

## Lesson Plan Template (Optional)

You may use the lesson plan format preferred by your program if it includes the following information or if you add any missing information. Otherwise, please use this format for your lesson plans, using as much space as you need.

Lesson \_\_\_\_\_

Student academic content standards that are the target of student learning (list the complete text of the relevant parts of each standard):

English Language Learner standards (if applicable):

Learning Objectives:

Assessments to Monitor Student Learning:

Instructional Strategies and Learning Tasks to Support Student Learning (what you and the students will be doing)

Resources and Materials:

# Glossary

**Academic Language:** Academic language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification).

**Assessment:** Evidence teachers collect of student prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, lab reports, papers, journals, and projects.

**Curriculum content:** The student learning that is expected to occur, including various areas of knowledge, e.g., facts, concepts, procedures, methods of inquiry and making judgments.

**Engaging students in learning:** When students are actively increasing their knowledge, skills, and abilities related to the learning objectives for the lesson. This is in contrast to **participating** in learning tasks where the students complete the activities, but little learning takes place because the tasks are not well-designed and/or implemented.

**Language Demands:** In the context of learning in classrooms, language demands are descriptions of the language students need to effectively participate in classroom tasks. This includes demands related to listening, speaking, reading, writing, and shifting between those modalities. These demands can be vocabulary, features of text-types, and other language demands (e.g., sharing ideas with a partner, listening to instructions). The degree of language demand also varies with the cognitive complexity of the content, a student's current language development, a student's relevant knowledge and experience, and the context in which the language demand occurs (e.g., participating in a discussion with or without notes). Teachers can draw upon students' language strengths (including language abilities in another language or context) and supply scaffolds to enable students to understand or produce language beyond their current level of mastery.

**Learning Objectives:** Student learning outcomes to be achieved by the end of the lesson.

**Learning Segment:** A set of lessons that build one upon another toward a central purpose, with a clearly defined beginning and end.

**Learning Tasks:** Purposefully designed activities in which students engage (not just participate – see Engaging Students in Learning) to meet the learning objectives for the lesson.

**Scaffolding:** A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is

designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

**Student academic content standards:** A set of knowledge, skills, and abilities that students are to learn by the end of a particular grade, grade level, or course. Student academic content standards are usually published by the state department of education to guide curriculum and instruction in public schools.

# Checklist of Required Evidence

## Context for Learning

- Context for Learning Form
- Commentary on your instructional context

## Planning for Instruction & Assessment

- Lesson Plans for learning segment
- Key instructional materials, e.g., class handouts, overheads, and formal assessments labeled by the lesson number(s) (e.g., Lesson 1, Lessons 2-3) for which each document will be used
- Commentary explaining your thinking behind your instruction and assessment plans

# Submitting the Required Evidence

To protect confidentiality, please make sure that you did not include any identifying information for you, your preparation program, your cooperating teacher, the school, or the district. You may refer to your students by their first names, but please do not use both first and last names.

As much as possible we would like electronic submissions of materials through files on a CD/DVD. Label each file with the contents, and indicate the appropriate lesson number(s) for any files with instructional materials. You may submit paper copies of instructional materials if you do not have convenient access to a scanner. Please identify yourself on the CD/DVD and any paper copies by an ID number known to you and the program. Submit the materials in an unsealed envelope with the ID number written upon it to the faculty member supporting your work, who may ask you to submit an additional copy for program use. Include a separate sheet of paper with your name that can be removed before the materials are sent to Stanford.