Learning Loss Support - Lesson Plan Checklist

1. Did the lesson plans
   - Unpack the standards at the beginning of each unit?
   - Include technology or use supportive or illustrative audio or visual aids?
   - Indicate the knowledge levels?
   - Indicate the application levels?
   - Use appropriate formatting?
   - Gear the material to the level of the students for which it was prepared?
   - Integrate curricular areas when appropriate?

2. Are the essential questions
   - Questions that cannot be answered yes, or no?
   - Relevant to students?
   - Related to the standards being taught?
   - Thought-provoking?
   - Clear, concise, and easily understood?

3. Do the activating strategies
   - Hook students?
   - Engage students?
   - Review previously taught concepts or prepare students for the lesson?
   - Link to student’s prior knowledge?
   - Preview vocabulary students will learn?

4. During the work periods did the teacher(s)
   - Include time frames for each section of the lesson?
   - Provide a relevant and student friendly “Today I will learn . . . because….” frame that ties into the lesson?
   - Distribute a graphic organizer for notes?
   - Preview vocabulary words that will be used throughout the lesson?
   - Monitor as students practice independently or in groups?
   - Plan for a variety of activities for students to various learning styles?
Prepare material that meets student needs, interests, and abilities?
Consider ways to check for understanding?
Address the needs of diverse learners through multiple, developmentally appropriate instructional methods?

5. Did the teacher(s) differentiate the instruction to meet the needs of
- Students with disabilities?
- Gifted learners?
- Struggling learners?
- Advance learners?
- EL learners?

6. Did the teacher(s) list and use engaging teaching methods such as
- Personal response?
- Clear/modeled expectations?
- Emotional/intellectual safety?
- Learning with others?
- Sense of audience?
- Choice?
- Novelty/variety?
- Authenticity?

7. Did the teacher(s) lesson plan support a co-taught classroom by providing
- Differentiated or specialized instruction?
- Groups?
- A co-teaching approach?

8. Did the teacher(s) closings
- Provide information on how well students mastered the lesson?
- Summarize what was taught?
- Vary depending on content?

9. Are the teacher(s) assessments
- Aligned with the stated objectives and the type of performance appropriate to desired student outcomes for the lesson?