

Georgia Southern University

Georgia Southern Commons

Teaching Academy

The Faculty Center

Spring 2015

Lesson Plan Checklist

Judith Longfield

Georgia Southern University, jlongfield@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/teaching-academy>



Part of the [Curriculum and Instruction Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Longfield, Judith, "Lesson Plan Checklist" (2015). *Teaching Academy*. 54.
<https://digitalcommons.georgiasouthern.edu/teaching-academy/54>

This effective tests is brought to you for free and open access by the The Faculty Center at Georgia Southern Commons. It has been accepted for inclusion in Teaching Academy by an authorized administrator of Georgia Southern Commons. For more information, please contact digitalcommons@georgiasouthern.edu.

Lesson Plan Checklist

Key: ✓ (check) - acceptable, met all the criteria; it's clear how this fits into the overall lesson
NC - not complete or not clear enough for someone else to understand how this will be taught
O - omitted or not identifiable

_____ **Lesson Plan Topic/Big Idea** _____

_____ **Course Object to be Addressed:** _____

_____ **Class Objective(s):** observable, measurable, clearly written, related to “big idea”

Lesson Details:

- _____ **▪ Misconception(s)**—identified, addressed & related to top/Big Idea/SLO
- _____ **▪ Learning-Centered Strategies**—multiple learning styles addressed by engaging students’ with big idea using a variety of engaged and EnGagement learning strategies; strategies are used purposefully and are aligned with SLOs
- _____ **▪ Lecturette**—relevant; facts are presented in an organized, easy to understand way—curse of knowledge avoided; teacher talk is limited to 10 minutes or less
- _____ **▪ Sufficient Details**—assesses students prior knowledge; connections to previous lessons; hook is motivational; includes key questions (especially higher order); timing of lesson parts; items like handouts, data collection sheets, etc.
- _____ **▪ Misc.**—makes sense to someone else; source(s) of lesson ideas noted

_____ **Evaluation:** checks for understanding (not just recall), aligned with objectives

~~~~~

How was this lesson plan similar to other lesson plans you have seen?

What was missing from the lesson plan? Were missing parts critical to your understanding of how to teach the lesson?

Once this lesson was taught, would you be able to tell whether or not student “got it”? How?

Is there a “take away” you can use when planning your own lessons?