



# Creating Lesson Plans

AGEP California - Summer Teaching  
Institute 2019

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# Session Outcomes

By the end of this session, you should expect to be able to:

- Identify the attributes of an effective outcomes based lesson plan
- Understand a basic format for using backward design to design a lesson plan
- Recognize the role that lesson planning plays in the assessment cycle

# What Defines an Effective Lesson Plan?

Certainly, lesson plans will vary from instructor to instructor, based largely upon the specific course being taught.

Nonetheless, all lesson plans should be designed to work towards the goal of helping students to successfully learn the course material, whereby meeting the CLOs.

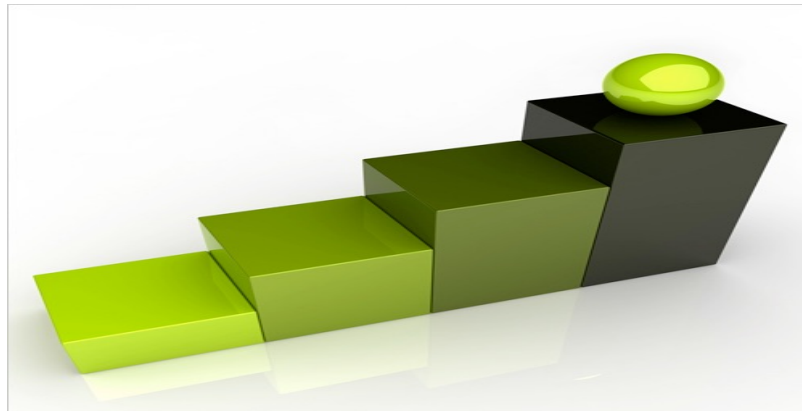
# Outcomes Based Lesson Plans are Important to Success in the Classroom

- An outcomes-based lesson plan is a “map” for both the instructor of the course and the students enrolled in the course.
- Using backward design and starting with the end goal for students in mind helps to make class meetings purpose driven and outcomes oriented.



# Developing An Outcomes Based Lesson Plan

Following a few basic steps makes developing an effective outcomes based lesson plan easy to do.



# Questions to Consider...

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want students to understand and be able to do at the end of class?
- What do I want students to take away from this particular lesson?
- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?

On Paper, It Could Follow This Format...

**TEACHING GOALS**

***INTENDED OUTCOMES FOR THE CLASS MEETING:***

***(At the end of this lesson, my students will be able to...)***

Next, Contextualize the Outcomes for the Lesson in Relation to the CLOs

- **Refer Back to the Syllabus...**

- Which larger Course Learning Outcomes, as listed on the syllabus, are intended to be met through this specific lesson?





On Paper, It Could Follow This Format...

**TEACHING GOALS**

***RELATED COURSE LEARNING OUTCOMES:***

***(Today's lesson will help my students to meet these specific outcomes that are listed on the course syllabus...)***

# Next... Consider Prior Learning

- What material should students already have an understanding of in order to successfully meet the intended outcomes?
- What is the related required reading material in preparation for today's class?
- What is the related previous lecture material for today's class?

On Paper, It Could Follow This Format...

**PRIOR LEARNING**

*(What preparation will students have had for this class?)*

• ***RELATED REQUIRED READING:***

• ***RELATED LECTURE MATERIAL:***

Next... Choose Your Assessment Tools

How will You Assess / Check for  
Understanding of the Intended Outcomes?



# Questions to Consider...

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following the material?
- What activity can I have students do to check whether each of the LOs has been accomplished?
- What formal assessment tools will I use (quiz, homework questions, minute questions, verbal presentations)?

On Paper, It Could Follow This Format...

**TEACHING GOALS**

***RELATED STUDENT ASSESSMENT TOOLS:***

***(Identify your assessment tool(s). In what ways does the tool check for student learning and/or encourage future learning?)***

Finally... Begin Planning the Specific Learning Activities

Begin to Carefully Plan the Specific Class Meeting / Learning Agenda



# Questions to Consider...

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that relate to the topic?
- What learner-centered group activities will be effective for fostering understanding?



# Create a Timeline

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, next to each activity indicate how much time it will likely take
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- Plan an extra activity or discussion question in case you have time left
- Be flexible – be ready to adjust your lesson plan and timeline to students' needs

# Plan An Introduction

- How will I check whether students already know about the topic or have any preconceived notions?
- What are some commonly held ideas (or misconceptions) about this topic that students might be familiar with?
- What will I do to introduce the topic?
- What specific forms of delivery will I use to introduce the topic (multi-media, verbal, visual, etc.)

# Plan a Conclusion

- What material needs to be reinforced at the end of this class meeting?
- Will students need time to ask questions before the class meeting concluded?
- How does this topic relate to the next upcoming topic?
- Do students need to be reminded of important upcoming deadlines?

# On Paper, It Could Follow This Format...

## CLASS MEETING AGENDA:

Intro:

Specific Timeline:

Activity:

Activity:

Activity:

Conclusion:

# Transparency is Key

A well designed lesson plan should be composed in a way that makes the outcomes and class meeting agenda transparent to an outside audience.

# After the class meeting is over...

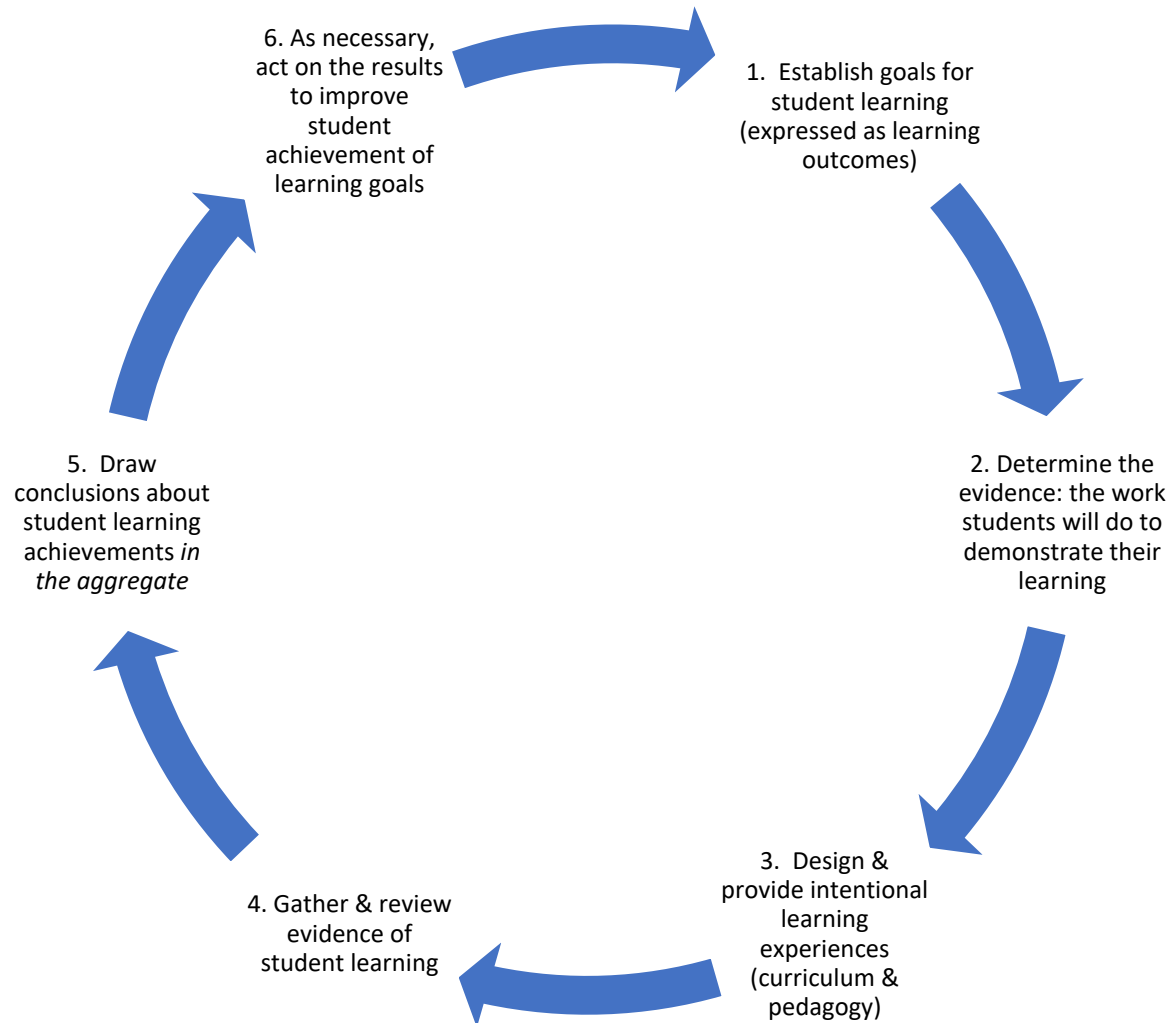
Reflect upon the successes and challenges of implementing the lesson plan and document your reflections to help prepare you for future lesson planning.



# Questions to Consider...

- *To what extent were the intended learning outcomes achieved? By what measure?*
- *What aspects of the teaching lesson helped your students to meet the intended outcomes?*
- *What questions have emerged based upon this lesson/session?*
- *What next steps are you thinking about for subsequent class meetings this semester?*
- *What aspects of this lesson would you like to change if you teach this class again in the future?*

# Mapping onto The Assessment Cycle





# Personal Lesson Planning Successes

- Take a moment to write down any personal successes and/or tips related to lesson planning to share with the group.



# Developing a Lesson Plan

- Take a moment to consider an outcome from your mentor's course and try to brainstorm what a related lesson plan may look like.
- By Week 12 of the term, you will submit a sample lesson plan