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| Stage 2: Planning for Instruction and AssessmentsTask 2: Complete the Lesson Plan Template and Support Document |

Using the information collected Stage 1 and Stage 2, task 1, create your unit plan according to the following instructions.

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| Artifact | **Instructions** |
| **2a.**  **Lesson Plan Template** | Using the Burton College of Education Lesson Planning Template (Appendix A), complete Day 1’s lesson for grading using the Lesson Planning Rubric (Appendix B).  \*All portions of the lesson plan template are required to be completed informed by the data collected in Stages 1 and 2.  \*\*If your chosen unit plan comes from a Tier 1 ‘scripted’ curriculum (i.e. math or Learn Zillion), a printed copy of the PPT/curriculum plan with annotations will suffice for the Procedures Section of the lesson plan template; however all other portions of the lesson plan must still be completed. If you have annotated notes you can either submit as two documents (notes and lesson plan) or copy and paste the annotated pages within the lesson plan template.  \*\*If you use annotated notes, you must still include all requirements (i.e. identifying question levels, transitions, etc.) that will be scored using the lesson plan rubric. |
| **2b. Lesson Plan Support Document** | A unit plan must be between 3-5 instructional days not counting the pre- and post-assessment.  Complete the Lesson Plan Support Document (Appendix C) for all other days within your unit EXCEPT Day 1 (see Task 2a above). One document can be submitted for the remaining days of teaching (i.e. Day 2-5). |

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Appendix A: Lesson Plan Template with Instruction

(To be completed using Day 1 of your unit)

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| **McNeese State University**  **Department of Education Professions**  **Lesson Plan Template with Instructions- Aligned to InTASC Standards (Updated Fall 2019; 2020)** | | | | | | | | | | | | | |
| Name: | | | Email: | | | | | Phone: | | | | | |
| School: | | Grade Level: | | Mentor Teacher: | | | Title of Lesson: | | | | | | |
| Brief Overview of Lesson | | | | | | | | | | | | | |
| *Provide a brief, but complete, overview of the lesson. The overview should provide the reader with a description of the lesson’s content and its relationship to the Louisiana Student Standards. This information is intended to give the evaluator an overview of what will occur during the lesson before they actually observe it.*Think about:What is the overall goal for this lesson?How will the activities connect to the larger goals of the content area? | | | | | | | | | | | | | |
| Previously Taught Standards | | | | | | | | | | | InTASC 7g | | |
| *List the Louisiana Student Standards (with both number and description) that the lesson is building upon from the previous grade level or unit taught. (Standards listed within this section should align with LSS listed below.)*  Think about:  Which prior foundational concepts can be linked to the new concept?  What knowledge do students already have that will help them meet the goals for this lesson? | | | | | | | | | | | | | |
| Louisiana Student Standards (LSS) | | | | | | | | | | | InTASC 7g | | |
| *A list all LSS can be found by grade level and content area at:* [*http://www.louisianabelieves.com/resources/library/academic-standards*](http://www.louisianabelieves.com/resources/library/academic-standards)  *You must include both the number and description.*  Think about:  Which standards are aligned to the outcomes and assessments of THIS lesson?  Standard=outcome=instruction=assessment | | | | | | | | | | | | | |
| Student Outcomes | | | | | | | | | | | InTASC 6b, 7g | | |
| *(Outcome Formatting)*  *Must be a clear statement that includes 1. Audience (TSW) 2.a measurable action verb from Depth of Knowledge (DOK) 3.the content being taught/learned 4.condition (how they demonstrate their understanding) 5.differentiation by instruction or student 6. Correct DOK level as determined by the verb and complexity of the task*  *Examples:*  *TSW compare and contrast the patterns of events within two stories assigned by reading level using a comparison map. (DOK 2)*  *TSW draw conclusions on the effects of texting and driving in their learning logs by either creating an illustration or writing a paragraph. (DOK 3)*  Think about:  What do you expect students to know and be able to do as a result of this lesson? These outcomes must be assessed within THIS lesson. | | | | | | | | | | | | | |
| Additional Standards for 6 ELA and Cross-disciplinary Content | | | | | | InTASC 8m- for 6 ELA; InTASC 7h for cross-disciplinary skills | | | | | | | |
| *List standard and descriptor for your content area standards, other cross-disciplinary content area(s) standards, AND the six ELA standards (reading, writing, speaking, listening, viewing, visual representation) that are covered during the lesson* ***but not*** *necessarily addressed through student outcomes and/or assessments.*  *You must include at least one additional primary subject area that will be incorporated into this lesson.*  Think about:  What standards (learning) will students practice during this lesson that they may not be assessed for mastery on?  Example: SL.4.4- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | | | | | | | | | | | |
| Explanation for Inclusion of 6 ELA and Cross-disciplinary Content Standards | | | | | | InTASC 8m- for 6 ELA; InTASC 7h for cross-disciplinary skills | | | | | | | |
| *Cross-disciplinary connections work to create alignment between traditionally discrete disciplines. It is best practice that concepts are not taught in isolation but cross curricular to help students understand that the concept/skill being taught transfer to multiple settings.*  ***Do not*** *list standard numbers and descriptions again as they are already written out in the LSS and Additional Standards sections.*  Think about:  How do the Additional Standards listed above translate to this lesson and build student knowledge?  How do the Additional Standards listed above align to the content being taught?  How do the Additional Standards listed above engage learners purposefully in apply the content?  How do the materials, strategies, and/or content connect to the various standards listed? | | | | | | | | | | | | | |
| Relevance | | | | | | | | | | | InTASC 2j | | |
| *Learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social interactions, as well as language, culture, family, and community values. Explain how your lesson takes these student characteristics into account.*  *Relevance:*  Think about individual student characteristics and contextual values:  How do the outcomes and instructional activities consider your individual student characteristics and contextual values? Justify your answer.   1. Student characteristics: experiences, abilities, talents, prior learning, and peer and social interactions 2. Contextual values: languages, cultures, families, and community resources | | | | | | | | | | | | | |
| Rationale | | | | | | | | | | | InTASC 2c | | |
| *Learning occurs over time. How does this lesson support the overall scope and sequence of learning and relate to the students’ real-world?*  *Rationale:*  Think about real-world application and future learning:  How are the outcomes and instructional activities of this lesson tied to these students and their real world?  Why are these outcomes and instructional activities essential for future learning for these students? | | | | | | | | | | | | | |
| P-12 Student Misconceptions | | | | | | | | | | | InTASC 4k | | |
| *Student Misconceptions:*  *List and misunderstandings, incorrect language/processes associated with the skill/concept you are teaching.*  To locate common concept misconceptions, you type in the standard and the word ‘misconceptions’ to find resources.  Think about:  What misconceptions within this content/discipline may interfere with student learning? What experiences have you created to build accurate conceptual knowledge for these learners? | | | | | | | | | | | | | |
| Learning Environment will be graded using the Lesson Plan rubric descriptors from information included within the Procedure section of this template. (No information will be typed into this box of the template.) | | | | | | | | | | | InTASC 3k | | |
| Lesson Progression | | | | | | | | | | | InTASC 7c | | |
| Step-by-Step Lesson Procedures | | | | | | | | | | | | | |
| **Lesson Progression:**  Under the Teacher Will and Students Will tabs below:   1. *Enter the lesson steps using numbered and/or bullets. All bolded and underlined topics listed below must be included in your lesson.* 2. *The steps should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools, student-created technology products, and reproducible materials/handouts are utilized in the lesson.* 3. *Be precise when explaining the teacher and student tasks during the learning activities. It should be written clear enough that the instructor could teach the lesson just as you envision it.* 4. *Anyone reading over this section of the lesson plan should be able to teach it according to what you envisioned happening during this lesson.* 5. *Add your time each activity designated by red font. Based on the overall goals of the lesson, determine how much time you will need to spend addressing each activity.\*\*The attention span of a regular education child is age plus 2 so plan accordingly.* 6. *Identify pre-planned Seed Questions (InTASC 8i) by green font. Identify pre-planned questions that will be used to foster deep conceptual understanding. Include probing questions (with DOK level) for students with misconceptions and/or who need support.* 7. *A seed question should be asked every 10-15 minutes.* 8. *Seed questions should:* 9. *be open-ended* 10. *DOK level 3 or 4 (higher level thinking)* 11. *Answered in frequent small group purposeful talk/discussions.*  * **Introduction/Gain Attention**   + *This tells the students to stop, look, and listen because something important is going to follow (i.e.: 1, 2, 3 eyes on me; ringing bell; clapping sequence)*   + *Greet students at door telling them what they should do upon entering the room.* * **Framing the Lesson/Relevance (InTASC 4d)**   + *Represents the beginning and end of the lesson.*   + *Have written and visible throughout lesson.*   + *State the* ***outcomes*** *(in student-friendly terminology)**and tell the* ***relevance*** *for the students so that they understand what they will be learning, expected to accomplish, and that it is relevant to their lives.*   + *Link today’s learning to the end of unit or culminating task.* * **Motivating Introduction/Hook (InTASC 4d)**   + *Something engaging that peaks a student’s interest in the lesson content and makes connections to learners’ real-world experiences.*   **Be sure to include and label all three parts.**   * **Whole Group (InTASC 8d)** *Content of a Lesson should include gradual release of responsibility from teacher delivery of content to student small group and/or independent practice.)*   + *Explicit teaching activity—“I do”/Teacher Led*   + *Teach the skill/read the story/****engage*** *the students in learning.*   + *Thoroughly explain what content will be presented to students during this time.*   + *Strategies for instruction (modeling, demonstrations, explanation, teacher questioning for comprehension checks, encourage quality topical discussion with all students etc.)*   + *Include all questions to be asked with DOK level identified. Identify pre-planned Seed Questions (InTASC 8i) by green font. Identify pre-planned questions that will be used to foster deep conceptual understanding. Also include how you plan for students to answer (teacher chosen, randomly by pulling names, talk with a partner, etc.)*   + *Quick check that students understand content covered in whole group work (i.e. show of fingers of level of understanding; 4 corners; showdown; Plickers; Activotes)*   + *Transition directions into next activity* * **Small Group/Paired Practice (InTASC 8h)**   + *Directions are chunked and delivered verbally, visually, and with modeling. Be sure to note how small groups/pairs will be determined.*   + *Engaging activity that must have a final product—“We do”/Student Led*   + *Strategies for instruction (graphic organizer, writing activity, manipulatives, discussion, game, etc.)*   + *Include all questions to be asked with DOK level identified. Identify pre-planned Seed Questions (InTASC 8i) by green font. Identify pre-planned questions that will be used to foster deep conceptual understanding. Also include how you plan for students to answer (teacher chosen, randomly by pulling names, talk with a partner, etc.)*   + *Quick check that students understand content covered in small group work (i.e. rubric for self- or peer-assessment)*   + *Transition directions into next activity*   + *Activity for fast finishers (must be content related and not disturb others)* * **Guided Practice (quickly readdress any misconceptions from lesson so far) (InTASC 8d)**    + *Directions are chunked and delivered verbally, visually, and with modeling*   + *Engaging activity where you as the teacher can diagnose any misunderstanding of the content and give immediate feedback to students—“You do”*   + *Strategies for instruction (graphic organizer, writing activity, manipulatives, discussion, game, etc.)*   + *Quick check that students understand content covered in small group work (i.e. rubric for self- or peer-assessment, showdown, show of fingers of level of understanding; 4 corners; Plickers; Activotes)*   + *Transition directions into next activity*   + *Activity for fast finishers (must be content related and not disturb others)* * **Individual Practice (InTASC 8e)**   + *Directions are chunked and delivered verbally, visually, and with modeling*   + *Activity tied directly to outcome(s) where students complete a task independently without guidance so that you can assess content mastery—“You do”(can include self-assessment rubric)*   + *Transition directions into next activity*   + *Activity for fast finishers (must be content related and not disturb others)* * **Closing Discussion (InTASC 2d)**   + *Give a discussion prompt that aligns the content learned within this lesson to student personal, family, community, and cultural experiences. The discussion should solidify their learning of the lesson.* * **Transition back to teacher** | | | | | | | | | | | | | |
| Teacher Instructional Resources and Curriculum Materials | Student Instructional Resources and Curriculum Materials | | | | Teacher Technology Resources  and Materials | | | | | Student Technology Resources  and Materials | | | |
| InTASC 4f | | | | | | | | | | | | | |
| * *List instructional resources and curriculum materials needed by teacher* * Think about: Are the resources and materials accurate, comprehensive, and appropriate for your learners? | * *List instructional resources and curriculum materials needed by students* * Think about: Are the resources and materials accurate, comprehensive, and appropriate for the learners? | | | | * *List technology resources and materials needed by teachers* * Think about: Are the resources and materials accurate, comprehensive, and appropriate for your learners? | | | | | * *List technology resources and materials needed by students* * Think about: Are the resources and materials accurate, comprehensive, and appropriate for the learners? | | | |
| International Society for Technology in Education (ISTE) | | | | | | | | | | | | | |
| ISTE Standards for Educators | | | | | | | | | | | | InTASC 5l | |
| *All lesson plans must include ISTE Standards for Educators. A listing of these standards can be found at* [*https://www.iste.org/standards/for-educators#startstandards*](https://www.iste.org/standards/for-educators#startstandards) *Be sure to View Indicators to determine subcomponent elements.* | | | | | | | | | | | | | |
| ISTE Standards for Students | | | | | | | | | | | | InTASC 8n | |
| *All lesson plans must include ISTE Standards for Students. A listing of these standards can be found at* [*https://www.iste.org/standards/for-students*](https://www.iste.org/standards/for-students) *Be sure to View Indicators to determine subcomponent elements.* | | | | | | | | | | | | | |
| Assessments (informal and formal) | | | | | | | | | | | | InTASC 6b; 6k | |
| Think about:  How will you check for student understanding throughout lesson? How will you and your students know if they have successfully met the outcomes?  What specific criteria will be met in a successful product/process? What does success of this lesson’s outcomes look like?  Did you include informal and formal assessments that clearly aligned to the outcomes and reflect the procedures of the lesson plan?  Reminder: A lesson will not have more than one formal assessment (work sample) to be collected for analysis or grading.  *(Identify the assessment or put none for each option AND identify what skill, concept, or outcome you will be assessing.)*  ***Whole Group:***  *Informal:*  *Formal:*  ***Small Group:***  *Informal:*  *Formal:*  ***Guided Practice:***  *Informal:*  *Formal:*  ***Individual Practice:***  *Informal:*  *Formal:* | | | | | | | | | | | | | |
| Differentiation by Instruction: content, process, product | | | | | | | | | | | | | InTASC 1d |
| *Place the Tier 1 best practice strategy that differentiates by content, process, OR product in the box below that it aligns with.* | | | | | | | | | | | | | |
| **Content**  *This information, ideas, and skills that students will take in or grapple with so they can reach the learning goals.* | | | **Process**  *The activities through which students take in and make sense of key ideas in the content using essential knowledge and skills.* | | | | | | **Product**  *How students demonstrate and extend what they know, understand, and can do as a result of a unit or series of lessons.* | | | | |
| Differentiation by Learner: interest, ability, learning profile | | | | | | | | | | | | | InTASC 2g |
| *Identify how the specific strategy will incorporate differentiation by interest, ability, OR learning profile in the box below.* | | | | | | | | | | | | | |
| **Readiness**  *The student’s proximity to specified learning goals.* | | | **Interests**  *The student’s personal and situational passions, affinities, and kinships that motivate learning.* | | | | | | **Learning Profile**  *The student’s preferred approaches to learning, as influenced by thinking style, intelligence preference, cultural background, or gender.* | | | | |
| ***Justification:***  *I plan to make strategic and purposeful adjustments to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(DI by instructor) using the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (strategy) determined by patterns in leaner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(DI by Learner) based on learner data collected through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (assessment) implemented through the classroom environmental structure of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (APA reference)* | | | | | | | | | | | | | |
| Real-time Scaffolding  *Activities should be engaging for learners. Worksheets/book work will not be acceptable activities to include in this section.* | | | | | | | | | | | | | InTASC 1e |
| Tier 1  Activity should build on what was presented during whole group, link to a specific concept/skill, include higher rigor, and consider student characteristics. | | | Tier 2  Activity should build on what was presented during whole group, link to a specific concept/skill with the same amount of rigor and consider student characteristics. | | | | | Tier 3  Activity should build on what was presented during whole group, link to a specific concept/skill with the same amount of rigor, allow for students to have extra support, and consider student characteristics. | | | | | |
| Research-based Instructional Strategies | | | | | | | | | | | | | InTASC 7k |
| *This lesson plan should reflect evidence-based instructional strategies, resources, and technological tools. Part of becoming an effective teacher is to be able to identify sources of best practices.*  *After writing your lesson plan, reflect on the following items as they relate to this particular lesson:*   1. *What evidence-based instructional strategies, resources, and/or technological tools did you implement in your lesson?* 2. *Name the source in which you learned/researched this method.* 3. *Justify why this practice enhances your lesson and which group of students it supports with regards to student mastery of skill/concept.* | | | | | | | | | | | | | |

Appendix B: Lesson Plan Rubric

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|  | | McNeese State University  Department of Education Professions | | | Lesson Plan Template Rubric Updated Fall 2019; 2020 | | |  | |
|  |  | | ***Ineffective: (1)*** | ***Effective: Emerging (2)*** | | ***Effective: Proficient (3)*** | ***Highly Effective: (4)*** | |
| Content Standards and Outcomes *InTASC 7g*  How content and content standards are organized in the curriculum | **No submission**  (deduct  10 points) | | Previously taught standards, LSS standards, and outcomes do not show progression of learning and/or do not align with content AND rigor. | Previously taught standards, LSS standards, and outcomes show progression of learning and align with content OR rigor. | | Previously taught standards, LSS standards, and outcomes show progression of learning and align with content AND rigor. | In addition to the components within Effective Proficient,  lesson outcomes are correctly identified by DOK level. | |
| Student Outcomes and Assessment *InTASC 6b*  Outcomes are measurable and align to the assessment | **No submission**  (deduct  10 points) | | Some lesson outcomes are measurable but do not align to the content and context of the assessments. | Some lesson outcomes are measurable and align to the content and context of the assessments. | | All lesson outcomes 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 content  Standards 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. | |
| Relevance  Outcomes 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 outcomes OR instructional activities. | Justification includes generalized concepts about student characteristics or contextual values in reference to relevance linked to outcomes OR instructional activities. | | Justification includes generalized concepts about student characteristics or contextual values in reference to relevance linked to outcomes AND instructional activities. | In addition to the components within Effective Proficient,  Supported by data linked to this particular class. | |
| Rationale  Outcomes 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 outcomes OR instructional activities. | Justification includes generalized concepts about student characteristics or contextual values in reference to rationale linked to outcomes OR instructional activities. | | Justification includes generalized concepts about student characteristics or contextual values in reference to rationale linked to outcomes AND instructional activities. | In addition to the components within Effective Proficient,  Supported by data linked to this particular class. | |
| Student Misconceptions  Common 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.  AND  Multiple instructional strategies are included to guide various groups of learners to accurate conceptual understanding. | |
| Lesson Progression  Sequencing 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 Environment  Safe 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 Questions  Higher-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.  OR  Questions 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 instruction  OR  -needs of the leaners | Teacher-led instruction *aligned* with:  -content and purpose of instruction  OR  -needs of the leaners | | Teacher-led instruction *aligned* with:  -content and purpose of instruction  AND  -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, outcomes, and final lesson assessment OR  Activity includes variety of strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. | Activity aligned with LSS, outcomes, and final lesson assessment OR  Activity includes variety of strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. | | Activity aligned with LSS, outcomes, and final lesson assessment AND  Activity 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 Practice  Students 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 | |
| Closure  Discussion 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 OR  Learners’ 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 AND  Learners’ 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/Materials  Instructional 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 technology  Teacher 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 outcomes/assessments are unclear. | | Teacher facilitates learning with interactive technologies to support students’ understanding of content and skill development with relation to the lesson’s outcomes. | In addition to the components within Effective Proficient,  interactive technologies are used to assess student learning. | |
| Student use of technology  Students 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  OR  its relation to the lesson’s outcomes 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 outcomes | |
| Assessments  Assessments 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 outcomes/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 outcomes/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 Instruction  Instructional 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 Learner  Strategy 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 Scaffolding  Scaffolded 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 Strategies  Lesson 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 strategy  3. 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 strategy  3. 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 strategy  3. 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. | |

Appendix C: Lesson Plan Support Document

(To be completed on remainnig days of unit and NOT to include Day 1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***How does your lesson(s) fit within the Curriculum scope and sequence?*** | | | | |
| **Standard(s) code:** | **Standard(s) description:** | | | |
| **Previous standard (code and description):** | | | **Future standard (code and description)** | |
| **End of unit task/culminating task** | | **Objectives (color-coded)** | | |
| **Description of assessment that will be collected for this lesson to gauge individual student growth.** | | | | |
| ***How does your lesson take into account learning for every student?*** | | | | |
| **Essential content/skills:** | | **Academic vocabulary:**  **(label with Tier level)** | | **List Teaching Strategies with quick notes**  **(identify DI)** |
| **Student misconceptions** | | **Probing questions**  **(with DOK level)** | |
| **Real-time Scaffolding**  **Tier 1** | | **Real-time Scaffolding**  **Tier 2** | | **Real-time Scaffolding**  **Tier 3** |