen learning? Think about the content, cognitive, receptive and productive language, and behavioral demands of the standards. (1c)

LESSON TARGET(S) and SUCCESS CRITERIA
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What is/are your learning target/s? What does proficiency look like? How will you communicate that to students? (1f) *Students will...*

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### ESSENTIAL QUESTIONS

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What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas? (1c)

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### ASSESSMENTS

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- How will you use formative assessments to elicit direct, observable evidence in order to monitor and/or measure student learning and inform instruction? (1f)
- How will you use the results of your formative assessments to differentiate instruction?
- How will you communicate student learning?
- How do students provide feedback about their learning?
- In what ways do students have multiple options to demonstrate their learning?
- How will your assessments be culturally responsive?

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### LESSON CONCEPTS AND ACADEMIC VOCABULARY

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What general academic and domain-specific words deepen student understanding? (1a, 1e)

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### PRIOR KNOWLEDGE AND PRE-LESSON DATA ANALYSIS

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- What is it that students need to know and be able to do prior to this lesson? (1a)
- What are your students' strengths, weaknesses, preferences, and interests? (1b)
- How will you determine what students know and can do and their preferences and interests in preparation for this lesson? (1f)
- What conceptions and misconceptions or misunderstandings might students have related to this lesson? (1a)
- How will this information be used to plan instruction? (1a, 1b, 1e)

**LESSON PROCEDURE**

As you plan, consider the following:

Steps/Lesson Procedures

1. How will you communicate and revisit the learning target/s at both the beginning and end of daily instruction? (3a)
2. How will you use instructional practices and strategies within an instructional framework that aligns to Wisconsin's Guiding Principles for Teaching and Learning to ensure meaningful engagement for all learners? Consider
  - What role does students' prior knowledge play in the lesson? (1a, 1e)
  - How can you activate or supply background knowledge? (1e)
  - How is proficiency for the learning targets defined? How will you communicate this to students? (1c)
  - Which routines will be taught or revisited in order for students to be successful in this lesson?
  - Which culturally responsive research-/evidence-based instructional practices and strategies will you use? (1b)
  - How will you purposefully group students to facilitate learning? (1e)
  - How will you make intra- and/or interdisciplinary connections? (1a)
  - How will a range of assessments be used to monitor and/or measure student learning and inform instruction? (1f)
  - How will you use the results of your formative assessments to plan interventions and/or additional challenges for students? (1f)
  - How will you represent key information in multiple ways, e.g., visual, auditory, and kinesthetic? (3c)
  - How will you engage students with information in multiple ways, e.g., visual, auditory, and kinesthetic? (3c)
  - How will you minimize distractions? (2e)
  - What technology and media will you use to deepen learning? (1d)
  - How will you optimize access to technology and media?
  - What assistive technologies will individual students require to access learning? (1b)
  - What resources and materials will you use to deepen learning? (1d)
  - How will you use disciplinary literacy to engage students in authentic tasks? (3c)
  - How will you provide students with opportunities for application of skills, student directed inquiry, analysis, evaluation, and/or reflection? (3c, 3d)
  - How will you provide students with opportunities to be flexible, make choices, take initiative, interact with others, be accountable, and be a leader? (1e)

**Lesson Plan**

**Resources, Materials,  
and Technology**

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	<b>TEACHER POST-LESSON DATA ANALYSIS</b>	
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- Were my instructional goals met? How do I know? (4a)
- What evidence do you have that shows students were actively engaged? (3c, 3d)
- Did I alter my goals or instructional plan as I taught the lesson? If so, why? (3a, 3d)

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	<b>TEACHER SUMMATIVE REFLECTION</b>	
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- Describe how you use technology to enhance student learning? (3c)
  
- How can I grow professionally to enhance student learning? (4a)