

# NEVADA EDUCATOR PERFORMANCE FRAMEWORK

## LESSON PLAN TEMPLATE

**Note:** This tool is designed to help educators focus on the high-leverage Instructional Practice Standards as they plan their lessons. Use of this tool is not required.

|                                  |  |
|----------------------------------|--|
| <b>Educator Name</b>             |  |
| <b>Grade Level/ Subject Area</b> |  |
| <b>Date of Lesson</b>            |  |
| <b>Lesson Topic</b>              |  |
| <b>Objective(s)/Standard(s)</b>  |  |
| <b>Materials/Resources</b>       |  |

### STANDARD 1 - New Learning is Connected to Prior Learning and Experience

| <b>What will students be learning?</b>   | <b>Notes/Actions</b> |
|--|----------------------|
| <ul style="list-style-type: none"> <li>• What strategies will be used to activate students' initial learning?</li> <li>• What strategies will be used to help students make connections to previous learning?</li> <li>• How will students know the purpose and relevance of the lesson?</li> <li>• How will students move from building on current understandings to reaching targeted learning?</li> </ul> |                      |

### STANDARD 2 - Learning Tasks Have High Cognitive Demand for Diverse Learners

| <b>What will students be doing?</b>   | <b>Notes/Actions</b> |
|---|----------------------|
| <ul style="list-style-type: none"> <li>• What learning tasks and skills will students be asked to perform?</li> <li>• How will tasks be differentiated based on student ability?</li> <li>• How will tasks be scaffolded to challenge students to demonstrate deeper learning?</li> <li>• How will all students be engaged in the learning so that they have equitable opportunities to achieve?</li> </ul> |                      |

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### STANDARD 3 - Students Engage in Meaning-Making Through Discourse and Other Strategies

| How will students be engaged in their learning?  | Notes/Actions |
|--|---------------|
| <ul style="list-style-type: none"> <li>• How will students use various forms of communication to make meaning of their learning?</li> <li>• What other representations will students use to deepen their understanding or thinking?</li> <li>• How will students be encouraged to use their personal experiences and knowledge to connect to new concepts and skills?</li> <li>• How will students collaborate with each other?</li> </ul> |               |

### STANDARD 4 - Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

| How will students reflect on their learning?  | Notes/Actions |
|---|---------------|
| <ul style="list-style-type: none"> <li>• How will students know the learning goals, performance criteria, and purpose of the lesson?</li> <li>• What strategies or resources will be given to students to help them reflect on their learning and monitor their progress?</li> <li>• How will students be encouraged to take ownership and responsibility for their learning and progress?</li> </ul> |               |

### STANDARD 5 - Assessment is Integrated into Instruction

| How will student progress be assessed?   | Notes/Actions |
|--|---------------|
| <ul style="list-style-type: none"> <li>• How will formative assessment be used to plan on-going learning for students?</li> <li>• How will students know what they are supposed to learn and what they must be able to do to demonstrate their learning?</li> <li>• What types of evidence of student learning will be generated during the lesson?</li> <li>• What instructional adjustments will be made based on the evidence of student learning?</li> </ul> |               |