 **Unit-Wide Lesson Plan Rubric**

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| Name: | | | | | | | Program: | | | * Pre-Candidacy * Post-Candidacy * Internship or Student Teaching |
| Lesson topic/Title: | | | | | | | | | | |
| Grade Level: | | | | | | | | Lesson Length: | | |
| Scoring Guide: Check all indicators that the Candidate has met. | | | | | | | | | | |
| **Learning Objectives & Content Standard Alignment – Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards.** | | | | | | | | | | |
| **CCTS/InTASC Standard** | **Lesson Plan Component** | **No Evidence / Incomplete Evidence** | | **Beginning** | | **Developing** | | | **Proficient** | |
| **1, 4, 7** | **Learning Objective(s)** | * No Evidence/ Incomplete Evidence | | **The pre-service teacher…**   * Includes objective(s) in lesson plan | | **And…**   * Uses learning objective(s) that are based on student development and needs and are age appropriate | | | **And…**   * States measurable and observable learning objective(s) based on targeted knowledge and skills | |
| **1, 4, 7, 11.6** | **Content Standard(s)** | * No Evidence/ Incomplete Evidence | | **The pre-service teacher…**   * Includes discipline specific standard(s) | | **And…**   * Uses learning objective(s) that are content appropriate | | | **And…**   * Aligns content standard(s) with learning objective(s) | |
| **Assessment – Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth.** | | | | | | | | | | |
| **CCTS/InTASC Standard** | **Lesson Plan Component** | **No Evidence / Incomplete Evidence** | | **Beginning** | | **Developing** | | | **Proficient** | |
| **6** | **Assessment** | * No Evidence/ Incomplete Evidence | | **The pre-service teacher…**   * States assessment used and identifies type of assessment (pre, formative, summative) | | **And…**   * Aligns assessment(s) with learning objective(s) * Describes methods of analyzing the assessment * Describes methods of providing meaningful feedback | | | **And…**   * Adapts classroom assessments and testing conditions appropriately to enable all learners to demonstrate their knowledge and skills * Identifies how the assessment results may be used to inform instruction * Incorporates required accommodations / modifications / extensions in assessments and testing conditions for all students with identified needs (learners with disabilities, language learning needs and gifted and talented) | |
| **Instructional Materials & Resources – Stays current in content knowledge and expands expertise in reviewing instructional materials from the perspectives of both the discipline and individual learner needs.** | | | | | | | | | | |
| **CCTS/ InTASC Standard** | **Lesson Plan Component** | **No Evidence / Incomplete Evidence** | | **Beginning** | | **Developing** | | | **Proficient** | |
| **1, 2, 4, 5, 8** | **Materials Resources and/or technology** | * No Evidence/ Incomplete Evidence | | **The pre-service teacher…**   * Identifies teacher and student materials, tools, resources, and technologies (if applicable) necessary to achieve the lesson objectives | | **And…**   * Includes content/age appropriate materials including handouts, manipulatives, and models * Provides a description of specific technology tools and/or applications if appropriate | | | **And…**   * Selects instructional resources, technology and curriculum materials that are accurate and relevant to the learners’ backgrounds, experiences, and interest * Selects instructional resources, technology and curriculum materials that are accurate and accessible to the learners’ disabilities, language needs, and/or giftedness | |
| **Instructional Methods – Selects, creates, and sequences learning experiences and performance tasks by using a variety of instructional approaches, strategies, and technologies that make learning accessible to all learners and support learners in reaching rigorous curriculum goals.** | | | | | | | | | | |
| **CCTS/ InTASC Standard** | **Lesson Plan Component** | | **No Evidence / Incomplete Evidence** | **Beginning** | **Developing** | | | | **Proficient** | |
| **5, 6, 7, 8, 11** | **Teaching and Learning Sequence** | | * No Evidence/ Incomplete Evidence | **The pre-service teacher…**   * Plans and sequences learning experiences and tasks | **And…**   * Develops appropriate sequence of learning experiences connected to the learning objectives * States a learning sequence that clearly defines the order and timeframe of the lesson * Specifically states introduction and closure of lesson in the sequence * Communicates the lesson objective to students throughout the lesson * Uses technology to engage learners in meeting learning objectives when appropriate | | | | **And…**   * Provides details for the instructional sequence such as specific strategies, instructional dialogue, or student engagement with content * Sequence includes process for monitoring student progress * Incorporates technology in a variety of ways in planning when appropriate (e.g., managing learner records, expanding options for learner choice, and documenting performance) * Timeframe is appropriate for specified class/lesson and responsive to students’ pace | |
| **CCTS/InTASC Standard** | **Lesson Plan Component** | | **No Evidence / Incomplete Evidence** | **Beginning** | **Developing** | | | | **Proficient** | |
| **1, 2, 7, 8** | **Meeting Students’ Needs**  **(differentiation, extensions, modifications, accommodations)** | | * No Evidence/ Incomplete Evidence | **The pre-service teacher…**   * Identifies potential adaptations for your students (accommodations, modifications, assistive technology, etc.) in lesson development | **And…**   * Identifies specific students who may need adaptations, scaffolding, enriching and/or extended learning activities * Incorporates instructional strategies that engage a range of learner preferences and/or abilities | | | | **And…**   * Plans learning experiences that allow for learner choice/interest that result in a variation of pace, process, product, and/or environment * States specific activities that will adapt, scaffold, enrich and/or extend instruction in order to appropriately challenge specific students within the lesson content * Identifies common misconceptions and addresses them by planning appropriate scaffolds and/or differentiated instruction * Incorporates required accommodations / modifications / extensions in instructional sequence for all students with identified needs (learners with disabilities, language learning needs and gifted and talented) | |