## **Lesson Plan Template**

Building on your learning related to Understanding by Design, you will create three lesson plans that include: 1) Student Learning Outcome(s), 2) Learning Activities, and 3) Learning Assessment.

Each lesson plan will also incorporate principles related learning communities and adult learning theory.

Each lesson plan will also have a specific focus on one of the following elements of effective teaching and learning:

Lesson Plan 1: Authentic and Inclusive Learning

Lesson Plan 2: Cultural Competency

Lesson Plan 3: Critical and Creative Thinking

Using the Lesson Plan Template, design a Lesson Plan for a course in which anticipate teaching.

1. Begin by writing a Student Learning Outcome according to the criteria listed in the template. (You can also use a learning outcome that has already been developed for this course/unit.
2. Then, consider how you will assess achievement of the Student Learning Outcome. Create a learning activity or experience designed to ensure students achieve the Student Learning Outcome. This learning activity should include both principles of learning communities, as well as adult learning theory. Your learning activity could include a lecture portion, an in-class active learning activity, and online discussion, a reading assignment, synchronous or asynchronous group work, experiential learning, etc.
3. Select an assessment strategy you can use to determine the depth and breadth of student learning related to the learning outcome you selected. This could be either formative or summative, and could include assessment strategies such as group or individual presentations, in-class discussion, muddiest point, developing a visual model, written work, etc.

Be sure to incorporate the scholarly readings throughout, including citations as appropriate. In the last two rows, provide an explanation of how you have incorporated community of learning principles and adult learning theory into your lesson plan.

**Lesson Plan Template**

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| **Lesson Topic** | *Include a Lesson Topic here, as well as the course in which this Lesson will likely be taught.* |
| **Student Learning Outcome** | *Include a Student Learning Outcome for this unit that aligns with the overall course/program you are teaching. Begin with: “Students will be able to…”. Include one learning verb (apply, analyze, etc.) and one noun (what students will learn). Be sure your learning outcome is specific and measurable, and will let both students and facilitators know what students should expect to learn.* |
| **Learning Activity** | *Building on your prior learning and scholarly readings, design a learning activity that will ensure students meet the Student Learning Outcome for this lesson.* |
| **Learning****Assessment** | *Design a Learning Assessment that effectively measures student achievement of the Student Learning Outcome(s) for this Unit.* |
| **Specific Focus** | *Your lesson plan should demonstrate your learning related to the specific focus of this plan. Include an explanation (citing scholarly sources as appropriate) of how your lesson plan demonstrates the specific focus:* Lesson Plan 1: Authentic and Inclusive LearningLesson Plan 2: Cultural CompetencyLesson Plan 3: Critical and Creative Thinking  |
| **Learning Community**  | *The lesson plan should demonstrate your learning related to the principles of authentic learning communities, as well as which of the three learning community models you have incorporated here. Cite scholarly sources as appropriate.*  |
| **Adult Learning Theory** | *The lesson plan should demonstrate your learning related to the adult learning theory, as well as which of the adult learning principles you have incorporated in your lesson plan. Cite scholarly sources as appropriate.* |

# Grading Criteria

You will post your first draft of each lesson plan in the discussion forum, for feedback from other learners and your instructor. After receiving their feedback, you will revise your lesson plan and submit in the Assignment area.

As you design each lesson plan, review the Lesson Plan Rubric. Your instructor will use this rubric to assess your learning. (Note: A similar rubric has been used to assess the lessons you designed in other courses.)

**Lesson Plan Rubric**

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|  | **UNSATISFACTORY**0%  | **DEVELOPING**50% (C) | **PROFICIENT** 75% (B) | **EXEMPLARY**100% (A) |
| **Lesson Learning Outcome****20%** | The Lesson Learning Outcome does not align with course learning outcomes, and/or is not at an appropriate level. The LO does not begin with “Students will be able to…” and includes more than one learning verb (apply, analyze, etc.) and/or does not include what students will learn. | The Lesson Learning Outcome partially aligns with course learning outcomes, and/or is close to being at an appropriate level. The LO does not address all of the following: begins with “Students will be able to…” and includes one learning verb (apply, analyze, etc.) and what students will learn. | *The Lesson Learning Outcome aligns with course learning outcomes, and is at an appropriate level.* *The LO begins with “Students will be able to…” and includes one learning verb (apply, analyze, etc.) and what students will learn.* | The Lesson Learning Outcome aligns with course learning outcomes, and is at an appropriate level. The LO begins with “Students will be able to…” and includes one learning verb (apply, analyze, etc.) and what students will learn.The SLO integrates culturally-inclusive learning. |
| **Learning Activities****20%** | The Learning Activity is an ineffective learning experience to achieve the Learning Outcome. The Learning Activity does not incorporate specific principles or strategies from scholarly readings.The Learning Activity does not prepare students for the Learning Assessment. | The Learning Activity partially addresses the learning in the Learning Outcome. The Learning Activity incorporates few, if ay, principles or strategies from scholarly readings.The Learning Activity does note clearly prepares students for the Learning Assessment. | *The Learning Activity is an effective learning experience to achieve the Learning Outcome.* *The Learning Activity incorporates specific principles or strategies from scholarly readings.**The Learning Activity clearly prepares students for the Learning Assessment.* | TheLearning Activity is an effective learning experience to achieve the Learning Outcome. The Learning Activity incorporates specific principles or strategies from scholarly readings, including culturally-inclusive strategies.The Learning Activity effectively prepares students for exemplary achievement on the Learning Assessment. |
| **Learning****Assessment****20%** | The Learning Assessment does not effectively measure student achievement of the Lesson Learning Outcome(s). | The Learning Assessment partially measures student achievement of the Lesson Learning Outcome(s). | *The Learning Assessment effectively measures student achievement of the Lesson Learning Outcome(s).* | The Learning Assessment effectively and authentically measures student achievement of the Lesson Learning Outcome(s). |
| **Specific Focus** **20%*****Lesson Plan 1:*** Authentic and Inclusive Learning***Lesson Plan 2:*** Cultural Competency***Lesson Plan 3:*** Critical and Creative Thinking  | The Lesson Plan does not integrate teaching/learning strategies related to the lesson plan focus. | The Lesson Plan partially integrates teaching/learning strategies related to the lesson plan focus. | *The Lesson Plan clearly integrates teaching/learning strategies related to the lesson plan focus.**Lesson plan includes references to the literature.* | The Lesson Plan is an exemplar of teaching/learning strategies related to the lesson plan focus. Lesson plan includes references to the literature, with insightful synthesis of several scholarly sources.  |
| **Community of Learning****5%** | The Lesson Plan does not integrate principles of learning communities. | The Lesson Plan partially integrates principles of learning communities. | *The Lesson Plan clearly integrates principles of learning communities,*  | The Lesson Plan is an exemplar of learning community principles, synthesizing several scholarly sources into the analysis of these principles. Expands the conversation on learning community principles.  |
| **Adult Learning Theory****5%** | The Lesson Plan does not integrate adult learning theory. | The Lesson Plan partially integrates adult learning theory, with unclear connections between adult learning principles and the lesson plan. | *The Lesson Plan clearly integrates adult learning theory, with references to the literature to support integration of these principles.* | The Lesson Plan is an exemplar of adult learning theory in action, synthesizing several scholarly sources into the analysis of adult learning principles. Expands the conversation on adult learning. |
| **APA/Writing****10%** | Lesson Plan does not follow the template. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.  | Lesson Plan partially follows the template. Writing is somewhat organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors. | *The Lesson Plan follows the template. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited using APA format.* | Lesson Plan follows the template. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA citations. |