

DEPOSIT CENTRAL SCHOOL DISTRICT

DANIELSON FRAMEWORK LESSON PLAN TEMPLATE

Teacher:	Subject/Grade:
Date/Time:	Topic of the Lesson:
<p>**The delivery of your lesson is always contingent upon the content you intended to deliver. Sometimes you may address all of the elements in the template and sometimes you may not. This template is a guide to ensure you are addressing the essential elements of a lesson plan to ensure students will be able to demonstrate enduring understanding.** This should be submitted 2 days prior to observation.</p>	
Learning Goals	<p>Teaching to an Outcome</p> <ul style="list-style-type: none"> -The objective of the lesson is clear to the students -All classroom activities are aligned with the objective <p><i>– What should students know and do as a result of the lesson? How will you communicate these targets to the students? How are these objectives applicable to the real world?</i></p>
Activities	<p>Engaged Learners</p> <ul style="list-style-type: none"> -All students visibly participating in activities -Learning is relevant to the objective <p>Lesson Activities (Direct Instruction/Modeling/Guided Practice/Independent Practice)</p> <p><i>How will you introduce/model new skills or procedures? What instructional strategy(ies) will you use to ensure 100% engagement?</i></p> <p><i>What will students do together to use new concepts or skills? How will you assist students in this process? What opportunity will students have to independently practice/apply the new skills and concepts in a meaningful way?</i></p>

Attachment E

<p>Effective Questions</p>	<p>Effective Questioning -Congruent to the learning -Invitation for ALL students to think -Questions ranging from base of knowledge building to higher thinking that is more critical and creative <i>What are some of the questions you will ask students during the lesson? Questions should include a range of low level and high level response items (basic recall – explanation/connection/synthesis)</i></p>
<p>Assessment (Formative & Summative)</p>	<p>Checking for Understanding -Evidence of learning is observable -Evidence of ALL students’ understanding -Evidence congruent to the learning objective <i>How will you assess student learning throughout the lesson? How will this learning be assessed in the future (summative)?</i></p>
<p>Resources/ Materials</p>	<p><i>What texts, digital resources, & materials will be used in this lesson?</i></p>
<p>Differentiation</p>	<p><i>What curriculum or classroom accommodations will you make for students with learning differences in your class? Include all aspects of diversity: ELL, Gifted, IEP etc. Be as specific as possible.</i></p>