

Prep Resources:

How to Embed the Fundamental Instructional Strategies in Teacher Candidate Lesson Planning

To truly learn how to use the fundamental instructional strategies on which Standard 11 is based, teacher candidates must practice them to mastery. Programs can ensure adequate practice in the strategies in both coursework and student teaching by creating and using a standard lesson-planning template that includes strategy-related prompts throughout teacher candidates' preparation.

The lesson plan template below includes strategy-related prompts to suggest how they might be embedded.

Fundamental instructional strategies are in **bold, italicized** text.

Lesson Plan

Topic: _____

Subject(s): _____

Grade/Level: _____

Standards, ***Distributed Practice***, and ***Assessment***

Standards: _____

Distributed Practice:

On the calendar of the unit plan of which this lesson is a part, indicate the date(s) on which students will have **at least one episode of delayed practice** (which may be done as homework).

Assessment:

Describe how student performance will be assessed for formative and summative purposes. Describe specifically how one or more **assessments will be designed to boost retention**.

Formative assessment(s): _____

Summative assessment(s): _____

Implementation

Goal(s): What is the overall intent of this lesson in terms of understanding?

Objective: With reference to the standard, what will students know and be able to do as a result of this lesson?

Instructional prep:

Literacy: Identify the text or reading materials to be used, key vocabulary and vocabulary strategy, text-based questions, and any comprehension strategy.

Probing questions: Identify **3-5 questions** you will ask students after they have acquired factual understanding. Also identify their likely answers and possible misunderstandings.

Concrete and abstract representations: Identify a concrete, real-life application of what you are teaching and an abstract representation if one is relevant. If you plan to present an abstract representation, **describe how you will explicitly help students make the transition from the concrete to the abstract representation.**

Graphic and verbal representations: Sketch out any graphic representation that you will use to teach, including appropriate labels for the parts of the graphic representation. **Write out what you will say to describe each part of the graphic representation.**

Problem sets: Prepare a problem-set containing at least six problems, **alternating solved problems with unsolved problems**. Make sure that you “unpack” the key features of the solved problem. Differentiate the challenge in two or more problem sets if necessary. Note: Some or all of the set may be done as homework.

Modifications and extensions: Describe modifications needed to accommodate children with special needs and English language learners, and extensions needed to accommodate students who have already achieved proficiency on the objective.

Model(s) of instruction: Identify when and why you will be using direct instruction, inquiry learning, cooperative teaming, and so on.

Materials and Resources

Materials and resources: List any printed materials, texts, worksheets, handouts, etc. If you plan to use any technology or technology software/applications, identify them and indicate how they will boost instruction.



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