

### UMF Unit-Wide Lesson Plan Template - Explained

Name:		Program:	Course:
Lesson Topic / Title:			
Lesson Date:	Lesson Length:	Grade/Age:	
Learning Objectives & Content Standard Alignment - Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards.			
<b>Learning Objective(s)</b>  Write learning objectives that are clear, attainable, measurable, observable and age/content appropriate.		<b>Instructional Decisions / Reasoning</b>  In bulleted form, identify your reasoning or why you chose these objectives. How are they content, age and lesson topic appropriate?	
<b>Content Standard(s)</b>  Identify the relevant content standards (CCSS, MLR, MGSS, MELDS, ISTE, other) and discipline specific standards (practice, anchor, cross-cutting, other). Align objectives with content and discipline specific standards.		<b>Instructional Decisions / Reasoning</b>  In bulleted form, why did you choose these standards?	
Assessment - Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth.			
<b>Assessment</b>  Use evidence to choose or develop appropriate methods for assessing student achievement of learning objectives. Use multiple means of assessing student learning when appropriate. How are the assessments adapted to enable all learners to demonstrate their knowledge? How will you provide meaningful feedback to students? How will the assessment results be used?		<b>Instructional Decisions / Reasoning</b>  In bulleted form, what type of assessment is this? What accommodations, modifications, or extensions in assessment are you using? How will analysis of this data inform instruction?	
Instructional Materials and Resources - Stays current in content knowledge and expands expertise in reviewing instructional materials from the perspectives of both the discipline and individual learner needs.			
<b>Materials, Resources, and / or Technology</b>  What teacher and student materials are necessary for this lesson to be implementation ready? Include handouts, types of manipulatives, models etc. Describe how technology augments learning or assists in planning this lesson and what specific technology is necessary for this lesson, when applicable.		<b>Instructional Decisions / Reasoning</b>  In bulleted form, show how these materials, resources, and technology are relevant, accurate, appropriate and accessible to the learners. Include how you addressed students with disabilities, language needs or giftedness.	

Instructional Methods: Selects, creates, and sequences learning experiences and performance tasks by using a variety of instructional approaches, strategies, and technologies that make learning accessible to all learners and support learners in reaching rigorous curriculum goals.

### Teaching and Learning Sequence

Show the plan and sequence of your lesson that is connected to the objectives. Clearly identify timeframe. Describe the introduction and closure of the lesson. Show where in the sequence technology is used to engage learners in meeting learning objectives when appropriate. The sequence should include process for monitoring student progress.

### Instructional Decisions / Reasoning

In bulleted form, provide any additional information pertaining to your teaching and learning sequence including details such as specific strategies used, instructional dialogue and potential teacher and student questions.

### Meeting students' needs (differentiation, extensions, modifications, accommodations)

Identify potential adaptations (accommodations, modifications, assistive technology, etc.). Clearly identify specific students who may need the adaptations, scaffolding, enriching and/or extended learning activities. Be sure to include multiple instructional strategies that engage a range of learner preferences and abilities. Incorporate required accommodations for all students with identified needs. Plan for learner choice/interest that results in variation of pace, process, product and/or environment. State the specific activities that will adapt, scaffold, enrich and/or extend instruction in order to appropriately challenge specific students.

### Instructional Decisions / Reasoning

In bulleted form, discuss your reasoning for including specific activities or strategies. Be sure to identify any misconceptions and how you are providing scaffolds and differentiated instruction. What instructional decisions are you making, and why?

## Field Courses Only – Post lesson

### Reflection:

Once the lesson is implemented, produce a thoughtful reflection addressing the following: strengths of the lesson and areas for growth; evidence of student learning and interpretation of assessment results. Consider the following questions:

- Did the students meet the objective(s)/learning goal(s) of the lesson? How do you know?
- What does your assessment data tell you?
- What went well?
- What would you change?
- What did you learn? How will this impact your next lesson?

How many students met the objective(s)? Partially met? Did not meet? After analyzing the assessment data what will you do to help ALL students meet the objective(s)?

### Teaching Standards and Rationale

What teaching standards are you meeting with this lesson? Identify the specific standard and indicator. Write the standard in your own words. What does it mean to you? Why is this lesson a good example for this standard/indicator? How does the lesson demonstrate your competence in meeting the specific teaching standard/indicator? Identify examples within the lesson that demonstrate the standard/indicator.