# Lesson Plan Protocol

Teacher candidates are required to have multiple experiences with high-quality instructional materials (HQIM) throughout their academic year. The focus on becoming critical consumers of HQIM is a direct response to the increased number of schools, districts, and states that are moving towards effective, aligned materials. This protocol will outline some of the key components that teacher candidates can use as guides when they begin the annotation process.

## Lesson Plan Annotations

Use the below annotation guidelines to begin the annotation process. The language below serves as guidance to assist candidates with identifying what they will plan for during the lesson. For instance, if the HQIM identifies that an activity should be completed in groups, the teacher candidate will annotate how they will divide the class into groups (i.e. random, homogeneous, heterogeneous, interest, etc.) Click here for a student example of a lesson plan annotation.

**Listed below are suggestions to include in your annotations:**

**State Standard(s):**

- The lesson objectives, activities, and assessments are aligned with the state standards
- Identify the code and full verbiage for the standard(s) used. Ensure the lesson objectives, activities, and assessments are aligned with the state standards.

**Objectives**

- The verb is observable/actionable and measurable criteria are included
- The level of Bloom's Taxonomy or Depth of Knowledge is considered
- The objectives are aligned with instructional procedures
- Sub-objectives scaffold the learning and build to the major objective

**Assessment**

- There are several informal (formative) assessment tasks that are aligned with the objectives
- Learning is assessed at the end of the lesson through formal (summative) assessment [quizzes, assignments, projects, etc.]

- Performance criteria for assessment is defined

**Introduction**

- Includes a beginning of class routine, bell work, or agenda
- Incorporates an attention grabber and prior knowledge is activated through questioning
- Student-friendly objectives are provided

**Instructional Considerations**

- Plan for transitions in between activities and movement considerations
- Check for understanding throughout the lesson and prompt with higher-order thinking questions
- Clear modeling is provided by the teacher with detailed performance expectations
- Students can practice using the knowledge/skill and be given feedback (guided practice)
- Time allocations for each part of the lesson and use of timers during instruction
- Opportunities for engagement, problem-solving, higher-level thinking/activities
- Determine how students will be grouped in advance for collaborative learning
- An opportunity for independent practice is provided
- Accommodations & modifications for students with exceptionalities are provided
- Early finisher procedures

**Differentiation**

- Identify the parts of the lesson that will be differentiated
- The avenue of differentiation is specified (by process, product, content, and/or environment) and by type (by readiness, learner profile, or interest)
- Accommodations/Modifications (If applicable) State any procedures or materials that might be altered for learners with exceptionalities. Avoid student names; instead, state “2 students will need extended time”, etc.

**Closure**

- Objectives are revisited
- Connection to real-life experiences and provides an opportunity for student reflection
- Explanation of how the knowledge and skills learned in the lesson will be applied to a future task
- Homework explanation (if applicable)

**Classroom Management**

- Preventive, proactive structures are identified to encourage appropriate behavior
- Determine a signal for redirecting students’ attention during activities or transitions
- A plan for corrective measures is in place should misbehavior occur

**Materials**

- Consider teacher materials & student materials necessary for the lesson
- Technology considerations (video, website, links, speakers)
- Reference credible sources