

Unit Wide Lesson Plan Rubric

Name:		Program:		<input type="checkbox"/> Pre-Candidacy <input type="checkbox"/> Post-Candidacy <input type="checkbox"/> Internship or Student Teaching	
Lesson topic/Title:					
Grade Level:				Lesson Length:	
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)	<input type="checkbox"/> No Evidence/ Incomplete Evidence	The pre-service teacher... <input type="checkbox"/> Includes objective(s) in lesson plan	And... <input type="checkbox"/> States measurable/ observable learning objective(s) based on target knowledge and skills;	And... <input type="checkbox"/> Uses learning objective(s) that are based on student development and needs and are age appropriate.
1, 4, 7, 11.6	Content Standard(s)	<input type="checkbox"/> No Evidence/ Incomplete Evidence	The pre-service teacher... <input type="checkbox"/> Includes content standard(s)	And... <input type="checkbox"/> Aligns content standard(s) with learning objective(s)	And... <input type="checkbox"/> Uses learning objective(s) that are content appropriate.
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	<input type="checkbox"/> No Evidence/ Incomplete Evidence	The pre-service teacher... <input type="checkbox"/> States assessment used and identifies type of assessment. (pre, formative, summative etc.)	And... <input type="checkbox"/> Aligns assessment(s) with objective(s). <input type="checkbox"/> Identifies how the assessment results may be used to inform instruction. <input type="checkbox"/> Describes methods of analyzing student learning data, and of providing	And... <input type="checkbox"/> Adapts classroom assessments and testing conditions appropriately to enable all learners to demonstrate their knowledge and skills. <input type="checkbox"/> Incorporates required accommodations / modifications / extensions in assessments and testing conditions for all students with identified needs (learners with disabilities,

				feedback. (6c) <input type="checkbox"/> States potential adaptations in assessments for students to be able to demonstrate their learning. (6p; 6t; 6u)	language learning needs and gifted and talented) <input type="checkbox"/> Discusses how analysis of assessment data will be used to inform instructional decision-making.
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	<input type="checkbox"/> No Evidence/ Incomplete Evidence	The pre-service teacher... <input type="checkbox"/> Identifies teacher and student materials, tools, resources, and technologies (if applicable) necessary to achieve the lesson objectives.	And... <input type="checkbox"/> Includes content/age appropriate materials including handouts, manipulatives, models, etc. <input type="checkbox"/> Provides a description of specific technology tools and/or applications if appropriate.	And... <input type="checkbox"/> Selects instructional resources and curriculum materials that are accurate, accessible, and relevant to the learners' backgrounds, experiences, and interests, including those associated with 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	<input type="checkbox"/> No Evidence/ Incomplete Evidence	The pre-service teacher... <input type="checkbox"/> Plans and sequences learning experiences and tasks.	And... <input type="checkbox"/> Develops appropriate sequence of learning experiences connected to the learning objectives. <input type="checkbox"/> States a learning sequence that clearly defines the order and timeframe of the lesson <input type="checkbox"/> Specifically states introduction and closure of lesson in the sequence. <input type="checkbox"/> Communicates the lesson objective to students when age appropriate. <input type="checkbox"/> Uses technology to engage learners in meeting learning objectives when appropriate.	And... <input type="checkbox"/> Provides details for the instructional sequence including examples of specific strategies, instructional dialogue, and student engagement with content. <input type="checkbox"/> Sequence includes process for monitoring student progress. <input type="checkbox"/> Incorporates technology in a variety of ways in planning when appropriate (e.g., managing learner records, expanding options for learner choice, and documenting performance).

CCTS/ InTASC Standard	Lesson Plan Component	No Evidence / Incomplete Evidence	Beginning	Developing	Proficient
1, 2, 7, 8	<p align="center">Meeting Students' Needs</p> <p align="center">(differentiation, extensions, modifications, accommodations)</p>	<input type="checkbox"/> No Evidence/ Incomplete Evidence	<p>The pre-service teacher...</p> <input type="checkbox"/> Identifies potential adaptations (accommodations, modifications, assistive technology, etc.) in lesson development.	<p>And...</p> <input type="checkbox"/> Identifies specific students who may need adaptations, scaffolding, enriching and/or extending learning activities. <input type="checkbox"/> Identifies common misconceptions and addresses them by planning appropriate scaffolds and/or differentiated instruction. <input type="checkbox"/> Incorporates multiple instructional strategies that engage a range of learner preferences and/or abilities. <input type="checkbox"/> Incorporates required accommodations / modifications / extensions in instructional sequence for all students with identified needs. (learners with disabilities, language learning needs and gifted and talented)	<p>And...</p> <input type="checkbox"/> Plans learning experiences that allow for learner choice/interest that result in a variation of pace, process, product, and/or environment. <input type="checkbox"/> States specific activities that will adapt, scaffold, enrich and/or extend instruction in order to appropriately challenge specific students.

Scoring Guide: 1) Check all indicators that the Candidate has met. 2) Determine Candidate's level of proficiency for each category based on the highest level in which all indicators for that category are met.