

# Effective Lesson Checklist

## Materials

- What do your students need to learn and complete the assessment? What do you, as the facilitator of learning, need to implement the lesson?

## Multimodal Resources (written in student-friendly language)

- Consider [Universal Design for Learning \(UDL\)](#) as you look for and/or design materials and multimodal resources.
- Evidence-based objectives or learning targets
- Introduction: Motivate and engage your learners using an anticipatory set for new topics. Consider starting with a video, an object, a question, or even a mistake analysis.

## Step-by-Step Lesson Procedure

- Differentiation can be completed by considering (example questions below):
  - Do students need multimodal resources to learn the information?
  - Can the information be provided at different reading levels, or can visuals be added to increase understanding?
  - Are there students who would benefit from the use of word prediction software to complete their assessment?
  - Can class periods be broken up in a way that provides additional checks for understanding?
  - Would students' understanding of the content increase if the unit was thematic?
  - What if you collaborated with another teacher?
  - Does the topic lend itself to a certain time of the year?
  - Do you provide choice in assessments to allow learners to show their learning in a way that works best for them?
  - Can you provide a rubric for the product ahead of time, with an example and non-example for those who need them?
- Content
- Context
- Process
- Product (or Assessment)
- Conclusion: Revisit the learning target, consider an exit ticket, or ask a student or two to summarize the group's learning.
- Debrief: Provide time for student reflection individually, in pairs or triads, and in the large group.

## Additional tips:

- Provide enough detail so a substitute teacher or colleague could teach the lesson in your absence.
- Use evidence-based instructional methods shown to increase engagement. Try peer collaboration, technology or media, and/or movement.
- Consider differentiation and inclusion practices like the use of Universal Design for Learning or accommodations for English learners, students with disabilities, and students who benefit from enrichment.