 **Unit-Wide Lesson Plan Rubric**

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| Name: | Program:  | * Pre-Candidacy
* Post-Candidacy
* Internship or Student Teaching
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| 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
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| **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)
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| **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)
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| **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
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| **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
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| **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)
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