

Field Version of Unit-Wide Lesson Plan Rubric

| Unit-Wide Lesson Plan Requirements | Standards Alignment | Proficiency-Level Performance Indicators | | | |
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| | | NOTE: When scoring student work, check indicators or portions of indicators that HAVE been met, then CIRCLE the box for the overall score level | | | |
| | | No Evidence | Beginning | Developing | Proficient |
| Learning Objectives (Targets) Write learning objectives that are clear, attainable, measurable, and age/content appropriate. | CCTS: 4, 7. NAEYC 1, 4, 5. CEC 3. CEC-DEC: ECSE3K1, ECSE3K3, ECSE3S2, ECSE3S4, ISCI5S6 ISCI5S8, ECSE5S10; CAEP 1.3.2. | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | Learning objectives... <input type="checkbox"/> Meet 1 of the 4 indicators for Proficient OR <input type="checkbox"/> Partially meets 1-3 of the 4 indicators for Proficient | Learning objectives... <input type="checkbox"/> Meet 2 - 3 of the 4 indicators for Proficient OR <input type="checkbox"/> Partially meets each of the indicators for Proficient | Learning objectives... <input checked="" type="checkbox"/> clearly target at least one specific content standard <input checked="" type="checkbox"/> target the standard identified for the lesson <input checked="" type="checkbox"/> are age/content appropriate <input checked="" type="checkbox"/> are measurable and written in demonstrable terms. If a less actionable term is used, such as “engaged”, criteria are provided to define the use of the term in the context of the category or the indicator. |
| Content Standards & Alignment Identify relevant standards (e.g., CCSS, MLR, NGSS, MELDS, ISTE Standards-S) that are content and age appropriate. Align the objectives, instructional activities, and assessments with relevant standards (e.g., CCSS, MLR, NGSS, MELDS, ISTE Standards-S). Write justification statements that clearly explain the relationship between the standard and the learning objectives. | CCTS: 4, 7, 11.6. NAEYC: 1, 4, 5. CEC: 3, 5. CEC-DEC: ISCI3K3, ECSE3K1, ECSE3S2, ECSE3S4, ISCI5S6 ICSI5S8, ICSI5S9, ECSE5S11 CAEP: 1.3.1, 1.3.2, 1.3.3, 1.5.1 | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | <input type="checkbox"/> Meets 1-2 of the indicators for Proficient OR <input type="checkbox"/> Partially meets 1-3 of the indicators for Proficient | <input type="checkbox"/> Meets 3 of the indicators for Proficient. OR <input type="checkbox"/> Partially meets each of the indicators for Proficient | <input checked="" type="checkbox"/> Identifies at least one relevant standard that is content and age appropriate <input checked="" type="checkbox"/> Unpacks standard by identifying specific indicators addressed in lesson <input checked="" type="checkbox"/> Learning objectives, instructional activities and assessments all aligned with standard to create a focused lesson <input checked="" type="checkbox"/> Justification uses specific evidence to explain how lesson meets relevant standard(s)/indicators AND how standard/lesson fits within overall unit plan |

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| Assessment Use evidence to choose or develop appropriate methods for assessing student achievement of learning objectives. Use multiple means of assessing student learning. Describe how assessments will be evaluated and used for instructional decision making. Provide process for delivering student feedback. | CCTS: 6. NAEYC: 3. CEC: 4. CEC/DEC: ECSE4K4, ISCI4S3, ISCI4S8, ECSE4S3, ECSE4S6, ECSE4S12 CAEP: 1.2.1 | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | <input type="checkbox"/> Meets 1-4 of the indicators for Proficient OR <input type="checkbox"/> Partially meets 1-5 of the indicators for Proficient | <input type="checkbox"/> Meets 5 of the indicators for Proficient OR <input type="checkbox"/> Partially meets each of the indicators for Proficient | <input checked="" type="checkbox"/> Multiple means of assessing student learning are evident AND Each Assessment... <input checked="" type="checkbox"/> type is correctly identified (eg, formative, summative, pre-assessment) <input checked="" type="checkbox"/> is aligned with targeted standards, lesson objectives and instructional activities <input checked="" type="checkbox"/> is age/developmentally appropriate <input checked="" type="checkbox"/> purpose is explained, including description of data to be collected and explanation of how data will be used to inform instruction <input checked="" type="checkbox"/> includes description of process for providing student feedback |
| Optional: Integration of Other Content Areas Incorporate related content areas within the lesson plan. | CCTS: 4, 7, 11.1. NAEYC: 1, 4, 5. CEC: 3, 5. CEC-DEC: ISCI3S2. CAEP: 1.4.4 | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | <input type="checkbox"/> Partially meets 1-2 of the indicators for Proficient | <input type="checkbox"/> Meets 1 of the indicators for Proficient OR <input type="checkbox"/> Partially meets each of the indicators for Proficient. | <input checked="" type="checkbox"/> Related content is also aligned to the standard(s) and learning goal(s) <input checked="" type="checkbox"/> Related content integration is natural, relevant and deepens content knowledge targeted in learning goal |
| Differentiate Whole Class Instruction Design specific instructional strategies that differentiate the content, process, product, performance and/or learning environment to improve and enhance each student's academic achievement. | CCTS: 1, 2, 7, 8, 11.1, 11.2. NAEYC: 3, 4. CEC: 1, 2, 5. CEC-DEC: SC11K12, ECSE1k1, ECSE1K7, ECDE1S1, ECSE2S2, ECSE2S4, ECSE2S5, ECSE3K1, ECSE3S2, ISCI5K2, ISCI5S6, ECSE5S2, ECSE5S4, ECSE5S6, ECSE5S13 CAEP: 1.4.2 | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | <input type="checkbox"/> Partially meets one indicator for Proficient | <input type="checkbox"/> Meets 1 of the 2 indicators for Proficient OR <input type="checkbox"/> Partially meets each of the indicators for Proficient | <input checked="" type="checkbox"/> Explicitly names and explains two strategies for differentiating instruction to meet individual learning needs such as: <ul style="list-style-type: none"> • whole group direct instruction, small group, pairing, individual practice, student presentation to students etc. • content is unpacked in a variety of ways, for example: visual, auditory, through metaphor, constructive projects, use of manipulatives, reading of text, varied levels of materials used to address content for different learning abilities etc. • choice incorporated into the lesson plan is an indication of a strategy that differentiates based on student interest, preferences, and/or strengths <input checked="" type="checkbox"/> Explains how named strategies will support individual learning needs |
| Modifications / Accommodations / Extensions for Individual Students with Identified Needs | CCTS: 1, 2, 7, 8, 11.1, 11.2. NAEYC: 3, 4. CEC: 1, 2, 5. CEC-DEC: ISCI1K12, ECSE2S4, ECSE2S5, ISCI3S1, ISCI5S7, ECSE5S2, ECSE5S11, | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does | <input type="checkbox"/> Meets 1 of the 3 indicators for Proficient OR <input type="checkbox"/> Partially meets 2 of the | <input type="checkbox"/> Meets 2 of the 3 indicators for Proficient OR <input type="checkbox"/> Partially meets each of the indicators for Proficient | <input checked="" type="checkbox"/> Identification of specific students who need specific adaptations during the lesson (based on IEP, 504's, behavior challenges, and other exceptionalities as well as teacher-identified needs of students from prior assessments and observations and knowledge of students) <input checked="" type="checkbox"/> Explicit naming and description of accommodations, modifications and extensions planned for specific student |

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| Create developmentally appropriate accommodations, modifications, and extensions for all students with identified needs. | ECSE5S12, ECSE7S2. CAEP: 1.4.2 | not address the indicators | 3 indicators for Proficient | | needs <input checked="" type="checkbox"/> Evidence of scaffolding and extensions which will be provided as needed for students who aren't succeeding or who have completed the assignment, mastered the learning goal, and need further opportunities to be engaged with the content |
| Optional: Technology Integration (if appropriate) Integrate a range of digital resources, materials, and instructional technology to engage students and provide optimal, customized learning for every student. | CCTS: 7, 8, 11.2. NAEYC: 4. CEC: 5. CEC-DEC: ECSE2S5, ISCI4S3, ISCI5S7. CAEP: 1.5.2, 1.5.3 | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | <input type="checkbox"/> Meets 1-2 of the indicators for Proficient OR <input type="checkbox"/> Partially meets each of the 3 indicators for Proficient | <input type="checkbox"/> Meets 3 of the indicators for Proficient OR <input type="checkbox"/> Partially meets each of the indicators for Proficient | <input checked="" type="checkbox"/> Incorporates relevant, developmentally-/age-appropriate digital tools and resources into lesson instruction and/or assessment <input checked="" type="checkbox"/> When students use technology, use is purposeful and appropriate <input checked="" type="checkbox"/> Identifies the appropriate ISTE standard that is used in the lesson <input checked="" type="checkbox"/> Identifies and describes how technology augments lesson, or enhances/enables the learning experience |
| Materials and Resources for Lesson Plan Development Provide a detailed list of materials and technology for both teacher and students. All handouts, both teacher created and those from other resources, are referenced and attached to the lesson plan. Consider selecting appropriate, research-based teaching practices as defined by national professional organizations (NCTM, NSTA, CEC/DEC, ILA, NCSS, NAEYC, ISTE). | CCTS: 4, 7, 8; NAEYC: 1, 4, 5. CEC: 3, 5. CEC-DEC: ECSE1S1, ECSE1S2, ECSE2S2, ECSE2S5, ECSE3S2, ECSE3S4, ISCI5S6, ISCI5S7, ISCI5S9. CAEP: 1.3.3 | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | <input type="checkbox"/> Meets 1 of the indicators for Proficient OR <input type="checkbox"/> Partially meets 1-2 of the indicators for Proficient | <input type="checkbox"/> Meets 2 of the indicators for Proficient OR <input type="checkbox"/> Partially meets 3 of the indicators for Proficient | <input checked="" type="checkbox"/> A detailed list of materials and technology for both teacher and students is provided <input checked="" type="checkbox"/> All handouts, both teacher created and those from other resources, are referenced and attached to the lesson plan <input checked="" type="checkbox"/> Pedagogically-appropriate, research-based teaching practices, as defined by national professional organizations (NCTM, NSTA, ILA, NCSS, CEC/DEC, NAEYC, ISTE), are used when appropriate. |
| Teaching and Learning Sequence Construct a teaching and learning sequence that clearly defines the order and | CCTS: 1, 2, 3 4, 5, 7, 8. NAEYC: 1, 3, 4, 5. CEC: 1, 2, 3, 5. CEC-DEC: ECSE1S1, ECSE1S2, ECSE2S2, ECSE2S3, | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does | <input type="checkbox"/> Meets 1-2 of the indicators for Proficient OR <input type="checkbox"/> Partially | <input type="checkbox"/> Meets 3-5 of the indicators for Proficient OR <input type="checkbox"/> Partially meets 4-6 of the indicators for Proficient | <input checked="" type="checkbox"/> Time frame and transitions are specifically stated. <input checked="" type="checkbox"/> Target / objective is clearly stated at the beginning of the lesson and unpacked for students to understand. <input checked="" type="checkbox"/> Plans specifically state how and when the teacher will be checking for understanding throughout the lesson. <input checked="" type="checkbox"/> Sequence and modes of presentation are developmentally appropriate. |

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| structure of the lesson. Include all the components of the lesson: introduction, cooperative learning activities that support the learning objectives, standards, instructional strategies, seamless transitions between activities, and assessment practices that are integrated to measure student progress and learning throughout the lesson. | ISCS3K1, ISCI3K2, ECSE3K2, ECSE3S1, ECSE3S2, ECSE3S4, ISCI5K2, ISCI5S6, ISCI5S8, ECSE5S1, ECSE5S9, ISCI6K14, ECSE6S5. CAEP: 1.3.1, 1.3.3 | not address the indicators | meets 1-3 of the indicators for Proficient | | <input checked="" type="checkbox"/> Closure of the lesson is specifically stated <input checked="" type="checkbox"/> Clear indication of variation of strategies as identified in the differentiation and modification sections. |
| Optional: Content Knowledge Notes (Instructor Discretion) Create a resource to supplement the Teaching and Learning Sequence that could be used by a substitute or colleague who might need to teach your lesson. Content notes should outline essential content information, definitions, explanations, modeling examples, and example practice problems with process and answers. | CCTS: 4, 5, 7. NAEYC: . CEC: 3, 5. CEC-DEC: ECSE2S2, ECSE3K3, ECSE3S2, ECSE3S4, ISCI5S8, ISCI5S9. CAEP: 1.3 | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | <input type="checkbox"/> Partially meets 1 of the 2 indicators for Proficient | <input type="checkbox"/> Meets 1 of the 2 indicators for Proficient OR <input checked="" type="checkbox"/> Partially meets both indicators for Proficient | <input type="checkbox"/> Notes are clear, well-organized, and easy to follow <input type="checkbox"/> Notes provide specific/relevant content details that a sub or peer would need in order to implement lesson, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Definitions <input type="checkbox"/> Explanations <input type="checkbox"/> Modeling examples <input type="checkbox"/> Example practice problems with processes & answers |
| Common Core Teaching Standards (CCTS) Alignment & Justification (Field/Student Teaching Only) Identify relevant CCTS standards that are addressed by the lesson planning process and product. Write justification statements that clearly explain the relationship between the standard and the lesson planning experience and product. | CCTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. (Varies by lesson) | <input type="checkbox"/> No attempt is evident OR <input type="checkbox"/> Evidence does not address the indicators | <input type="checkbox"/> Meets 1-2 of the 4 indicators for Proficient OR <input type="checkbox"/> Partially meets 1-3 of the indicators for Proficient | <input type="checkbox"/> Meets 3 of the indicators for Proficient OR <input type="checkbox"/> Partially meets each of the indicators for Proficient | <input checked="" type="checkbox"/> Explicitly identifies the standard and specific indicators being targeted. <input checked="" type="checkbox"/> Correctly paraphrases/interprets standard in own words. <input checked="" type="checkbox"/> Clearly articulates justification using language of the standard. <input checked="" type="checkbox"/> References specific examples within the lesson, for how the lesson meets specific indicator(s). |

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| <p>Reflection</p> <p><i>If lesson <u>was not implemented</u>:</i> Produce a thoughtful reflection addressing planning process, instructional decisions and impact of experience on growth as an educator.</p> <p><i>If lesson <u>was implemented</u>:</i> Produce a thoughtful reflection addressing the following: strengths of the lesson and areas for growth; evidence of student learning and interpretation of assessment results. Develop plans for next steps and/or re-teaching that includes suggestions for improving the future lesson.</p> | <p>CCTS: 9, 6, 11.5. NAEYC: 6, 3. CEC: 6. CEC-DEC: ECSE1S1, ECSE3S2, ECSE4K4, ISCI4S8, ECSE4S8, ECSE4S6, ECSE4S12, ECSE5S11, ECSE5S12. CAEP: 1.2.2 , 1.2.3.</p> | <p><input type="checkbox"/> No attempt is evident</p> <p>OR</p> <p><input type="checkbox"/> Evidence does not address the indicators</p> | <p><input type="checkbox"/> Meets 1-2 of the 4 indicators for Proficient</p> <p>OR</p> <p><input type="checkbox"/> Partially meets 1-3 of the indicators for Proficient</p> | <p><input type="checkbox"/> Meets 3-4 of the 5 indicators for Proficient</p> <p>OR</p> <p><input type="checkbox"/> Partially meets each of the indicators for Proficient</p> | <p>If lesson <u>was not implemented</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes impact of planning process on professional growth <input type="checkbox"/> Identifies challenges involved in planning lesson <input type="checkbox"/> Describes and justifies instructional decisions <input type="checkbox"/> Addresses any feedback from peers/instructor, then describes and justifies potential improvements <input type="checkbox"/> What lessons would follow this? What student data would you need to observe before moving on? <p>If lesson <u>was implemented</u>:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifies specific strengths/successes of the lesson or lesson implementation <input checked="" type="checkbox"/> Describes and justifies instructional decisions <input checked="" type="checkbox"/> Identifies specific areas for growth/improvement <input checked="" type="checkbox"/> Analyzes and interprets assessment data and evidence of student learning in order to identify whole-class patterns/trends and individual strengths/needs <input checked="" type="checkbox"/> Uses assessment data and evidence of student learning to make instructional decisions about next steps, re-teaching, and ideas for improving future lessons |
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