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|  | McNeese State UniversityDepartment of Education Professions |  Lesson Plan Template Rubric Updated Fall 2019; 2020 |  |
|  |  | ***Ineffective: (1)*** | ***Effective: Emerging (2)*** | ***Effective: Proficient (3)*** | ***Highly Effective: (4)*** | ***Score*** |
| Content Standards and Objectives *InTASC 7g*How content and content standards are organized in the curriculum  | **No submission**(deduct 10 points) | Previously taught standards, LSS standards, and objectives do not show progression of learning and/or do not align with content AND rigor. | Previously taught standards, LSS standards, and objectives show progression of learning and align with content OR rigor. | Previously taught standards, LSS standards, and objectives show progression of learning and align with content AND rigor. | In addition to the components within Effective Proficient,lesson objectives are correctly identified by DOK level. |  |
| Student Objectives and Assessment *InTASC 6b*Objectives are measurable and align to the assessment | **No submission**(deduct 10 points) | Some lesson objectives are measurable but do not align to the content and context of the assessments. | Some lesson objectives are measurable and align to the content and context of the assessments. | All lesson objectives are measurable and align to the content and context of the assessments. | In addition to the components within Effective Proficient,assessment data collected can be used to drive instruction. |  |
| Additional Standards including 6 ELA and Cross-disciplinary contentStandards including multiple forms of communication to convey ideas, foster self-expression, and build relationships *InTASC 8m* | **No submission**(deduct 10 points) | Lesson includes standards encompassing 2 forms of communication OR 1 additional cross-disciplinary content. | Lesson includes standards encompassing 2 forms of communication AND 1 additional cross-disciplinary content. | Lesson includes standards encompassing 3 forms of ELA AND 1 additional cross-disciplinary content. | Lesson includes standards encompassing 4 or more forms of communication AND at least 1 additional cross-disciplinary content. |  |
| Explanation for inclusion of Cross-disciplinary content and 6 ELA standards Candidate includes cross-disciplinary skills within lesson to engage learners purposefully *InTASC 7h* | **No submission**(deduct 10 points) | The explanation for the inclusion of the standards is incomplete or misaligned. | Explanation describes how EITHER the 6 ELA OR Cross-disciplinary standards included within the Additional Standard section will engage learners purposefully in applying the content knowledge. | Explanation describes how EACH standard included within the Additional Standard section will engage learners purposefully in applying the content knowledge. | In addition to the components within Effective Proficient,the explanation ties into the assessment.  |  |
| RelevanceObjectives and instructional activities are linked to students as individuals *InTASC 2j*  | **No submission**(deduct 10 points) | Justification includes biases and/or incorrect conclusions about student characteristics or contextual values in reference to relevance linked to objectives OR instructional activities. | Justification includes generalized concepts about student characteristics or contextual values in reference to relevance linked to objectives OR instructional activities. | Justification includes generalized concepts about student characteristics or contextual values in reference to relevance linked to objectives AND instructional activities. | In addition to the components within Effective Proficient,Supported by data linked to this particular class. |  |
| RationaleObjectives and instructional activities build on learner’s prior knowledge*InTASC 2c*  | **No submission**(deduct 10 points) | Justification includes biases and/or incorrect conclusions about student characteristics or contextual values in reference to rationale linked to objectives OR instructional activities. | Justification includes generalized concepts about student characteristics or contextual values in reference to rationale linked to objectives OR instructional activities. | Justification includes generalized concepts about student characteristics or contextual values in reference to rationale linked to objectives AND instructional activities. | In addition to the components within Effective Proficient,Supported by data linked to this particular class. |  |
| Student MisconceptionsCommon misconceptions are identified*InTASC 4k* | **No submission**(deduct 10 points) | Identified misconception or instructional strategy is not aligned or applicable to the LSS, learning activities, or assessment included within this lesson. | Common misconceptions within the content/discipline are identified.OR An instructional strategy is included to guide learners to accurate conceptual understanding. | Common misconceptions within the content/discipline are identified.AND An instructional strategy is included to guide learners to accurate conceptual understanding. | Common misconceptions within the content/discipline are identified.ANDMultiple instructional strategies are included to guide various groups of learners to accurate conceptual understanding. |  |
| Lesson ProgressionSequencing of learning experiences with multiple ways to demonstrate knowledge and skill*InTASC 7c* | **No submission**(deduct 10 points) | Lesson does not include appropriate sequencing of learning experiences OR does not provide multiple ways to demonstrate knowledge and skills. | Lesson includes appropriate sequencing of learning experiences AND provides multiple ways to demonstrate knowledge and skills but are not all aligned to the LSS. | Lesson includes appropriate sequencing of learning experiences AND provides multiple ways to demonstrate knowledge and skills that are aligned to the LSS. | In addition to the components within Effective Proficient,the lesson progression supports every student in meeting rigorous learning goals. |  |
| Learning EnvironmentSafe and productive learning environment is established*InTASC 3k* | **No submission**(deduct 10 points) | Classroom procedures are not planned for and/or are not conducive to establishing and monitoring elements of a safe and productive learning environment. | Classroom procedures include the teacher establishing and monitoring elements of a safe and productive learning environment. | Classroom procedures include collaboration between teacher and learners to establish and monitor elements of a safe and productive learning environment. | In addition to the components within Effective Proficient,transitions, materials, and attention getters are included. |  |
| Pre-planned SEED QuestionsHigher-order thinking questions that provoke student engagement regarding the content *InTASC 8i* | **No submission**(deduct 10 points) | Pre-planned questions are not higher-level or open-ended.ORQuestions are written correctly but are not tied to student-led small group discussions. | Pre-planned higher-level, open-ended questions are included.Procedures within the lesson tie the questions to student-led small group discussions.Types of questions included all cover the same type of thinking. | Pre-planned higher-level, open-ended questions are included.Procedures within the lesson tie the questions to student-led small group discussions.Types of questions included are for different purposes. | In addition to the components within Effective Proficient,The correct DOK Level is identified. |  |
| Lesson Introduction (Framing the Lesson/Relevance, Hook)Learner reflection on prior content knowledge, links to familiar concepts, and connections to learners’ experiences *InTASC 4d*  | **No submission**(deduct 10 points) | Introduction is included but does not align with content being taught or student experiences. | Introduces the lesson by sharing the purpose, real-world, and eliciting schema in student-friendly language OR making connections to learners’ experiences. | Introduces the lesson by sharing the purpose, real-world, and eliciting schema in student-friendly language including making connections to learners’ experiences. | In addition to the components within Effective Proficient,exhibits creativity, motivation, and piques the students' interest. |  |
| Whole Group/Guided Instruction(I do/teacher-led)Teacher-led instruction geared toward needs of learners *InTASC 8d* | **No submission**(deduct 10 points) | *Misalignment* of teacher-led instructionwith:-content and purpose of instructionOR-needs of the leaners | Teacher-led instruction *aligned* with:-content and purpose of instructionOR-needs of the leaners | Teacher-led instruction *aligned* with:-content and purpose of instructionAND-needs of the leaners | In addition to the components within Effective Proficient,student engagement activity that checks for content understanding before moving into small group/paired activity. |  |
| Small Group/Paired Instruction (We do/collaboration)Expand learners’ communication about the content *InTASC 8h* | **No submission**(deduct 10 points) | *Misalignment* of activity aligned with LSS, objectives, and final lesson assessment ORActivity includes variety of strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. | Activity aligned with LSS, objectives, and final lesson assessment ORActivity includes variety of strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.  | Activity aligned with LSS, objectives, and final lesson assessment ANDActivity includes variety of strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.  | In addition to the components within Effective Proficient,student engagement activity that checks for content understanding before moving into individual activity. |  |
| Independent PracticeStudents represent knowledge learned *InTASC 8e* | **No submission**(deduct 10 points) | Students have the opportunity to model/represent their learning but no individual product is being collected. | Students model/represent concepts and skills learned with a final paper-pencil product.  | Students model/represent concepts and skills learned through performance or product.  | In addition to the components within Effective Proficient,Activity includes self-assessment rubric or checklist |  |
| ClosureDiscussion of content learned*InTASC 2d* | **No submission**(deduct 10 points) | Teacher closes lesson without student input.Discussion prompt is misaligned with learners within the class. | Discussion Prompt:Allows for multiple student perspectives to be offered about the content ORLearners’ personal, family, and community experiences/cultural norms are tied to the day’s learning. | Discussion Prompt:Allows for multiple student perspectives to be offered about the content ANDLearners’ personal, family, and community experiences/cultural norms are tied to the day’s learning. | In addition to the components within Effective Proficient,All students are able to participate in reflecting on their understanding of the content. |  |
| Instructional Resources/MaterialsInstructional resources and curriculum materials are comprehensive, aligned to concept, and appropriate for learners *InTASC 4f* | **No submission**(deduct 10 points) | One or more of the resources and materials list is left blank. | Instructional resources and curriculum materials OR technology *listed* for the teacher and student are accurate, comprehensive, and appropriate for all learners. | Instructional resources and curriculum materials AND technology *listed* for the teacher and student are accurate, comprehensive, and appropriate for all learners. | In addition to the components within Effective Proficient,description of how resources and materials were evaluated and/or modified in included. |  |
| Teacher’s use of technologyTeacher facilitates learning with technology *InTASC 5l**ISTE Educator Standard 6* | **No submission**(deduct 10 points) | Teacher does not use technology within the lesson. | Teacher incorporates minimal technology within the lesson and/or it’s relation to the lesson’s objectives/assessments are unclear. | Teacher facilitates learning with interactive technologies to support students’ understanding of content and skill development with relation to the lesson’s objectives. | In addition to the components within Effective Proficient,interactive technologies are used to assess student learning. |  |
| Student use of technologyStudents are engaged in learning through the use of technology *InTASC 8n, ISTE Student Standard 6* | **No submission**(deduct 10 points) | Students do not physically use technology within the lesson. | Students use technology within the lesson one at a time ORits relation to the lesson’s objectives is unclear. | The majority of students is engaged and uses technology to communicate clearly. | Students have the opportunity to use technology to communicate clearly and express themselves creatively with relation to the lesson’s objectives  |  |
| AssessmentsAssessments are included that cover a range of types and are used for multiple purposes. *InTASC 6k* | **No submission**(deduct 10 points) | A range of formal and informal assessments are not included and/or used for multiple purposes. | A range of formal and informal assessments are included and used for multiple purposes.Some assessments:Assessments address specific learning objectives/objectives.Assessments take into consideration individual differences.Assessments minimize bias. | A range of formal and informal assessments are included and used for multiple purposes.All assessments:Assessments address specific learning objectives/objectives.Assessments take into consideration individual differences.Assessments minimize bias. | In addition to the components within Effective Proficient,formal assessment is built upon information gained from informal assessments. |  |
| Differentiation by InstructionInstructional strategy that differentiates by instruction to promote student learning *InTASC 1d*  | **No submission**(deduct 10 points) | Strategy is not Tier 1 and/or does not promote students learning. | Tier 1 instructional strategy chosen promotes student learning. | Tier 1 instructional strategy chosen promotes student learning *through* constructing knowledge, acquiring skills, and developing disciplined thinking processes.  | In addition to the components within Effective Proficient, justification shows *alignment* between strategy chosen and differentiation identified (i.e. DI by instructor = strategy).  |  |
| Differentiation by LearnerStrategy that differentiates by learner based on data to promote growth  *InTASC 2g*  | **No submission**(deduct 10 points) | Targeted Differentiation by Student **does not** use learner’s strengths to promote student growth.  | Targeted Differentiation by Student **uses** learner’s strengths to promote student growth.  | Targeted Differentiation by Student uses learner’s strengths to promote student growth and is correctly based on data collected.(i.e. data collected = identified DI by learner) | In addition to the components within Effective Proficient, justification includes *appropriate classroom environment structure to implement* DI by Learner and Instruction.  |  |
| Real-time ScaffoldingScaffolded activities for various levels of learners I*nTASC 1e* | **No submission**(deduct 10 points) | One of the activities are aligned with the level of the learner, rigor and content expected, and are engaging. | Two of the three of the activities are aligned with the level of the learner, rigor and content expected, and are engaging. | All three of the activities are aligned with the level of the learner, rigor and content expected, and are engaging. | In addition to the components within Effective Proficient,Correct explanation is included tying choice of instructional activities to each learning level. |  |
| Reflection of Instructional StrategiesLesson plan includes evidence-based instructional strategies *InTASC 7k* | **No submission**(deduct 10 points) | One of the following are completed: 1. Choose evidence-based instructional strategy 2. Name the source of the strategy3. Justify how the strategy will support student mastery of the concept. | Two of the following are completed: 1. Choose evidence-based instructional strategy 2. Name the source of the strategy3. Justify how the strategy will support student mastery of the concept. | All of the following are completed: 1. Choose evidence-based instructional strategy 2. Name the source of the strategy3. Justify how the strategy will support student mastery of the concept. | In addition to the components within Effective Proficient,Strategies implemented within multiple sections of the lesson plan are justified.  |  |