Effective Lesson Planning Components

The following guidelines for effective lesson planning are key elements of the research-based best practices recommended by VDOE. These components are intended to guide ongoing discussions of practice and professional development supports for principals and teachers.

- **Standard of Learning**
  The standard should be identified by number and VDOE language to ensure that the written curriculum is truly aligned with the Standards of Learning.

- **Content Objective**
  The content objective describes what the student will be able to do after the given lesson. Learning objectives should contain:
  - Behaviors students will exhibit to show learning
  - Conditions under which the students will exhibit those behaviors
  - Criteria the teacher will use to determine whether students meet the objective.

- **Assessment**
  The formative and/or summative assessment must link to the learning outcome/objective. The outcome(s) must be specific and measurable and include multiple assessment strategies that are valid and appropriate for the content and cognitive level of the student population. Assessments are used to find out what students already know and can do, provide data for teachers to drive future instruction, and provide feedback to students on what they have learned. Assessment scoring guides and/or rubrics should also be included.

- **Cognitive Level**
  Based on the New Bloom’s Taxonomy, the lesson describes what students must be able to do with what they know. The lesson should facilitate students’ use of higher level thinking skills through Big Ideas in the Curriculum Framework (such as Essential Questions, Enduring Understanding, themes, etc.).

- **Vocabulary**
  The lesson identifies essential vocabulary from the curriculum guide. This includes all words and terms that are to be introduced in the lesson.

- **Differentiation**
  The teacher anticipates needs of students and provides options during delivery of content, process, and product. In addition, the teacher uses previous student learning data to differentiate instruction.

- **Supporting Resources**
  The lesson plan provides a variety of aligned resource materials that meaningfully enhance student learning. Specific resources used to differentiate for students’ needs are included. Ex. Digital media, websites, manipulatives, trade books, etc.

- **Lesson Delivery**
  - Activates prior knowledge in an opening experience that engages students.
  - Provides opportunities for students to practice and actively process their learning.
  - Summarizes the knowledge and skills developed or enhanced through learning experiences as closure.
  - Plans time realistically for pacing, content, and transitions.

- **Notes/Reflection**
  The notes and reflection are provided by the teacher after the lesson. This is an opportunity to reflect on what worked/didn’t work, whether all material for the lesson was covered, and which students are struggling with the concepts taught. Lesson reflection assists in planning future lessons.

For more details, refer to *Evaluating the Alignment and Quality of the Written Curriculum, 2013-2014* from the VDOE Office of School Improvement.