**LESSON PLAN CHECKLIST**

**Prompt Questions to Facilitate Lesson Planning**

When creating a lesson plan, ask yourself the following questions:

1. **Why am I teaching this lesson?**

Required curriculum? Learner interest? Teachable moment?

1. **What do I hope to accomplish?**

Skill development? Concept for understanding? Product to be produced? What are the learning goals?

1. **Who are the learners?**

Range of abilities? Range of ages? Ethnic diversity and varying cultures?

1. **What is the timeframe for teaching this lesson?**

Part of a unit? One period/block schedule? Isolated lesson? Part of a sequential lesson?

1. **How will I begin this lesson to capture learner interest?**

Relevance to their lives? Props/visual display?

1. **What resources will I need to teach this lesson?**

Audiovisual or technology? Learner handouts? Manipulatives or visual displays?

1. **How will learners spend their time during the lesson?**

Small group discussion? Individual? Large group? Hands on activity? Taking notes?

1. **How will this lesson be assessed?**

Formally/informally? Quiz or test? Observation of learning? Open ended questions? Written? Verbal? What are the success criteria? Are they to be co-constructed? with learners?

1. **How will I end the lesson or close the period?**

Review and summary? Collect papers? Seatwork assignment? Homework?

1. **How will I know whether I succeeded in teaching the lesson?**

Self-assessment? Reflection? Response of learners? Associate teacher feedback?

**To ensure congruency between your teaching and best practices, ask yourself the following questions:**

1. Do the lessons I design include an introduction, a clear presentation of content, checks for understanding, guided practice, independent practice, closure or summary and periodic reviews?

2. Have I considered each of the following factors in trying to increase students’ motivation to learn: student interest, student needs, novelty and variety, success, tension, feeling tone, feedback and encouragement?

3. Have I communicated high expectations for learning and behaviour to all students by equalizing response opportunities, providing prompt and constructive feedback on performance and treating all students with personal regard?

4. Have I used classroom questioning to involve students actively in the learning process by asking questions at a variety of cognitive levels, using questions to increase student participation and to probe for and extend student thinking?

5. Have I maximized student learning by allocating as much time as possible to this objective and increasing the percentage of student engagement in learning activities?

6. Am I teaching to enable students to develop a deep understanding of content rather than a surface-level knowledge?

7. Am I using a comprehensive framework to help students develop thinking skills, problem-solving skills and the capacity to regulate their own learning?

8. Am I using authentic instruction in terms of the learning activities I plan and carry out?

9. Am I building communities of learners?

10. Am I teaching so that students can demonstrate their learning by using a variety of intelligences?

11. Am I using cognition to increase student motivation to learn?