

CHECKLIST FOR DIRECT INSTRUCTION PLANNING FORMAT
2009-2010

This checklist should be used to verify that your lesson plan includes all of the required elements for success.

1. Lesson Plan Information

Identifies:

- Subject /course
- Grade
- Topic
- Time & Length of Period/Class
- Date

2. Expectation(s) and Learning Skills

- Selected and listed from the Ontario Curriculum
- Refined when necessary
- Have verbs that are measurable and observable
- Have realistic number of expectations (1-3 usually)
- Have expectations that match assessment
- Learning skills are listed as necessary
- Identify what will be taught in today's lesson

3. Pre-assessment

A. (i) Students

- Identifies students' prior knowledge related to the expectation(s)

(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)

- Identifies students who require additional support, including modifications and/or accommodations; describe strategies to be used
- Describes changes in content, process, product to meet needs

B. Learning Environment

- Describes the teaching/learning space
- Describes adjustments to the teaching/learning space if required
- Lists group members when necessary

C. Resources/Materials

- Lists resources to be used:
 - text title, author, and page(s)
 - films, websites, articles, etc.
 - exemplars, models, anchor charts
 - technology (overhead, data projector, computer, SmartBoard, lab equipment, etc.)
 - handouts (worksheets, templates, rubrics, checklists, etc.)
 - paper, markers, manipulatives, etc.

4. Content (The What)	Teaching/Learning Strategies (The How)
A. Introduction (motivational steps/hook/activation of students' prior knowledge) <ul style="list-style-type: none"> <input type="checkbox"/> Time is allocated <input type="checkbox"/> Should be connected to the learning <input type="checkbox"/> Is clearly stated <input type="checkbox"/> Describes in detail how it will be used <input type="checkbox"/> Engages the students <input type="checkbox"/> Is creative, innovative and motivating 	
B. Content for New Learning <ul style="list-style-type: none"> <input type="checkbox"/> Facts, data, information, formulae, concepts, skills, knowledge and attitudes and/or learning skills are listed in detail <input type="checkbox"/> Content is organized in a logical and sequential manner 	B. Teaching/Learning Strategies for New Learning <ul style="list-style-type: none"> <input type="checkbox"/> Time is allocated <input type="checkbox"/> Teaching/learning strategies are described step by step, including groupings <input type="checkbox"/> Teacher modeling of new learning is explained <input type="checkbox"/> Key educative questions are listed <input type="checkbox"/> Strategies parallel the content <input type="checkbox"/> Transitions are described <input type="checkbox"/> Learning skill(s) listed, anchored, and demonstrated as appropriate

5. Consolidation/Recapitulation Questions (Check for understanding / scaffolded practice)

- Time is allocated
- Students are asked to summarize/demonstrate facts, data, information, formulae, concepts, skills, knowledge, attitudes and/or learning skill(s)
- Recapitulation questions are listed

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

- Time is allocated
- Explains how the students will apply and practice the new learning alone or in groups
- Moves students from guided, scaffolded practice to increasingly independent practice/understanding/gradual release of responsibility

7. Lesson Conclusion

- Time is allocated
- Students are made aware of what they have learned (metacognitive skills) / sharing of new learning
- Reminders
- Homework is assigned if meaningful and appropriate

8. Assessment (collection of Data) / Evaluation (interpretation of Data)

- Identifies the strategy used to assess student learning
- Includes a recording device (anecdotal notes, rubric, rating scale, checklist)
- Includes self and peer assessment as appropriate

9. Student Teacher's Reflections on the Lesson

A. (i) Evidence of Student Learning Related to Lesson Expectation(s)

- Gives clear statements describing the degree to which the expectations were achieved by ALL students, including those who needed differentiation
- Provides evidence about the degree to which ALL students, including those identified in the Preassessment, have met expectation(s)

(ii) Next Steps for Student Learning Related to Lesson Expectation(s)

- Lists steps to help ALL students meet expectations for next class, including those who require continued differentiation
- Identifies topic for next class

B. (i) Evidence of the Effectiveness of the Student Teacher

- Assesses and provides evidence regarding the quality of your implementation of the lesson (communication, planning, organization, motivation, teaching / learning strategies, differentiation, questioning, assessment, etc.)
- Assesses and provides evidence regarding the quality of your classroom management

(ii) Next Steps Related to the Effectiveness of the Student Teacher

- Lists next steps for professional growth regarding the lesson (communication, planning, organization, motivation, teaching / learning strategies, differentiation, questioning, assessment, etc.)
- Lists pro-active classroom management strategies

Holistic Rating Scale Lesson Plans	
<input type="checkbox"/> 5	All parts of the lesson plan are fully developed and well-organized. All aspects are extensively detailed and explained using clear language.
<input type="checkbox"/> 4	Most parts of the lesson plan are developed and well-organized. A few aspects need to be more fully developed.
<input type="checkbox"/> 3	Some parts of the lesson plan are developed and organized. Many details and organizational items require further development.
<input type="checkbox"/> 2	A few parts of the lesson plan are developed and organized. Most details and organizational items require development.
<input type="checkbox"/> 1	Most parts of the lesson plan lack development and organization. Most details and organizational items are not adequately addressed.