

Lesson Plan Rubric

Revised: 04/21/2004; 05/3/2004; 05/11/2004; 05/18/2004; 01/10/2005; 09/28/2005; 09/29/2006; 01/24/2007; 03/21/2007; 04/04/2007; 02/06/2008; 03/28/2008; 07/27/2009; 06/01/2011; 06/19/2012; 06/18/2013

Candidate's Name _____ Course Prefix/Number/Section _____
 Lesson Topic _____ Grade _____ Lesson Taught Yes No
 Semester: Fall Spring Summer Year: 2013 2014 2015

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. **As you carefully consider each item, please place an X in the box next to the level of performance that the Candidate demonstrated. Please select only one option for each lesson plan component. In addition, the Exemplary rating should be reserved to highlight exceptional strengths (i.e., the Candidate performed at a level well beyond that expected of a novice teacher).**

1.1 Integration of Learning Outcomes

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are well integrated into and consistently used throughout the lesson plan.	<input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are consistently used in the lesson plan.	<input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are frequently used in the lesson plan.	<input type="checkbox"/> The candidate needs to demonstrate the ability to develop measurable, observable learning outcomes/objectives, linked to appropriate standards, and used to develop meaningful experiences that facilitate learning for all students as evidenced in the lesson plan.

1.2 Standards

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Appropriate and reasonable standard(s) is/are consistently used and well integrated in the lesson plan.	<input type="checkbox"/> Appropriate and reasonable standard(s) is/are consistently used in the lesson plan.	<input type="checkbox"/> Appropriate and reasonable standard(s) is/are in the lesson plan.	<input type="checkbox"/> Needs appropriate and reasonable standard(s) in the lesson plan.

1.3 Anticipatory Set

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Anticipatory set is well integrated and exhibits all of the following characteristics: active and engaging, awareness of expectations (process and outcomes), and appropriate to students and content.	<input type="checkbox"/> Anticipatory set is well integrated and exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	<input type="checkbox"/> Anticipatory set exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	<input type="checkbox"/> Needs to incorporate an anticipatory set that includes the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.

1.4 Procedures

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Procedures are well integrated and exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	<input type="checkbox"/> Procedures exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	<input type="checkbox"/> Procedures exhibit steps that are doable, sequential, developmentally appropriate, and lead to assessment.	<input type="checkbox"/> Needs to incorporate procedures that are doable, sequential, developmentally appropriate, and lead to assessment.

1.5 Differentiation

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students while maintaining a community of learners within the classroom.	<input type="checkbox"/> Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students.	<input type="checkbox"/> Addresses the individual needs of all students.	<input type="checkbox"/> Needs to demonstrate that the instruction addresses the individual needs of all the students.

1.6 Closure

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Closure is well integrated and exhibits all of the following characteristics: is active and engaging, facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	<input type="checkbox"/> Closure is well integrated and exhibits the following characteristics: facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	<input type="checkbox"/> Closure exhibits the following characteristics: facilitates student reflection and reinforces and consolidates major points of the lesson.	<input type="checkbox"/> Needs to exhibit closure that facilitates student reflection, and reinforces and consolidates major points of the lesson.

1.7 Formative/ Summative Assessment of Students (P-12)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Assessments are well integrated and exhibit all of the following characteristics: are active and engaging, occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	<input type="checkbox"/> Assessments are well integrated and exhibit the following characteristics: occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	<input type="checkbox"/> Assessments exhibit the following characteristics: occur multiple times in the lesson and are linked to relevant learning outcomes.	<input type="checkbox"/> Needs to exhibit that assessments occur multiple times in the lesson and are linked to relevant learning outcomes.

1.8 Materials/ Equipment

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Materials are well integrated and exhibit all of the following characteristics: authenticity, appropriateness, comprehensiveness, and safety.	<input type="checkbox"/> Materials are well integrated and exhibit the following characteristics: appropriateness and safety.	<input type="checkbox"/> Materials are appropriate and safe.	<input type="checkbox"/> Materials need to be appropriate and safe.

1.9 Technology (PLEASE CHECK NOT APPLICABLE [NA] IF TECHNOLOGY WAS NOT APPLICABLE FOR THIS LESSON: NA)

Technology is defined as *using tools to enhance teaching and learning (e.g., audiovisual aids, multimedia, computers, digital equipment, assistive technology).*

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Candidate and students use technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> Candidate uses technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> Candidate uses technology that promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> Candidate needs to use technology that promotes knowledge and skills complementary to the lesson.

2.1 Reflection on Planning

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Candidate demonstrates insight into his/her content and pedagogical knowledge and includes goal setting for continuous learning.	<input type="checkbox"/> Candidate demonstrates insight into his/her content and pedagogical knowledge and is aware of the need for continuous learning.	<input type="checkbox"/> Candidate refers to his/her content and pedagogical knowledge.	<input type="checkbox"/> Candidate needs to refer to his/her content and pedagogical knowledge.

2.2 Reflection on Instruction (PLEASE CHECK NOT APPLICABLE [NA] IF LESSON WAS NOT TAUGHT: NA)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Reflection demonstrates insight into individual and group accomplishments via: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	<input type="checkbox"/> Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	<input type="checkbox"/> Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.	<input type="checkbox"/> Reflection needs to demonstrate: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.

Instructor _____

Evaluation Date _____