

# Lesson Plan Template

(submitted via e-mail by the teacher one school day prior to the pre-conference)

Teacher Name: [Click here to enter text.](#)

Date:

Unit: [Click here to enter text.](#)

Lesson: [Click here to enter text.](#)

<b>Curriculum Standard(s)</b> Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.	
<b>Student/Class Profile</b> Identify any accommodations in instruction to meet student learning needs.	
<b>Learning Outcomes</b> Identify the important concepts and skills that students will be expected to learn.	
<b>Assessments</b> Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.	
<b>Cognitive Engagement</b> Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.	
<b>Adjustments/Modifications</b> Identify ways in which you may adjust the lesson if formative assessments warrant modification.	
<b>Groups</b> How will students be grouped for each activity of the lesson?	
<b>Resources</b> Identify resources and materials needed for lesson.	

**QUESTIONS FOR PRE-CONFERENCE MEETING Revised 2014**

QUESTIONS	ANSWERS
How were the objectives established? What data and sources informed their selection?	
How will the teacher know and how will students demonstrate achievement of the instructional objectives?	
How does the lesson plan connect other learning opportunities?	
How do those strategies promote high levels of cognition?	
How is this lesson organized to address short- and long-term learning objectives?	
How has student achievement data informed the instruction, and how does this lesson specifically address the identified student?	
How will instruction be differentiated to meet the needs of all students?	
What is the pre- and post-requisite knowledge related to this lesson?	
What misconceptions may students have related to this topic?	
How might these learning obstacles be addressed?	
How will student learning be assessed, including both formative and summative assessments?	
How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson?	

**QUESTIONS FOR POST-CONFERENCE MEETING Revised 2014**

QUESTIONS	ANSWERS
As you reflect on the lesson, were the students cognitively engaged in the work? How do you know?	
How did the instructional strategies you chose support student learning? How do you know?	
What have you done to promote a culture for learning in your classroom?	
Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason?	

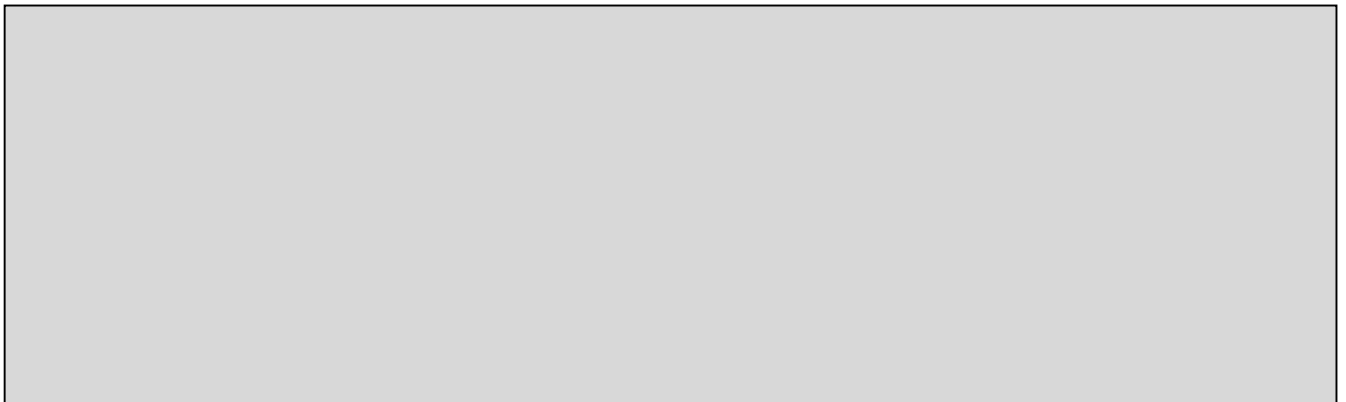
## **End of Year Self Reflection**

(Each response should not exceed 250 words)

How did the objectives and activities/strategies improve my practice and increase learning for all students, particularly the performance of students with disabilities, underachieving populations and/or the performance of high performing students?



How did changes in curriculum or developments in my content area contribute to my professional growth as a teacher and were you able to incorporate what you learned into your teaching and professional practice?



What resources, strategies/skills, or support is necessary for me to make professional growth?

