

**College of Coastal Georgia**  
**Department of Education and Teacher Preparation**  
**Lesson Plan Framework**



Teacher Candidate:	Program/Course:
Date of Lesson:	Estimated Time for Lesson:
Grade Level/Content Area:	Number of Students:

**State-Adopted Student Academic Content Standards**

List the relevant Georgia Performance Standards (GPS), Georgia Standards of Excellence (GSE), and/or Bright From the Start Georgia Department of Early Care and Learning (DECAL) standards addressed in this lesson. Include the number and text. If only a portion of the standard is being addressed, indicate the part/parts that are relevant to the lesson using the underline feature.

**Learning Objectives**

State what the students will know, understand, and be able to do at the end of the lesson. Ensure that your objectives incorporate observable/measurable verbs.

**Informal and Formal Assessments**

Describe the informal and formal assessments that will be used to monitor student learning. In the description, address the type of assessment and what is being assessed.

**Instructional Strategies and Learning Tasks**

Describe what you and the students will be doing. Be sure to indicate how you will support diverse student needs.

**Introduction**

*Guiding Question: How will you set students up for success in learning?*

*Important Considerations:*

- You need to make learning relevant to students by providing authentic opportunities.
- You need to provide directions that are appropriate – depending on the level of the students.
- The introduction should be both intentional and conversational.
- Your overall goal should be to engage/excite learners.
- Address how you will motivate learners to be actively involved in knowledge construction.
- Communicate expectations using student-friendly language.
- Address how you will introduce self-assessment opportunities for learners throughout the lesson.

**Body of the Lesson**

*Guiding Question: How are you providing opportunities for students to explore and apply knowledge in an authentic setting and academically challenging environment?*

*Important Considerations:*

- Describe the evidence-based strategies you will use with learners.

- Describe the role of the teacher and the students. When necessary, include sample teacher script.
- Describe how the context/environment changes throughout this portion of the lesson.
- Address how will you informally assess learners during this time.
- Include classroom management strategies to be used to ensure that meaningful learning is taking place.

### **Closing**

*Guiding Question: How will you use this closure time to discuss, celebrate, and assess learning that occurred during the lesson?*

*Important Considerations:*

- You should facilitate a meaningful conversation about the learning that occurred during the lesson.
- You should plan for intentional teaching opportunities to summarize new understandings.
- How will you prompt learners to consider how this learning could be applied across other contexts in authentic (real-life) situations?
- How will you connect this learning to next steps for instruction?

### **Instructional Resources and Materials**

*List/Describe the instructional resources and materials used to engage students in learning.*

### **Reflective Commentary**

*Within three days of lesson implementation, teacher candidates are expected to address the following reflective prompts (in writing) prior to meeting with an evaluator for a debriefing conference.*

1. Describe two strengths of your lesson implementation. How did these aspects enhance student-learning opportunities? Support your explanation with evidence of student learning and principles from research and/or theory.
2. Describe two changes you would make to your lesson implementation to better support student learning. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from research and/or theory.
3. Based on your analysis of student learning, describe potential next steps for instruction to impact student learning.