

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?

