

## MSUM Common Lesson Plan Template

*The below form provides a template for candidates to use for instruction at any level or any content area. Instructors can adjust the template to suit the needs of their class and/or students. Directions or additional text can be added to components to provide scaffolds/supports for students. Please be sure to refer to the common lesson plan rubric to ensure any adjustments that are made align to the rubric.*

Teacher Candidate Name(s): \_\_\_\_\_

Background Information	
Lesson Title:	
Subject Area:	
Grade Level:	Length of Lesson (time):
MN/ND Benchmark/Standard/Grade Level Expectation:	
Component 1: Preplanning Tasks	
Central Focus/Big Idea:	
Lesson Objective(s):	
Objective Rationale:	
Key Content Terms/Vocabulary:	
Academic Language Related to Lesson:	
Materials/Equipment and Technology:	
Component 2: Lesson Set-Up	

Gaining Attention ( <b>Pedagogy</b> ):
Communication of Behavior Expectations:
<b>Component 3: Lesson Opening</b>
Introduction/Engagement/Connection to Personal Experience or Prior Knowledge and/or Review ( <b>Curriculum</b> ):
State Objective/Learning Target in Student-Friendly Language:
State Purpose of Learning Objective:
<b>Component 4: Lesson Body</b>
Lesson Model (i.e., Explicit Instruction, 5E, Structured Discovery, <i>et cetera</i> ):
<p>Depending on the lesson model being implemented the lesson body will look different and contain different components. However, at a minimum the lesson body should state specifically what the teacher will say and do during the lesson. The lesson body should also reflect elements of universal design for learning, differentiation, and diversity responsive practices. The lesson body should also include evidence of best practices such as capitalizing on student assets, visual supports, active participation strategies, and formative assessments/checks for understanding.</p> <p style="text-align: center;"><i>[Course instructors can/will provide directions/support on how the lesson body should be developed]</i></p>
Lesson Body:
<b>Component 5: Lesson Closing</b>
Lesson Close:
<b>Component 6: Evaluation/Assessment</b>
Evaluation/Assessment:

### MSUM Common Lesson Plan Rubric

Criteria	Satisfactory (3 points)	Emerging (2 points)	Unsatisfactory (1 point)	No attempt (0 points)
<b><i>Background Information (3 pts)</i></b>				
<i>Background Information</i>	An appropriate title, subject area, age/grade level and duration are provided	A title, subject area, age/grade level are provided but they are not aligned.	Missing either the title, subject area, or age/grade level	This component of the lesson plan template is not completed.
<b><i>Component 1: Preplanning Tasks (12 pts)</i></b>				
<i>Standards and Objective</i>          (x2)	A specific standard/benchmark is identified and appropriate for the age/grade and content area. The objective states the learner's outcome of the lesson and is aligned to the standard. The objective is measurable and includes what the learner will be able to do, under what condition, and at what criterion.	A specific standard/benchmark is identified and is appropriate for the content area. The objective is stated and is aligned to standard but not clearly measurable.	A specific standard/benchmark is not identified or is not at the appropriate level for the group of learners and/or the objective is not aligned to the standard.	This component of the lesson plan template is not completed.
<i>Academic Language Considerations</i>	Lesson plan identifies vocabulary and/or symbols AND additional language demands associated with the language function. The lesson plan clearly includes targeted support(s) for use of vocabulary and/or symbols as well as additional language demands.	Lesson plan identifies vocabulary and/or symbols AND additional language demands associated with the language function. The lesson plan includes general support(s) for use of vocabulary and/or symbols as well as additional language demands.	Lesson plan identifies vocabulary and/or symbols as the major language demand associated with the language function. Attention to additional language demands is superficial. Language supports primarily address definitions of vocabulary and/or symbols.	This component of the lesson plan template is not completed.

<b>Criteria</b>	<b>Satisfactory (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>	<b>No attempt (0 points)</b>
<i>Materials/Equipment/Technology</i>	All materials/equipment/technologies are listed and relate to the lesson's objectives.	All materials/equipment/technology are listed and somewhat related to the lesson's objectives.	Some materials/equipment/technology are listed and somewhat related to the lesson's objectives.	This component of the lesson plan template is not completed.
<b>Component 2: Lesson Setup (3 pts)</b>				
<i>Gaining attention and behavior expectations</i>	Clear plan for gaining learner attention is included. Communication of behavior expectations is appropriate and stated in learner friendly language.	Clear plan for gaining learner attention is included. OR Communication of behavior expectations is appropriate and stated in learner friendly language.	Plan for gaining learner attention is not age appropriate and/or communication of behavior expectations is not appropriate or stated in learner friendly language.	This component of the lesson plan template is not completed.
<b>Component 3: Lesson Opening (6 pts)</b>				
<i>Engage/Introduction</i>	Introduction is motivating and will help learners know what they can expect to learn, why it is important, and how it builds on what they already know.	Introduction will help learners know what they can expect to learn, why it is important, and how it builds on what they already know, but does not appear to be motivating to students.	Introduction lacks focus on helping learners know what they can expect to learn, why it is important, and/or how it builds on what they already know, and does not appear to be motivating to students.	This component of the lesson plan template is not completed.
<i>Learning Target/Student friendly objective and purpose</i>	Statement of objective/learning target uses words that are appropriate to the age and/or grade level of the learners. The purpose is also stated in learner terms and lets learners know the importance of what they are	Statement of objective/learning target uses words that are appropriate to the age and/or grade level of the learners. The purpose is also stated in learner terms and lets learners know the importance of what they are	Statement of objective/learning target uses words that are inappropriate to the age and/or grade level of the learners. The purpose is not stated in learner terms in order to let learners know the importance of what they	This component of the lesson plan template is not completed.

Criteria	Satisfactory (3 points)	Emerging (2 points)	Unsatisfactory (1 point)	No attempt (0 points)
	learning. The explanation of the purpose provides specific, relevant examples appropriate to the learners.	learning. No specific examples that are related to the learners are provided.	are learning. No specific examples that are related to the learners are provided.	
<b>Component 4: Lesson Body (18 pts)</b>				
<p style="text-align: center;"><i>Body of lesson</i></p> <p style="text-align: right;">(x3)</p>	<p>Lesson body is fully developed as indicated by the inclusion of most applicable lesson body elements</p> <ul style="list-style-type: none"> <li>● <i>Specific</i> teacher statements.</li> <li>● <i>A step by step approach</i> to clearly articulate the lesson content and delivery.</li> <li>● Incorporation of all the <i>elements of the lesson model</i> being implemented <i>in detail</i>.</li> <li>● <i>Engagement/active participation strategies</i> and <i>opportunities to respond</i> are included throughout the lesson</li> <li>● The learners are provided with</li> </ul>	<p>Lesson body is developed and includes most of the following but some components are vague.</p> <ul style="list-style-type: none"> <li>● <i>Specific</i> teacher statements.</li> <li>● <i>A step by step approach</i> to clearly articulate the lesson content and delivery.</li> <li>● Incorporation of all the <i>elements of the lesson model</i> being implemented <i>in detail</i>.</li> <li>● <i>Engagement/active participation strategies</i> and <i>opportunities to respond</i> are included throughout the lesson</li> <li>● The learners are provided with <i>multiple</i></li> </ul>	<p>Lesson body is not fully developed is generally vague or undeveloped</p> <ul style="list-style-type: none"> <li>● <i>Specific</i> teacher statements.</li> <li>● <i>A step by step approach</i> to clearly articulate the lesson content and delivery.</li> <li>● Incorporation of all the <i>elements of the lesson model</i> being implemented <i>in detail</i>.</li> <li>● <i>Engagement/active participation strategies</i> and <i>opportunities to respond</i> are included throughout the lesson</li> <li>● The learners are provided with <i>multiple opportunities to</i></li> </ul>	<p>This component of the lesson plan template is not completed.</p>

Criteria	Satisfactory (3 points)	Emerging (2 points)	Unsatisfactory (1 point)	No attempt (0 points)
	<p><i>multiple opportunities to practice or explore content.</i></p> <ul style="list-style-type: none"> <li>● Critical teaching skills such as <i>carefully planned questions, directions, and explanations/demonstrations</i> are included</li> </ul>	<p><i>opportunities to practice or explore content.</i></p> <ul style="list-style-type: none"> <li>● <i>Multiple formative assessment and checks for understanding</i> are included throughout the lesson</li> <li>● Critical teaching skills such as <i>carefully planned questions, directions, and explanations/demonstrations</i> are included</li> </ul>	<p><i>practice or explore content.</i></p> <ul style="list-style-type: none"> <li>● <i>Multiple formative assessment and checks for understanding</i> are included throughout the lesson</li> <li>● Critical teaching skills such as <i>carefully planned questions, directions, and explanations/demonstrations</i> are included</li> </ul>	
<p><i>Formative Assessment/Checks for Understanding within Lesson Body</i></p>	<p>Lesson includes <i>several</i> specific formative assessment strategies to assist teacher in developing an understanding of each individual learner.</p> <ul style="list-style-type: none"> <li>● <i>Multiple formative assessment/checks for understanding</i> are included throughout the lesson</li> <li>● <i>Formative assessment/Checks for understanding</i> are designed to <i>guide progression</i> of the lesson</li> </ul>	<p>Lesson includes <i>some</i> formative assessment/checks for understanding strategies to assist teacher in developing understanding of learners, but overlooks <i>some</i> opportunities to check for understanding and gain information from <i>all learners</i>.</p> <ul style="list-style-type: none"> <li>● <i>Some formative assessment/checks for understanding</i> are included throughout the lesson</li> <li>● <i>Formative</i></li> </ul>	<p>Lesson includes <i>minimal</i> formative assessment/checks for understanding strategies and overlooks the need to incorporate formative assessment/checks for understanding that gain information from <i>all learners</i>.</p> <ul style="list-style-type: none"> <li>● <i>Minimal formative assessment/checks for understanding</i> are included in the lesson.</li> </ul>	<p>This aspect of lesson planning is not addressed.</p>

Criteria	Satisfactory (3 points)	Emerging (2 points)	Unsatisfactory (1 point)	No attempt (0 points)
		<p><i>assessments/Checks for understanding are designed to guide progression of the lesson</i></p>		
<p><i>Diversity Responsive Methods</i></p> <p>(x2)</p>	<p>Lesson is culturally responsive through the incorporation of several applicable diversity responsive methods.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>prior-knowledge activation</i> using individualized past experiences;</li> <li><input type="checkbox"/> <i>visuals</i> that incorporate multiple cultural groups/contexts;</li> <li><input type="checkbox"/> student-centered <i>examples</i>; <ul style="list-style-type: none"> <li>● incorporation of a <i>variety of scaffolding techniques</i></li> </ul> </li> <li><input type="checkbox"/> intentional <i>grouping</i>; <ul style="list-style-type: none"> <li>● use of <i>partner and small-group work</i> to provide opportunities for language use</li> </ul> </li> <li><input type="checkbox"/> <i>relevant/real-life</i> examples and connections;</li> <li><input type="checkbox"/> <i>diverse perspectives</i> and representations;</li> </ul>	<p>Lesson includes cultural responsiveness through the incorporation of <i>some</i> culturally relevant strategies, but overlooks <i>some</i> inclusive opportunities.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>prior-knowledge activation</i> using individualized past experiences;</li> <li><input type="checkbox"/> <i>visuals</i> that incorporate multiple cultural groups/contexts;</li> <li><input type="checkbox"/> student-centered <i>examples</i>; <ul style="list-style-type: none"> <li>● incorporation of a <i>variety of scaffolding techniques</i></li> </ul> </li> <li><input type="checkbox"/> intentional <i>grouping</i>; <ul style="list-style-type: none"> <li>● use of <i>partner and small-group work</i> to provide opportunities for language use</li> </ul> </li> <li><input type="checkbox"/> <i>relevant/real-life</i> examples and connections;</li> <li><input type="checkbox"/> <i>diverse perspectives</i> and</li> </ul>	<p>Lesson attempts to be culturally responsive through the incorporation of some culturally relevant strategies, but overlooks inclusive opportunities.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>prior-knowledge activation</i> using individualized past experiences;</li> <li><input type="checkbox"/> <i>visuals</i> that incorporate multiple cultural groups/contexts;</li> <li><input type="checkbox"/> student-centered <i>examples</i>; <ul style="list-style-type: none"> <li>● incorporation of a <i>variety of scaffolding techniques</i></li> </ul> </li> <li><input type="checkbox"/> intentional <i>grouping</i>; <ul style="list-style-type: none"> <li>● use of <i>partner and small-group work</i> to provide opportunities for language use</li> </ul> </li> <li><input type="checkbox"/> <i>relevant/real-life</i> examples and connections;</li> <li><input type="checkbox"/> <i>diverse perspectives</i> and</li> </ul>	<p>This aspect of lesson planning is not addressed.</p>

Criteria	Satisfactory (3 points)	Emerging (2 points)	Unsatisfactory (1 point)	No attempt (0 points)
	<input type="checkbox"/> student <i>voice and choice</i> ; <ul style="list-style-type: none"> <li>● inclusion of <i>student's native language</i> in some aspect of teaching if possible or appropriate</li> <li>● consideration of <i>learners' culture and comfort level</i> when planning participation strategies</li> </ul> <input type="checkbox"/> presentation of <i>multiple routes</i> to success; <ul style="list-style-type: none"> <li>● incorporation of <i>multiple means of representation</i></li> <li>● incorporation of <i>multiple means of engagement</i></li> <li>● incorporation of <i>multiple means of action and expression</i></li> </ul> <input type="checkbox"/> value of both factual/conceptual knowledge and <i>thinking skills/social connectedness</i> ; <input type="checkbox"/> incorporation of student <i>self-evaluation</i> ;	representations; <input type="checkbox"/> student <i>voice and choice</i> ; <ul style="list-style-type: none"> <li>● inclusion of <i>student's native language</i> in some aspect of teaching if possible or appropriate</li> <li>● consideration of <i>learners' culture and comfort level</i> when planning participation strategies</li> </ul> <input type="checkbox"/> presentation of <i>multiple routes</i> to success; <ul style="list-style-type: none"> <li>● incorporation of <i>multiple means of representation</i></li> <li>● incorporation of <i>multiple means of engagement</i></li> <li>● incorporation of <i>multiple means of action and expression</i></li> </ul> <input type="checkbox"/> value of both factual/conceptual knowledge and <i>thinking skills/social connectedness</i> ; <input type="checkbox"/> incorporation of student <i>self-evaluation</i> ;	representations; <input type="checkbox"/> student <i>voice and choice</i> ; <ul style="list-style-type: none"> <li>● inclusion of <i>student's native language</i> in some aspect of teaching if possible or appropriate</li> <li>● consideration of <i>learners' culture and comfort level</i> when planning participation strategies</li> </ul> <input type="checkbox"/> presentation of <i>multiple routes</i> to success; <ul style="list-style-type: none"> <li>● incorporation of <i>multiple means of representation</i></li> <li>● incorporation of <i>multiple means of engagement</i></li> <li>● incorporation of <i>multiple means of action and expression</i></li> </ul> <input type="checkbox"/> value of both factual/conceptual knowledge and <i>thinking skills/social connectedness</i> ; <input type="checkbox"/> incorporation of student <i>self-evaluation</i> ;	
<b>Component 5: Lesson Closing (3 pts)</b>				



<b>Criteria</b>	<b>Satisfactory (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>	<b>No attempt (0 points)</b>
<i>Closure</i>	Clear plan for closing the lesson is included. The closing reviews and clarifies key points of the lesson. The closure is designed to help organize learning and provide a clear picture of what was taught. A variety of questions and statements are used to close the lesson and/or the learners (if applicable) close the lesson through a summary discussion of what they learned.	A closure reviewed and clarified key points of the lesson, but does not appear to help students organize information or include the learners in the closing.	A closure was included but did not review and clarify key points of the lesson.	This component of the lesson plan template is not completed.
<b><i>Component 6: Evaluation/Assessment (3 pts)</i></b>				
<i>Evaluation/Assessment</i>	The evaluation is aligned to the objective and measures the construct intended. A checklist, rubric, or scoring protocol is included.	The evaluation is aligned to the objective and measures the construct intended but may be vague or confusing. A checklist, rubric, or scoring protocol is included but may not be clear.	Evaluation is missing or does not align to the objective. Checklist, rubric, or scoring protocol is not included.	This component of the lesson plan template is not completed.
<b><i>Professionalism (3 pts)</i></b>				
<i>Grammar, Punctuation, and Language Usage</i>	Minimal to no errors in grammar, punctuation, sentence structure, usage.	Clean copy with several minor grammar and spelling errors combined.	Noticeable errors in grammar to the point of reader distraction.	The lesson plan does not represent a minimal level of professionalism and needs to be resubmitted for grading.
<b>Total possible points for common components</b>				<b>51 points</b>
<i>Additional components specific to course or program</i>				

Criteria	Satisfactory (3 points)	Emerging (2 points)	Unsatisfactory (1 point)	No attempt (0 points)

### Sources

Elford, M.D., Haynes-Smith, H., & James, S. (2022). *GET FEEDBACK: Giving, exhibiting, and teaching feedback in special education teacher preparation*. Thorofare, NJ: SLACK Incorporated.

Gay, G. 2010. *Culturally responsive teaching: Theory, research, and practice* (2nd Ed.). New York: Teachers College Press.

Ghattas, N.L., and J.S. Carver. 2017. Cultural Responsiveness of the Next Generation Science Standards. *Teacher Education* 52 (1). <https://ir.library.illinoisstate.edu/jste/vol52/iss1/5/>

Ladson-Billings, G. 1995. Toward a theory of culturally relevant pedagogy. *American Educational Research* 32: 465–491.

Lesson Plan Templates from Block A and Early Childhood

Lesson Plan Rubric from STL 476

NGSS Lead States 2013. *Next generation science standards: For states, by states*. Washington, DC: National Academies Press.

Price, K.M., & Nelson, K.L. (2019). *Planning effective instruction: Diversity responsive methods and management* (6<sup>th</sup> Ed.). Boston, MA: Cengage.

Yoon, J., and L.A. Martin. 2019. Infusing culturally responsive science curriculum into early childhood teacher preparation. *Research in Science Education* 49: 697–710. <https://doi.org/10.1007/s11165-017-9647-x>