These essential elements need to be included in all lesson plans regardless of the format used.

**Learner Profile/Contextual Factors**
Defines the audience for the unit/daily lesson plan. Provides information about the school and classroom of students for whom the lesson is designed.

*To find this information, visit the Data Analysis section on the WINSS website at http://www.dpi.wi.gov/sig/index.html Place this information on every lesson plan, but you can duplicate it from day to day.*

**Goal(s)**
Restate the unit goal(s) that relate to this lesson plan.

**Common Core Standards**
Select and list the specific state standard(s) covered in this lesson.

*The Wisconsin Model Academic Standards and the Common Core State Standards (CCSS) are located at [http://www.dpi.state.wi.us/dpi/standards/index.html](http://www.dpi.state.wi.us/dpi/standards/index.html) and the Wisconsin Model Early Learning Standards (WMELS) can be found at [http://www.collaboratingpartners.com/wmels-documents.php](http://www.collaboratingpartners.com/wmels-documents.php).*

**Objectives**
Defines what the student will learn and be able to do upon completion of the lesson. Objectives will reference three components: Condition, learning behavior(s) and measurable criteria. Objectives will be clearly tied to CCSS or WMELS and assessment.

(Given, Within, During, Provided) __________, TSW ________________ {Condition – teacher provided}  {Learning behavior with Bloom’s Verb} with ________________accuracy.

*Criteria (when applicable)*

**Examples:**

**ECE:** Given a teacher-made class list, TSW verbally identify by name and by sound each upper and lower case letter in her/his first name with 100% accuracy.

**Time Frame**
Approximate length of lesson divided into minute increments.

**Resources**

**Materials:** List all materials, including technological resources, that must be collected prior to the lesson.

*Make sure to set aside supplies in advance of the lesson to ensure you have enough. Also, double check all technical equipment to make sure it is working properly and that it is signed out to you for the time you will need it. Don’t assume it will be there.*

**People:** List the people resources with whom you need to correlate. (e.g., LMC Director, G & T specialist, reading specialist, Title I teacher, special education teachers, other classroom teachers)
Instructional Procedure

Lesson procedures reflect best practices that have a direct and positive effect on the teaching/learning environment. You should indicate the time needed for each component of the lesson and should be detailed enough that any teacher could teach the lesson.

The lesson procedure will include three (3) parts that effectively address the needs of a wide range of learners by providing “multiple pathways” in the teaching and learning process. For example: vary grouping models, use multiple intelligences, etc. ie. Use developmentally appropriate practices that meet the needs of this group of children.

I. An introduction/motivation

A. Utilizes student background knowledge or schema
B. Sets purpose and is relevant for topic, concept or skill
C. Connects to prior and subsequent learning

II. Developmental/Universal Core

A. Incorporates best teaching practices of Differentiated Instruction within the framework of RTI and correlates with your classroom contextual factors:

1. Lessons designed to effectively address the needs of a wide range of learners.
2. High quality instruction that enables all students to be successful
3. High quality instruction that is matched to student individual needs and learning styles.
4. Choose only specific learning activities and projects which advance students’ understanding.
5. Active learning increases student engagement.
6. Step-by-step lesson that connects with the stated objectives.

B. Includes thoughtful, purposeful and appropriate accommodations and modifications that meet mandated RTI requirements to support the belief that all students can succeed:

1. Chosen approaches must address classroom contextual factors. For example, SES, ethnicity, HPL (High Performance Learner), learning disabled students, limited English proficient learners, Title I students, hearing impaired students, etc.

<table>
<thead>
<tr>
<th>Contextual Factors (examples listed, not limited to)</th>
<th>Accommodations: Materials, resources, and physical attributes needed to enhance student performance. Addresses the physical, cognitive, emotional and social needs of every learner.</th>
<th>Modifications: Adjustments to what the student is asked “to do” based on their learning style and contextual factors. Allows for “multiple pathways” of meaningful learning. It is comprehensive and flexible.</th>
<th>Why necessary?</th>
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</thead>
<tbody>
<tr>
<td>HPL</td>
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<td>SES</td>
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<td>ELL</td>
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<td>Other: Cultural, religious, etc.</td>
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</table>
III. Closure

1. Provides a brief overview of the major points covered in the lesson. It must focus on the objectives. (e.g., post instruction strategies, summative assessment)

Assessment

*Measures achievement of objectives.* After writing a learner objective, ask yourself- *how will I measure the outcome?* Assessments may be formative and/or summative and may provide evaluation for the class as a whole or for individual students. Ongoing, formative assessment during the lesson procedure provides valuable data that affects your teaching. If students do not grasp what you are teaching, you must re-teach using alternative methodology. Assessment takes many forms, for example: rubrics, anecdotal notes, rating scales, and checklists. Pre and post assessments should be used when appropriate. We assess to guide our instruction. We assess to monitor the success of instructional approaches. We assess to give feedback to children and their parents. We assess ourselves as teachers to make sure that our professional knowledge is up to date and that our practices are serving our students as best they can.

Analysis

Includes quantitative and qualitative data which addresses the questions:

- Did the students attain the objective(s)?
- How do I know? What is my evidence?

This data is derived from the assessments that are used.

*You might give a pre/post assessment at times to find out how much the students already know about a topic before you start the unit and how much they learned by the end of it.*

Reflection

Focuses on what went well, what did not go as anticipated, and what adjustments need to be made when teaching this lesson in the future. Identifies strengths and weaknesses and describes what will be done next that will address both strengths and weaknesses of the lesson.