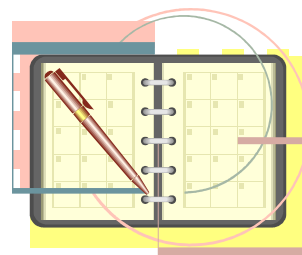


Lesson Planning Expectations



In order to effectively implement curriculum and actively engage our students in learning, it is necessary for our building to have a cohesive and uniform expectation for lesson planning.

Lesson Plans should include the following components:

Mastery Objective

Agenda

Activator/Warm-Up

Instructional Process Outline incorporating elements such as:

Student Discourse

Planned Questions using Paul's Reasoning Model

Differentiation

Instructional Strategies

Literary Strategies

Assessments - Criteria for Success

Summarizer

Resources

These are the expectations for lesson plans at Clemente. If during informal and formal observations, it is observed that the expectation is not being consistently met, we will ask to see daily lesson plans and/or ask the teacher to choose and use a lesson plan shell.

A lesson plan shell labeled "Clemente lesson plan" and other lesson plan shells are available on T-shared in the "Lesson Planning" folder. There are many additional templates to support planning for lessons incorporating differentiation, reciprocal teaching, jigsaw, co-teaching, etc.

RATIONALE:

Standard I (*Teachers are committed to students and their learning*) of the Professional Growth System Handout states that in order to meet standard, the teacher plans and delivers lessons that challenge students without overwhelming them and uses differentiated assignments and learning activities that reflect high standards for all students.

Standard II (*Teachers know the subjects they teach and how to teach those subjects to students*) states that in order to meet standard, the teacher teaches the curriculum for his/her grade level (s) and subjects as defined by Maryland and MCPS curriculum standards, plans for the year, semester, marking period, unit, and day, including all curricular goals with appropriate sequencing and time allocations, and plans instruction in specific thinking skills and learning experiences that require student use of those skills.

Standard III (*Teachers are responsible for establishing and managing student learning in a positive learning environment*) states that in order to meet standard, the teacher maximizes student learning time by appropriately pacing lessons, making seamless transitions, having materials ready, and organized