



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Daily Standards-based Lesson Plan Template

Date: _____

Subject: _____

1. Standard(s) for the day

2. Introduction to Lesson

3. Goal(s)/Expectation(s) for the Day

4. Guided Instruction & Independent Practice/Study

5. Closure of Lesson



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Daily Standards-based Lesson Plan Guide

This Standards-based Lesson Plan Guide is designed for developing daily plans. It is divided into five components. Each component has suggested indicators to build a standards-based lesson.

Date: _____

Subject: _____

1. Standard(s) for the day

- a. Write the standard
- b. State the standard
- c. Explain the standard

2. Introduction to Lesson

- a. Engage in warm-up discussions and activities
- b. Review homework or previous assignments
- c. Discuss prior knowledge

3. Goal(s)/Expectation(s) for the Day

- a. Identify and state expected outcomes for the day
- b. Assess students' understanding of the day's goal(s)

4. Guided Instruction & Independent Practice/Study

- a. Facilitate whole group and/or small group instruction
- b. Guide individualized instruction
- c. Assign independent practice/study (i.e. class work, projects, essays, writings, readings)
- d. Explain and oversee the implementation of Performance Tasks
- e. Check for understanding
- f. Ensure evidence of both higher and lower order thinking skills (Bloom's Taxonomy)

5. Closure of Lesson

- a. Assess Performance Task (informal or formal)
- b. Summarize day's lesson
- c. Review and reflect on day's expectations
- d. Assign follow-up activities and/or homework
- e. Elicit feedback and report-outs from students, etc.

Must there be an assessment at the end of each lesson?

No. However, there must be a Performance Assessment for each Performance Task.

Is an Engaging Scenario required for every lesson?

Engaging Scenarios are intended to attract and hold students' attention. They set the context for a series of performance tasks and connect learning to the real world.

Teachers are encouraged to use Engaging Scenarios;
however, they are not required.

FREQUENTLY ASKED QUESTIONS

About the Daily Lesson Plan

1. How should the daily lesson plan be used?

The daily lesson plan should be used as a guide for the actual delivery of instruction. It outlines what the teacher will do for the duration of instructional time.

2. What amount of detail should be written under each component of the daily lesson plan?

The specific amount of detail to be written under each component should be determined by the teacher and based upon his/her instructional planning needs. The indicators and amount of detail contained in each of the lesson plan exemplars are suggested formats which illustrate various options teachers might use to develop each component of the lesson plan. Teachers are not restricted to these exemplars.

3. What is the difference between the daily lesson plan and the standards-based lesson worksheet?

The worksheet is a research-based resource directly aligned to the standard and utilized to assist teachers in developing the components that are necessary to teach the standard, e.g. Big Idea, Essential Questions, Performance Tasks and Performance Assessments. The lesson plan contains the instructional components that are designed to assist teachers and students achieve a specific performance task within a standard.

4. Does the standard have to be written for each lesson?

The standard should always be identified within each lesson plan. This may be achieved by writing the unique identifier of the learning standard. For example, the unique identifier for the sixth standard of a fourth grade geometry strand can be written as: 4 (grade).G (geometry).7 (number of the standard). Another option is that teachers may write out the entire language of the specific standard. For example, 4.G.7 is the unique identifier for the "Predict and validate the results of partitioning, folding, and combining two- and three – dimensional shapes" standard.

5. Must each of the indicators on the lesson plan guide be included in the plan?

No, the indicators listed on the lesson plan guide are suggestions only. They provide teachers with good instructional examples of what might be included under the five components of the lesson plan.

FREQUENTLY ASKED QUESTIONS cont'd

About the Daily Lesson Plan

6. Can the lesson plans provided by textbooks be used instead of writing new ones for the same lesson?

Textbooks can be used as valuable resources. They can be referenced or cited by page number or unit on both the daily lesson plan and on the standards-based lesson worksheet.

7. Must teachers complete the daily lesson plan template for each subject that they teach?

No, teachers may choose to use the weekly lesson plan template included in the System-wide Standards-based Lesson Plan and Standards-based Worksheet Guides and Templates booklet.

8. Should the lesson plan be written on the blackboard or whiteboard?

The lesson plan is used as a tool for teachers and should be maintained by teachers for documentation purposes. However, an overview of the day and outlining the sequence of the lessons or activities may be written on the board to prepare students for the day.

9. Must teachers use the lesson plan template that has been provided for writing lesson plans?

Both written and electronic copies of the lesson plan template are available. It is highly recommended that they are used. However, teachers may use personalized formats provided that the teacher-created format contains the five components of the lesson plan in the same sequential order as the lesson plan template.

10. Are there schools where one can visit to see teachers using daily lesson plans and standards-based worksheets effectively?

Information will be provided as soon as model classrooms and schools are identified.

11. Will there be more training on using the standards-based worksheets?

Yes, more training will be available. Teachers will be notified of the dates, time, sites and locations for training on the standards-based worksheets and daily lesson planning.

For further information or assistance, contact the DCPS Office of Curriculum and Instruction at 442-5599, or the WTU Office of Professional Development and Educational Issues at (202) 293-8615.



DCPS System-wide Standards-based Lesson Plan Template

System-wide Standards-based Lesson Plan Template Critical Dates and Information

Thursday, December 7, 2006

Training Session for PDT Facilitators
Backus Auditorium
8 am – 10 am

Monday, December 11 - Friday, December 15, 2006

Training at the Local Schools
ALL DCPS SCHOOLS
8:10 am – 8:40 am

Tuesday, January 9 – Wednesday, January 10, 2007

Local School Refresher Training
ALL DCPS SCHOOLS
8:10 am – 8:40 am

Tuesday, January 16, 2007

First Day of System-wide Implementation
of the Standards-based Lesson Plan Template

Please contact the following persons for additional information or concerns:

Dr. Wilma Bonner, Assistant Superintendent, DCPS Office of Academic Services, 442-5599

Dorothy Egbufor, Director of Professional Issues, WTU Director of Professional Issues, 293-8600



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the District's Children*

DCPS System-wide Standards-based

Lesson Plan Template

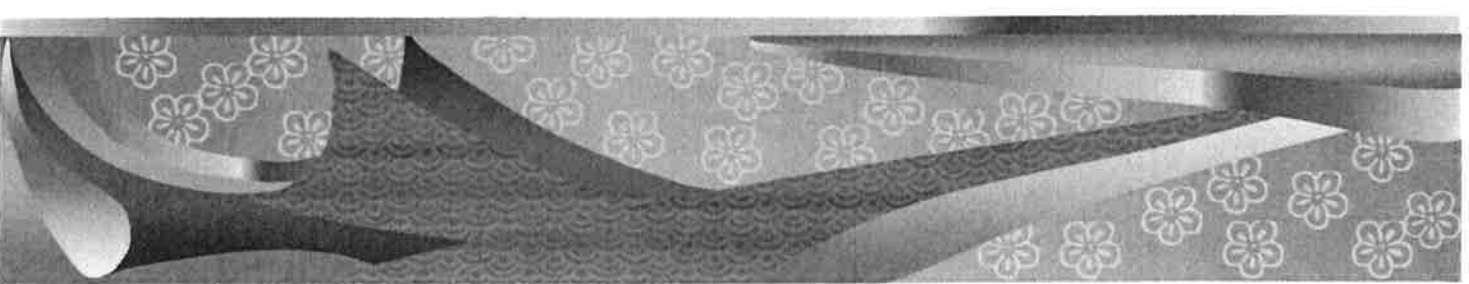
Presented by

WTU Office of Professional

Development and Educational Issues

DCPS Office of Academic Services

12/7/2006



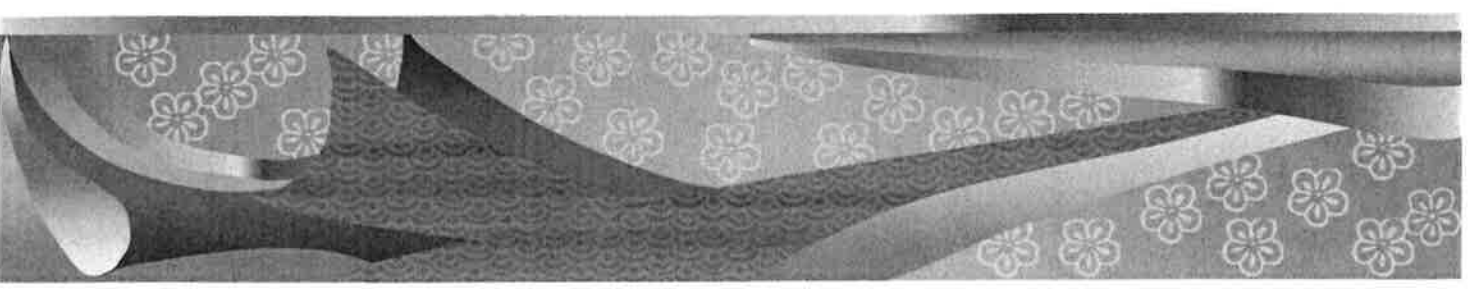


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WHY Daily Standards-based Lesson Plans?

- **Reflects joint effort by DCPS and WTU**
- **Eliminates confusion and brings clarity**
 - **Provides explicit guidance**
- **Ensures high-quality teaching/learning**

12/7/2006



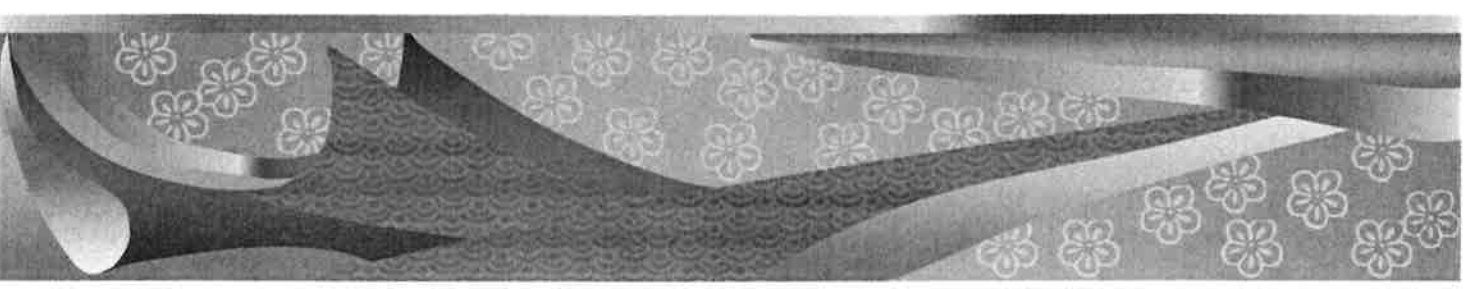


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The Five Lesson Plan Components:

- **Standard(s) for the Day**
- **Introduction to Lesson**
- **Goal(s)/Expectation(s)
for the Day**
- **Guided Instruction & Independent
Practice/Study**
- **Closure of Lesson**

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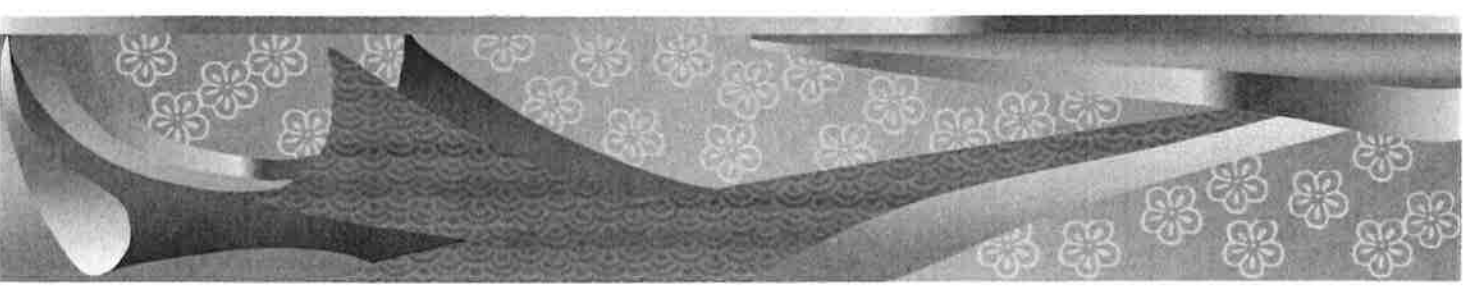




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Component 1: Standard(s) for the Day

- Write the standard
- State the standard
- Explain the standard

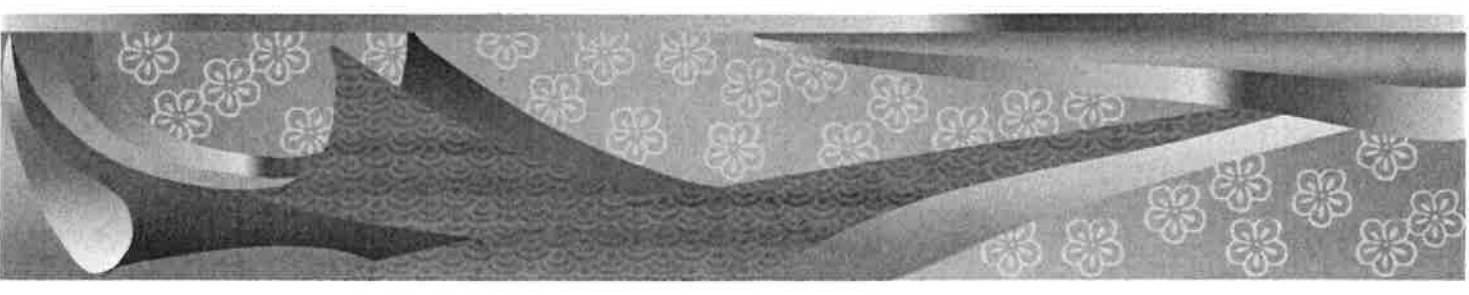




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Component 2: Introduction to Lesson

- Engage in warm-up activities
- Review homework assignments
- Discuss prior knowledge



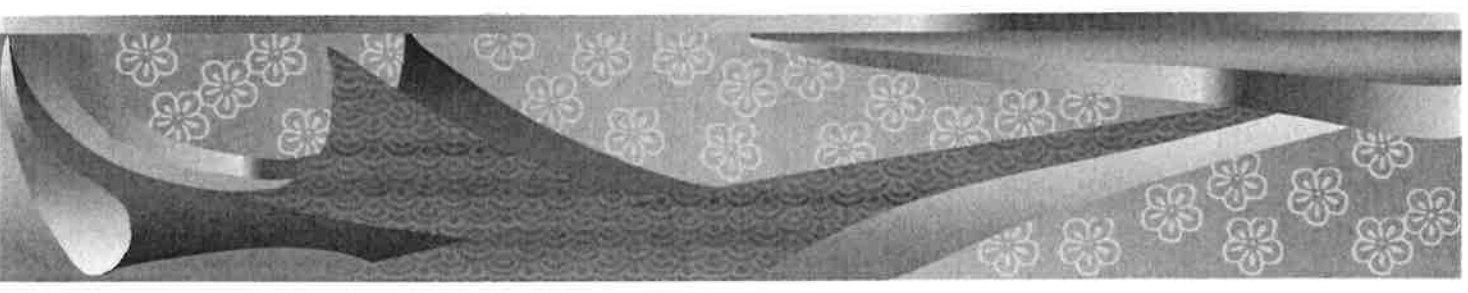


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Component 3:

Goal(s)/Expectation(s) for the Day

- Identify/state expected outcomes
- Assess students' understanding



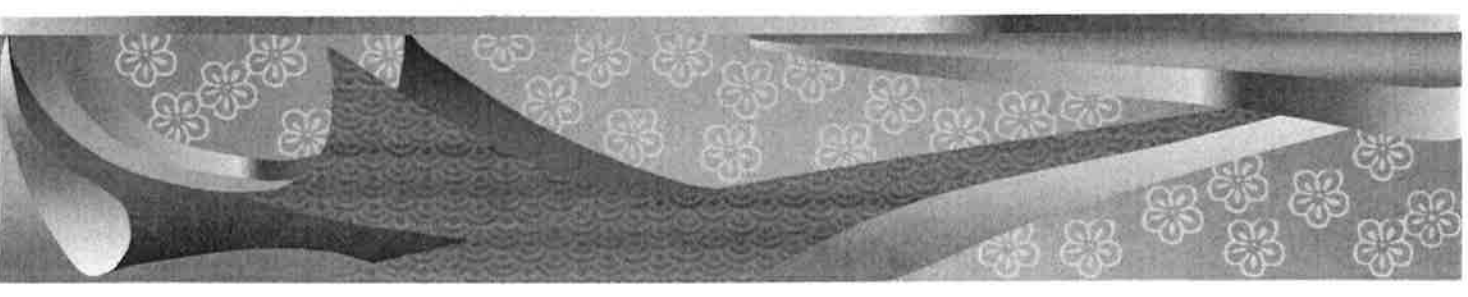


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Component 4: Guided Instruction & Independent Practice/Study

- Facilitate whole group/small group instruction
- Guide individualized instruction
- Assign independent practice/study

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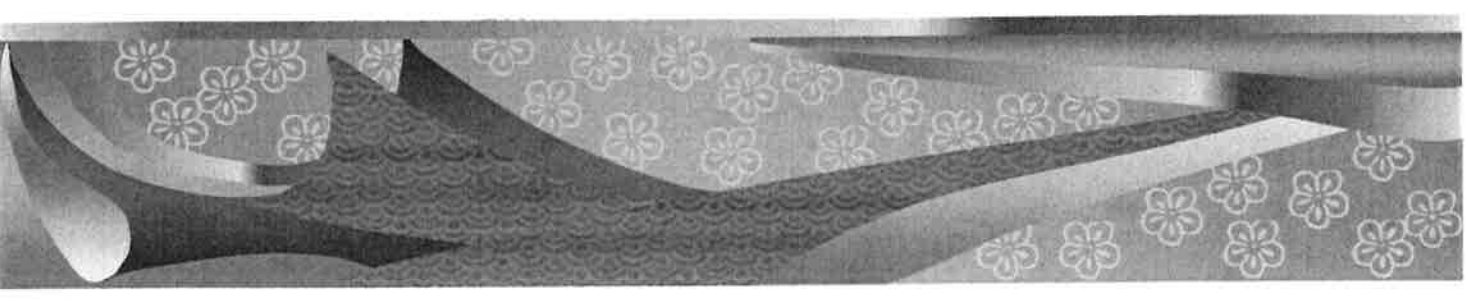


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Component 4 cont'd: Guided Instruction & Independent Practice/Study

- Explain and oversee Performance Tasks
- Check for understanding
- Ensure evidence of higher and lower order thinking skills

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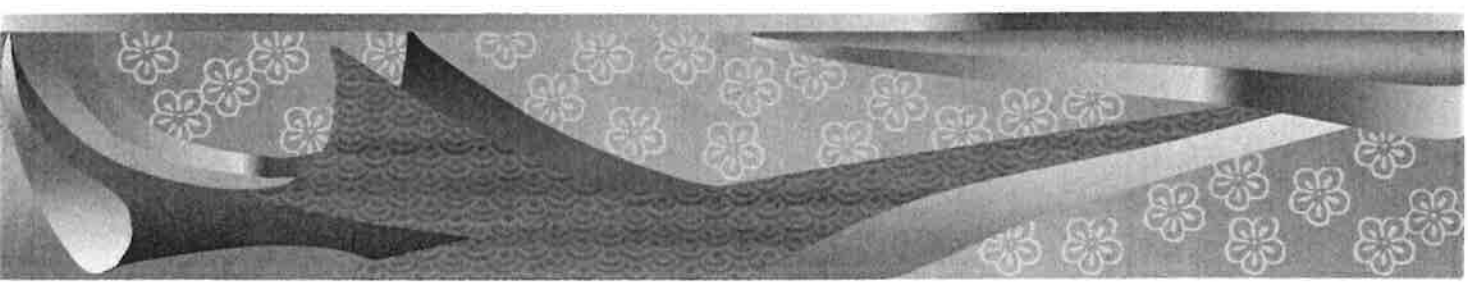


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Component 5: Closure of Lesson

- **Assess Performance Task**
 - **Summarize day's lesson**
- **Review and reflect expectations**
 - **Assign follow-up activities**
- **Elicit feedback from students**

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Frequently Asked Questions

- Let's review the Frequently Asked Questions about the Daily Lesson Plan

12/7/2006

