

Lesson Plan w/ Rubric

Teacher Candidate:		Date Taught:	
Cooperating Teacher:		School / District:	
Grade:		Field Supervisor:	
Unit / Subject:			
Lesson Title / Focus:			

PLANNING AND PREPARATION

Content Knowledge How was this lesson developed based on your research and knowledge of content and the discipline?

Learner Differences

How did this lesson develop as a result of your examination of research and data about student learning needs, how diverse students learn your content/lesson topic and how you can employ culturally sustaining pedagogies, difficulties students might have, gaps in their knowledge, assets they have, and so on?

Outcomes/Goals What will students be expected to know or do as a result of this lesson? Are these learning target(s)/outcome(s) appropriate based on your prior assessment/knowledge of students' understandings? Are your targets/outcomes observable and measurable? What are your essential questions that align with the outcomes? List all outcomes associated with this lesson.

Standards Which content, state, and national standards connect with your outcomes? List the state, content, and national standard or standards that are being addressed.

Resources and Materials What resources and other materials will be incorporated and how will they promote active learning? Be specific. List all materials and resources needed for the lesson.

Technology Does technology enhance the design and delivery of your lesson? Does the use of technology promote active learning? Be specific. List all technology needed for both students and teacher.

INSTRUCTIONAL DELIVERY

Learning Environment How will you support individual and collaborative learning and foster positive interaction in the classroom?

Introduction/Activating Strategies How will you engage learners in the lesson and learning? How will you launch the lesson? How will you activate prior knowledge?

Instructional Strategies What learning activities do you have planned for the students? Include a variety of *teaching strategies (methods)*. Activities are to be *learner-centered* (e. g. solve problems, construct models, design and perform experiments, read authentic resources, answer open-ended questions, support ideas with evidence, compose, analyze and interpret maps, draw conclusions.) Include *guided process* of learning. Include the opportunities learners will have to expand and solidify their understanding of the concept and/or apply it to a real-world situation. List any *independent practice* activities.

Closure How will you bring closure to the lesson?

Differentiation How will you adjust instruction, including incorporating technology, to meet the needs of a diverse set of learners?

Assessment: How will you measure understanding of the outcomes and standards? What type(s) of formative and summative assessment tasks/instruments (e.g., test, paper) and rubrics will be used?

PROFESSIONAL LEARNING

Reflection How will you evaluate your practice? Where did learners struggle in the lesson? How can the lesson be strengthened for improved student learning? Did the lesson reflect culturally sustaining pedagogies?

Lesson Plan Scoring Guide.

Criterion	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Planning				
Content Knowledge: Candidate develops a lesson plan informed by research and knowledge of content and the	Candidate plan reflects extensive research and knowledge of the content, relations between important concepts, and of multiple instructional	Candidate plan reflects research and knowledge of the content and relations between important	Candidate reflects some awareness of the important concepts in the discipline, relations between	Candidate does not display knowledge of the content, relationships between different aspects of the content, or of the

discipline. (1.000, 7.7%) CAEP-INITIAL-2016.1.2 INTASC-2013.4	practices specific to that discipline.	concepts, and of instructional practices specific to that discipline.	them and of the instructional practices specific to that discipline.	instructional practices specific to that discipline
Learner Differences: Candidate develops a lesson plan informed by knowledge of learner differences. (1.000, 7.7%) CAEP-INITIAL-2016.1.2 INTASC-2013.2	Candidate demonstrates an understanding of each students' backgrounds, cultures, skills, language use, interests, and special needs from a variety of sources. Candidate uses this knowledge to design instruction that is creative, effective, and maximizes learning for all students.	Candidate demonstrates an understanding of students' backgrounds, cultures, skills, language use, interests, and special needs, and uses this knowledge to design instruction.	Candidate demonstrates an understanding of students' backgrounds, cultures, skills, language use, interests, or special needs, but does not use this knowledge to design instruction to meet the needs of all students.	Candidate demonstrates little or no knowledge of students' backgrounds, cultures, skills, language use, interests, and special needs or consideration of these differences for instruction.
Outcomes: Candidate identifies outcomes and goals to support student learning. (1.000, 7.7%) INTASC-2013.7	Candidate identifies outcomes that reflect rigorous learning and curriculum goals. They are measurable, represent different types of content and take account of the needs of individual students.	Candidate identifies outcomes that reflect high-level learning and curriculum goals. They are measurable, represent different types of content and are suitable for most students in the class.	Candidate identifies outcomes that reflect moderate rigor, more than one type of learning, and are suitable for some students. Some of the outcomes are measurable.	Candidate identifies outcomes that are unsuitable for students, not measurable, represent trivial or low-level learning, or are stated only as activities.
Standards: Candidate identifies national/state standards that align with outcomes and are relevant to learners. (1.000, 7.7%) CAEP-INITIAL-2016.1.4 INTASC-2013.7	Candidate includes national and state standards that are clearly aligned with rigorous learning outcomes relevant to learners.	Candidate includes appropriate national and state standards, and they are aligned with learning outcomes relevant to learners.	Candidate displays some awareness of national and state standards and alignment with learning outcomes relevant to learners.	Candidate does not identify national and state standards that are logically aligned with the learning outcomes relevant to learners.
Resources and Materials: Candidate selects resources to maximize content learning. (1.000, 7.7%) CAEP-INITIAL-2016.1.5 INTASC-2013.7	Candidate selects resources (manipulatives), and digital and interactive technology designed to implement and assess student centered learning and extends the learning experience or rigor of the lesson with these tools.	Candidate displays awareness of resources (manipulatives), and digital and interactive technology designed to implement and assess student-centered learning experiences that engage and improve learning.	Candidate shows some familiarity with resources (manipulatives, etc.), and digital and interactive technology designed to implement and assess student-centered learning but they do not purposefully engage or improve student learning.	Candidate does not select resources (manipulatives, etc.) and digital and interactive technology designed to implement and assess student-centered learning experiences that engage and improve learning.

<p>Technology: Candidate makes effective use of technology that supports student learning. (1.000, 7.7%) CAEP-INITIAL-2016.1.5 INTASC-2013.7</p>	<p>Candidate designs authentic learning activities that align with content area standards and use digital tools to maximize active, deep learning. Technology is used to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs, which promote critical and/ or creative thinking.</p>	<p>Candidate designs learning activities that align with content area standards and use digital tools to engage in active learning. Technology is used to create, adapt, and personalize learning experiences that foster independent learning and accommodate some learner differences and needs.</p>	<p>Candidate is utilizing technology, but with a predominant focus on teaching, but does not engage students in active learning. Technology does not accommodate for learner differences and needs.</p>	<p>Candidate offers little or no evidence of designing instruction enhanced with the use of technology.</p>
Instruction				
<p>Learning Environment: Candidate develops a lesson plan that fosters interactions guided by respect and rapport. (1.000, 7.7%) INTASC-2013.3</p>	<p>The candidate develops a plan that encourages activities that establish positive interactions among students and fosters a respectful relationship between the teacher and individual student, reflecting sensitivity to students' cultures and levels of development. Activities are structured such that all students feel safe and comfortable to ask questions, comment, discuss and share ideas.</p>	<p>The candidate develops a plan that encourages interactions steeped in civility and respect characterized between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>The candidate develops a plan that encourages interactions, both between the teacher and students and among students, that reflect insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>The candidate develops a plan that fosters negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs between teacher and students, and among students.</p>
<p>Introduction/Activating Strategies: Candidate develops a plan that includes opportunities to engage students and access and build on their prior knowledge. (1.000, 7.7%) INTASC-2013.8</p>	<p>Candidate documents developed strategies and an understanding of the relationship between prior knowledge and new learning concepts, creating a link to necessary cognitive structures to ensure student understanding. Activities uncover student misconceptions and addresses them before proceeding.</p>	<p>Candidate reflects accurate understanding of the relationship between prior knowledge and new learning concepts. A plan to address student knowledge gaps is developed to further their learning.</p>	<p>Candidate reflects a limited awareness of the relationship between prior knowledge and new learning concepts. Identified knowledge gaps are inaccurate or incomplete.</p>	<p>Candidate demonstrates lack of content knowledge and demonstrates little understanding of the relationship between prior knowledge and new learning concepts. The plan does not consider knowledge gaps when planning.</p>
<p>Instructional Strategies: Candidate plans a series of learning experiences</p>	<p>Candidate's plan reflects a coordination of knowledge of content, of students' cultural heritage and its</p>	<p>Candidate's plan reflects a coordination of knowledge of</p>	<p>Candidate uses a series of learning experiences that demonstrate</p>	<p>Candidate uses a series of learning experiences that are poorly aligned with the instructional</p>

<p>aligned with instructional outcomes presented in a coherent structure. (1.000, 7.7%) INTASC-2013.8</p>	<p>importance, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The structure of the strategies is clear and allows for different pathways according to student needs.</p>	<p>content, of students' cultural heritage and its importance, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The structure of the strategies is clear and likely to engage students in significant learning.</p>	<p>partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The structure of the strategies is recognizable and reflects partial knowledge of students, including their cultural heritage and its importance, and resources.</p>	<p>outcomes and do not represent a coherent structure. They are suitable for only some students.</p>
<p>Closure: Candidate develops a plan that includes opportunities for student reflection and closure. (1.000, 7.7%) INTASC-2013.7</p>	<p>Candidate's plan displays extensive knowledge of strategies designed to provide students the opportunity for reflection and closure to clarify understanding.</p>	<p>Candidate's plan includes solid strategies to give students an opportunity for reflection and closure of the lesson.</p>	<p>Candidate's plan displays some awareness of strategies to provide students the opportunity for reflection and closure on the lesson to clarify understanding.</p>	<p>Candidate's plan displays no opportunity for students to reflect and clarify their understanding.</p>
<p>Differentiation: Candidate identifies methods to differentiate instruction to engage and challenge variety of learners. (1.000, 7.7%) INTASC-2013.8</p>	<p>Candidate includes a variety of teaching strategies and methods developed to meet the needs of individual learners that can engage and challenge all students.</p>	<p>Candidate includes some appropriate teaching strategies and methods that are differentiated and can engage and challenge all students.</p>	<p>Candidate displays an awareness of appropriate teaching strategies and methods with differentiation for different students that can engage and challenge all students.</p>	<p>Candidate does not include teaching strategies and methods that can engage and challenge all students.</p>
<p>Assessment: Candidate designs and/or selects multiple assessments to gauge students' levels of understanding. (1.000, 7.7%) CAEP-INITIAL-2016.1.2 INTASC-2013.6</p>	<p>Candidate uses assessment in a sophisticated manner to monitor the progress of individual students and provide high-quality continuous and specific formative and summative feedback aligned with the instructional outcomes in both content and process. Teacher designed assessments are authentic with real-world application, as appropriate, or developed with student involvement to establish assessment criteria and</p>	<p>Candidate regularly uses assessment in plan to monitor the progress of groups of students through use of continuous formative and summative assessment techniques aligned with instructional outcomes. Developed assessments are used to monitor</p>	<p>Candidate uses assessment in plan, through some formative monitoring of progress of learning by the teacher and/or students. Formative assessment plans are not fully developed to provide adequate information about individual student performance.</p>	<p>Candidate does not establish assessment practices in plan, either formatively or guided student self-assessment. The candidate has not provided students with the criteria and performance standards by which their work will be evaluated and does not monitor student progress or provides poor quality feedback in an untimely manner.</p>

	provide opportunities for student choice and self-assessment. Assessment results are used to plan future instruction for individual students.	student learning progress by teachers and students through feedback to students. Students are aware of the assessment criteria used to evaluate their work. Lesson plans indicate possible adjustments based on formative assessment data for groups of students.	Feedback to students is uneven and inconsistent, assessment criteria is vague, and students are aware of only some of the assessment criteria used to evaluate their work. Some instructional outcomes are assessed inconsistently and only as a whole class. Assessment results are not used to plan for future instruction.	
Professional Learning				
Reflection (1.000, 7.7%) INTASC-2013.9	Candidate's reflection on the lesson is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points. Thoughtful consideration is made to reflecting on meeting the needs of diverse learners. Teacher candidate draws on an extensive repertoire to suggest specific alternative actions and predict the likely success of each.	Candidate provides an accurate and objective description of the lesson, citing specific evidence. Teacher candidate makes some specific suggestions as to how the lesson might be improved. Teacher candidate engages in self-reflection of teaching practice but does not articulate adjustments needed to improve personal practice and its impact on diverse learners.	Candidate provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher candidate makes only general suggestions as to how the lesson might be improved.	Candidate does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved. Candidate does not self-reflect or self-reflection does not indicate understanding of the adjustments needed to improve professional practice and its impact on diverse learners.