McNeese State University

# Lesson Plan Template Aligned with InTASC

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| Candidate Name (last, first): | Semester: | Program: BS MAT PBC | Content Area: | Instructor: |
|  | ***Ineffective: (1)*** | ***Effective: Emerging (2)*** | ***Effective: Proficient (3)*** | ***Highly Effective: (4)*** |
| Student OutcomesMeasureable statement that identifies what the student is expected to learn*InTASC 4n* | Lesson outcome(s) lack clarity &/or measurability; connection to standard not apparent | Lesson outcome(s) somewhat clear & measurable; partial connection to the standard | Lesson outcome(s) are clear, measurable, and specific to the included standard | Lesson outcomes are clear & measurable; learning progression is evident |
| ProceduresDescribes the specific tasks needed to accomplish the lesson*InTASC 3k* | Provides no guidance to expected lesson tasks. | Provides little guidance of expected lesson tasks. | Provides some outline and guidance of lesson tasks. | Thoroughly and completely describes how to implement all tasks needed to accomplish the lesson. |
| Lesson “Hook”Lesson introduction that gains the students’ attention and promotes higher order thinking.InTASC 8j | Lesson introduction is not included | Describes how the lesson will be introduced | Introduces the lesson by sharing the purpose, relevance, and eliciting schema in student friendly language | Introduces the lesson by sharing the purpose, relevance, and eliciting schema in student-friendly language while exhibiting creativity, motivation, and piquing the students' interest |
| Pre-planned (SEED) QuestionsHigher-order thinking questions that provoke student engagement regarding the content*InTASC 8i* | Questions are not included | Includes low-level questions focused largely on regurgitation of facts or rote use of formulas / procedures | Includes open and closed questions related to the content | Includes high-level questions to foster student engagement and support understanding of the content/skills |
| Modeled, Guided, Collaborative and Independent PracticeA variety of teaching methods are implemented throughout the lesson*InTASC 7k* | Lesson plan has no match between procedures and outcome(s); no modeling; no evidence for guided or independent practice | Lesson plan has limited match between procedures and outcome(s); limited teacher modeling or examples provided; few opportunities for guided and independent practice | Lesson plan has clear alignment between procedures and outcome(s); adequate teacher modeling or examples provided; some opportunities for guided and independent practice | Lesson plan has explicit alignment between procedures and outcome(s); multiple teacher modeling or examples along with opportunities for guided and independent practice |
| TechnologyIncorporates the use of technology by candidates and/or P-12 students*InTASC 5l* | Use of technology is not related to content standard and student outcomes. | Identifies the use of technology by the teacher. | Identifies and relates the use of technology by the teacher to the content standard and student outcomes. | Identifies and relates the use of technology by the teacher and student to the content standard and student outcomes. |
| Formative/ SummativeAssessmentAssessment implemented to measure student abilities/knowledge from the lesson*InTASC 6j* | The assessment does not measure outcome(s) | Assessment provided for the lesson but inadequately measures the outcomes | Formative and/or summative assessment has clear relationship to the outcome | Formative and summative assessments are clearly aligned to the outcomes and reflect the procedures in the lesson plan |
| Relevance and RationaleOutcome and content of lesson should be relevant to students’ ongoing learning, real-world application, and student backgrounds.*InTASC 2j* | Rational given does not link lesson outcomes or tasks to students’ ongoing learning, real-world application, or student backgrounds. | Broad rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application. | Some rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application. | Explicit rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application. |
| Exploration, Extension, and SupplementalLesson has appropriate tasks for exploration, extension, and supplemental learning listed.*InTASC 1e* | There are no plans for re-teaching and / or expanding content related to identified outcomes; no evidence of planned activities for early finishers | Plans for re-teaching and/or expanding upon content loosely relate to identified outcomes; limited choice of activities for early finishers | Plans for re-teaching and/or expanding upon content clearly relate to identified outcomes; some choice of activities for early finishers | Plans for re-teaching and/or expanding upon content highlight student interest and needs in meeting outcomes; early finishers have extensive choice in how they expand upon content  |
| Accommodation/DifferentiationProvides a variety of instruction to ensure all student needs are met *InTASC 7j* | Superficial or little attempt to differentiate | General activities that differentiate the content, process, product, or learning environment | Specific activities that differentiate the content, process, product, or learning environment | Specific activities that differentiate the content, process, product, and/or learning environment using best practices |