TEAM Lesson Plan Template

Teacher:	
Subject/Grade:	
Lesson Title:	
AGENDA	**Briefly list the components of the lesson in the order they will occur**. Activities should be sequenced from basic to complex. Give approximate lengths of time for each component.
STANDARDS	**Identify what you intend to teach.** State, Common Core, ACT College Readiness Standards and/or State Competencies
OBJECTIVE(s)/Sub-Objectives	**Connect prior learning to new learning.** Clear, Specific, Observable, Demanding, High Quality, Measurable, Aligned to Standard(s), and Integrated with other subjects, build on prior student knowledge Student-Friendly (I Can Statement)
MOTIVATING STUDENTS	**"Hook": Engage students' attention and focus on learning.** Personally meaningful and relevant, reinforce and reward efforts
PRESENTING INSTRUCTIONAL CONTENT/LESSON STRUCTURE & PACING	**Step-by-Step Procedures-Lesson Sequence: Basic to Complex.** Lesson includes visuals, modeling, logical sequencing and segmenting (beginning, middle, ending); essential information; concise communication; grouping strategies; differentiated instructional strategies to provide intervention & extension; seamless routines; varied instructional strategies; key concepts & ideas highlighted regularly
I DO You Doo We Do	

ACTIVITIES & MATERIALS	**Content-related:** Clearly supports lesson objective(s); rigorous & relevant; time for reflection **Student-centered**: Induce curiosity & suspense; provide choices & student-to-student interaction **Materials-related:** Incorporates multimedia & resources beyond the textbook; some activities which are game-like, involve simulations, & demand self-direction & self-monitoring
QUESTIONING (embedded throughout)	**Balanced mix of question types.** Utilizes Blooms Taxonomy/Webb's Depth of Knowledge; high frequency; purposeful & coherent; require active responses; balance based on volunteers/non-volunteers, ability, & gender; lead to further inquiry & self-directed learning (See Appendix)
PLANNED QUESTIONS: Knowledge/Comprehension Application and Analysis: Creation and Evaluation:	

ACADEMIC FEEDBACK	**Support student learning and adjust instruction.** Consistently academic focused, frequent & high quality, specific, timely, high quality & relates to lesson objective/sub-objective; prompts student thinking; assesses progress; individualized & varied
GROUPING	**Maximize student understanding & learning** Varied group composition (race, gender, ability, & age); clearly understood roles, responsibilities & group work expectations; accountability for group & individual work; student opportunities for goal setting, reflection & evaluation of learning
TEACHER KNOWLEDGE OF STUDENTS	**Learning styles and interests.** Anticipate learning difficulties, regularly incorporate student interests & cultural heritage; differentiate instructional methods
THINKING	**Implement four types of thinking (Analytical, Practical, Creative, & Research-based) & Explicitly Teach.** Provide opportunities for students to generate ideas & alternatives; analyze, evaluate & explain information from multiple perspectives & viewpoints

☐ Analytical ☐ Practical ☐ Creative ☐ Research-Based

PROBLEM-SOLVING	In what two or more ways will the students be assessed by the teachers and by each other?

What type of problem solving will students be asked to perform?

- ☐ Abstraction
- ☐ Categorization
- ☐ Drawing Conclusions/Justifying Solutions
- ☐ Prediction Outcomes
- ☐ Observing and Experimenting
- ☐ Improving Solutions
- ☐ Identifying Relevant/Irrelevant Information
- ☐ Generating Ideas
- ☐ Creating and Designing

CLOSURE	**Reflection/Wrap Up.** Summarizing, reminding reflecting, restarting, connecting

NOTES:

WEBB'S DEPTH OF KNOWLEDGE OVERVIEW

Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and standardized assessments. Since then the process and criteria have demonstrated application to reviewing curricular alignment as well. This body of work offers the Depth of Knowledge (DOK) model employed to analyze the cognitive

expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. It should be noted that the term knowledge, as it is used here, is intended to broadly encompass all forms of knowledge (i.e. procedural. declarative, etc.). The following table reflects an adapted version of the model.

DOK Level	Title of Level
1	Recall and Reproduction
2	Skills and Concepts
3	Short-term Strategic Thinking
4	Extended Thinking

DOK levels are assigned to each course objective. The following served as general guidelines for developers:

- The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable.
- The DOK level should reflect the *complexity* of the cognitive processes demanded by the task outlined by the objective, rather than its *difficulty.* Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is "difficult".
- If there is a question regarding which of two levels a statement addresses, such as Level 1 or Level 2, or Level 2 or Level 3, it is appropriate to select the higher of the two levels.
- The DOK level should be assigned based upon the cognitive demands required by the central performance described in the objective.
- The objective's central verb(s) alone is/are *not sufficient* information to assign a DOK level. Developers must also consider the complexity of the task and/or information, conventional levels of prior knowledge for students at the grade level, and the mental processes used to satisfy the requirements set forth in the objective

LEVEL 1 – RECALL & REPRODUCTION

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms and/or properties of objects. It may also involve use of simple procedures and/or formulas. There is little transformation or extended processing of the target knowledge required by the tasks that fall into this category. Key words that often denote this particular level include: list, identify and define. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be "figured out" or "solved."

POSSIBLE PRODUCTS

Quiz	List	Collection	Podcast	Social Bookmarking
Definition	Workbook	Explanation	Categorizing/Tagging	Searching
Fact	Reproduction	Show and Tell	Commenting	Googling
Worksheet	Vocabulary Quiz	Outline	Bulleting	
Test	Recitation	Blog	Highlighting	
Label	Example	Wiki	Social Networking	

ROLES

Teacher		**Student**	
Directs	Tells	Responds	Absorbs
Shows	Examines	Remembers	Recognizes
Questions	Evaluates	Memorizes	Describes
Demonstrates	Listens	Explains	Translates
Compares	Contrasts	Restates	Demonstrates
Examines		Interprets	

POTENTIAL ACTIVITIES

- Develop a concept map showing a process or describing a topic.
- Make a timeline.
- Write a list of keywords you know about...
- Make a chart showing…
- Recite a fact related to...
- Write in your own words...
- Cut out, or draw a picture that illustrates an event, process, or story.
- Report or present to the class.
- Make a cartoon strip showing the sequence of an event, process, or story.
- Write and perform...
- Write a brief outline and explain the event, process, or story.
- Write a summary report of the event.
- Prepare a flow chart that illustrates the sequence of events.
- Paraphrase a chapter in the book.
- Retell in your own words.
- Outline the main points.
- Recall, restate, remember, or recognize a fact, term, or property (recognizing, listing, describing, identifying, retrieving, naming, locating, finding).

LEVEL 2 – WORKING WITH SKILLS & CONCEPTS

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response .This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories; describe or explain issues and problems, patterns, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why." The learner should make use of information in a contest different from the one in which it was learned.

Elements found in a curriculum that fall in this category involve working with or applying skills and/ or concepts to tasks related to the field of study in a laboratory setting. The subject matter content at this particular level usually involves working with a set of principles, categories, heuristics, and protocols. At this level students are asked to transform/process target knowledge before responding. Example mental processes that often denote this particular level include: summarize, estimate, organize, clarify, and infer.

POSSIBLE PRODUCTS

Photograph	Presentation	Reverse-Engineering	Blog Commenting
Illustration	Interview	Cracking Codes	Blog Reflecting
Simulation	Performance	Linking	Moderating
Sculpture	Dairy	Mashing	Testing (Alpha/ Beta)
Demonstration	Journal	Relationship Mind Maps	Validating

ROLES

Teacher		**Student**	
Shows	Facilitates	Solves problems	Demonstrates use of knowledge
Observes	Evaluates	Calculate s	Compiles
Organizes	Questions	Completes	Illustrates
		Constructs	

POTENTIAL ACTIVITIES

- Classify a series of steps
- Construct a model to demonstrate how it looks or works
- Practice a play and perform in class
- Make a diorama to illustrate an event
- Write a diary/blog entry
- Make a scrapbook about the area of study
- Make a topographic map
- Make up puzzle or game about the topic
- Write an explanation about this topic for others
- Make a model…
- Routine application tasks [i.e. applying a simple set of rules or protocols to a laboratory situation the same way each time)
- Explaining the meaning of a concept and/or explaining how to perform a particular task
- Stating relationships among a number of concepts and or principles

LEVEL 3—SHORT-TERM STRATEGIC THINKING

Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create.

POSSIBLE PRODUCTS

Graph	Survey	Debate	Conclusion	Podcast
Spreadsheet	Database	Panel	Program	Publishing
Checklist	Mobile	Report	Film	Wiki-ing
Chart	Abstract	Evaluating	Animation	
Outline	Report	Investigation	Video Cast	

ROLES

Teacher		**Student**		
Probes	Guides	Discusses	Uncovers	Argues
Observes	Evaluates	Debates	Thinks deeply	Tests
Acts as a resource	Questions	Examines	Questions	Calculates
Organizes	Dissects	Judges	Disputes	Compares
Clarifies	Accepts	Assesses	Decides	Selects
Guides		Justifies		

POTENTIAL ACTIVITIES

- Use a Venn Diagram that shows how two topics are the same and different
- Design a questionnaire to gather information
- Survey classmates/industry members to find out what they think about a particular topic
- Make a flow chart to show the critical stages.
- Classify the actions of the characters in book
- Prepare a report about an area of study
- Conduct an investigation to produce information to support a view
- Write a letter to the editor after evaluation product
- Prepare and conduct a debate
- Prepare a list of criteria to judge
- Writ e a persuasive speech arguing for/against...
- Make a booklet about five rules you see as important. Convince others.
- Form a panel to discuss viewpoints on...
- Write a letter to …. advertising on changes needed.
- Prepare a case to present your view about
- Short-term tasks and projects placing a strong emphasis on transferring knowledge to solve predictable problems
- Explaining and/or working with abstract terms and concepts

LEVEL 4 – EXTENDED STRATEGIC THINKING

Curricular elements assigned to this level demand extended use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time. Students are engaged in conducting investigations to solve real-world problems with unpredictable outcomes. Employing and sustaining strategic thinking processes over a longer period of time to solve the problem is a key feature of curricular objectives that are assigned to this level. Key strategic thinking processes that denote this particular level include: synthesize, reflect, conduct, and manage.

POSSIBLE PRODUCTS

Film	Project	New Game	Newspaper
Story	Plan	Song	Media Product

ROLES

Teacher		**Student**		
Facilitates	Extends	Designs	Formulates	Plans
Reflects	Analyzes	Takes Risks	Modifies	Creates
Evaluates		Proposes		

POTENTIAL ACTIVITIES

- Applying information to solve ill-defined problems in novel situations
- Tasks that require a number of cognitive and physical skills in order to complete
- Writing and/or research tasks that involve formulating and testing hypotheses over time
- Tasks that require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event
- Tasks that require perspective taking and collaboration with a group of individuals
- Creating graphs, tables, and charts where students must reason through and organize the information without instructor prompts
- Writing tasks that have a strong emphasis on persuasion
- Devise a way to...
- Develop a menu for a new restaurant using a variety of healthy foods
- Sell an idea
- Write a jingle to advertise a new product
- Conduct an internship in industry where students are faced with real-world, unpredictable problems