

Sample Lesson Plan Descriptions and Rubrics

ED 333 Social Studies in the Elementary Classroom

Field School Lessons (30 points)

Candidates will plan and teach social studies, math and science lessons to a group of children in collaboration with the classroom teacher. The lesson plan will be typed and follow the lesson plan format provided. After teaching the lesson, a one to two page reflection will be submitted on the strengths and weaknesses of the lessons.

Your lesson plan will be used as part of the admissions requirements to student teaching. *“The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.”*

Eastern Mennonite University Elementary Curriculum Block Lesson Plan Rubric

	Exemplary - 3	Competent - 2	Does Not Meet Expectations- 1	Score (Weight)
Instructional Objectives¹	Objectives are observable & measureable; ABCD format is appropriately addressed and accurately included in all objectives; aligned with SOLs and SPA standards	Objectives are observable & measureable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards	Objectives are not observable & measureable; one or more components of the ABCD format is missing in one or more objective	(__X 1 = __)
Assessment¹	Clearly linked to learning outcomes and monitored throughout the lesson	Assessment linked to learning outcomes or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes or monitored throughout the lesson	(__X 1 = __)
Instruction: Instructional Strategies/ Independent Practice¹	Detailed and purposeful teacher notes. Anticipatory set that draws students into the lesson. Instructional strategies that include modeling, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; practice extends student learning. Closure focuses on student summary of learning	Includes: teacher notes, instructional strategies, guided practice, independent practice, and some evidence of an introduction and closure. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning.	Does not include or is missing some required components. Introduction or closure not included in lesson. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning	(__X 3 = __)
Instruction: Support Learning/ Differentiation of Instruction¹	Clearly states ways to extend and adjust instruction appropriately for all students.	Extends and adjusts instruction appropriately for most students	Instruction designed without consideration for individual student learning	(__X 2 = __)
Lesson Presentation/ Delivery	Instruction is engaging and directions are communicated clearly; before, during and after learning strategies are used to support learning; lesson correlates to objectives in the plan; positive classroom environment; good pacing; student progress is monitored	A couple parts of the lesson are unclear; some students are not engaged and therefore demonstrate off-task behaviors; at times the lesson lacks appropriate pacing; progress is monitored for most students	Directions are unclear and ineffective; very little student participation; the classroom environment is somewhat chaotic; difficulties with pacing; very little monitoring of student progress	(__X2 = __)
Reflection	Provides specific evidence of what worked well in the lesson, specifically addressing the parts of the original plan; evaluates the lesson based on students' ability to meet lesson objectives; specified two or three recommendations for improving the lesson and/or planning and teaching implementation.	General explanation of what worked well; reflects on student participation in general terms; provides one recommendation for how to improve the lesson	Very little evidence to support meaningful reflection; no mention of student success in meeting lesson objectives; no recommendations for how to improve the lesson	(__X 1 = __)
Total				/30

¹Criteria will be used for admission to student teaching decisions beginning July, 2012.

Assignment is completed when a competent "2" rating is achieved in every category.

Comments:

ED 351 General Curriculum and Methods For Middle and Secondary Teaching

Design a 90-minute Lesson Plan (40%)

DUE: Throughout the course (see Class Schedule); final due Monday, November 12, 2012

PURPOSE:

The ability to be an effective teacher in the classroom hinges upon the ability to teach new content in an interesting, relevant, meaningful way. For years we thought that it solely relied upon whether one had the gift of teaching; however, “classroom effects” research correlates organization with effective lesson plans. The ability to write an effective lesson plan hinges on the teacher’s ability to organize, sequence, and disseminate information in the most efficient and effective manner. Associated primarily with direct instruction teaching, Madeline Hunter’s five step lesson plan works to focus the novice teacher on the learning at hand. Therefore, for this course we will start with a five-step lesson design: instructional objectives, anticipatory set, instruction, independent practice, closure and assessment, while leaving room for constructivist theory and data-driven assessment to inform lesson planning. By the completion of this course and into your supervised teaching experience you will be expected to write formalized lesson plans. You will find out that many teachers have become so adept at their teaching that the process of constructing a lesson plan actually becomes an internalized process. While some teachers say they never write lesson plans, what you would find out through questioning them is that they are actually doing it in their planning/thinking process.

ASSIGNMENT (All course assignments are submitted in Moodle.):

1. Choose a grade level and content area from your PFE (Special Methods PFE, Secondary Methods course, etc.) and prepare a 90-minute lesson plan based on Virginia SOLs and your subject’s SPA (Specialty Professional Association) standards. Complete the blanks at the top of the lesson plan. In keeping with EMU’s Academic Integrity policy, **this assignment may NOT duplicate an assignment submitted for any other course** if you wish to receive credit for this assignment.
2. Write a narrative description that provides the following background to your lesson (excerpts from ED 411 Documentation of Student Learning: Introduction):
 - a. Description of the students and school (use pseudonyms): number in the class, age, cultural profile, academic profile, and a brief description of the school. Contact your teacher for information about your school.
 - b. Learning environment: describe the room set up, length of class, and available resources.
 - c. Prior knowledge: task analysis, description of how you determined their prior knowledge.
 - d. Outcomes for the learning experience (unit outcomes) that relate directly to your assessment of student learning.
 - e. Describe your plan for support/differentiation of instruction to meet the diverse learning needs of your students.
3. Develop the lesson using the template: Middle/Secondary School Lesson Design, <http://www.emu.edu/education/6-12/>:
 - a. List all materials needed by the teacher and student for this lesson
 - b. Write three developmentally-appropriate instructional objectives as per the ABCD format. Align outcomes to Virginia SOLs/IEPs/SPA Standards (recorded verbatim on the lesson plan).
 - c. Complete a Task Analysis on the material to determine the prerequisite, essential, and desired/enrichment learning
 - d. Identify and provide examples of assessment strategies to measure student learning from instructional objectives.

- e. Write out (verbatim) the anticipatory set for introducing your lesson.
- f. Write out step-by-step procedures of the lesson. Include: teacher notes on content, teaching strategies, questioning written out verbatim, guided practice, independent practice activities, and time allotments for each procedure
 - Write Instruction section verbatim, including instructions you will give to students to proceed through various learning activities.
 - As one of the step-by-step procedures listed above, use SmartBoard/Notebook software to develop an interactive learning activity. Submit the Notebook document with the lesson plan. (note: interactive is defined as having the student engage with the SmartBoard in a learning activity)
 - Write out, verbatim, you will ask students and label each question according to type and level as per Kellough & Carjuzaa, 2013, pp. 252-261).
 - Insert ALL documents into the lesson plan needed to teach this lesson (eg. student handouts, SmartBoard/Notebook file, exit tickets, etc.)
- g. Identify the strategies you will use for differentiation/support learning and adaptations to meet the diverse learning needs of ALL students. Align differentiated instruction plans in the right column with the corresponding instruction in the left column. Attach explanations or samples of strategies as necessary.
- h. Write out (verbatim) your closure activity to facilitate student summarization of learning from this lesson.

ASSESSMENT:

See attached Lesson Plan Rubric.

NOTE: The goal of this assignment is mastery learning, therefore, all components of the lesson plan must receive a 'Competent' rating to pass the assignment and the course. If any one of more components of the lesson plan receives a "Does not meet expectations' rating, the student will be expected to re-submit the lesson plan until a 'Competent' rating is achieved in all categories. A re-submitted assignment can earn a maximum 2.0 rating in any category. The final assignment grade is based on the rubric score, the number of submissions to achieve mastery learning, and on-time submissions.

Re-submission should include: 1) revisions typed in bold text in the original assignment submission; and 2) the lesson plan rubric with the professor's comments intact.

The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: _____ Date: _____

Course/Subject: _____ Grade: _____

Title of Unit: _____ Title of Lesson: _____

VA SOL(s): (write out) _____

SPA Standard(s): (write out) _____

Materials:

For Teacher: include resources & appropriate citations, technology support, etc.

For Students: include resources & appropriate citations, technology support, manipulative materials, handouts, etc.

Instructional Objectives: Write 3 observable/measurable instructional objectives (one for every 30 minutes of instruction) using the ABCD format (audience, behavior, conditions & degree of expectation).

1.

2.

3.

Task Analysis:

Prerequisite	Essential	Desired/Enrichment

Assessment

1. Content and process skills to be assessed as identified in the instructional objectives.
2. Specific strategies or methods of assessment: (Describe & attach specific assessments)
3. Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

Lesson Body:

Anticipatory Set: Write out verbatim

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questions written out verbatim, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiation, Support Learning, & Adaptations What modifications, accommodations, and adaptations will you make to meet the needs of your students?

Closure: Write out verbatim.

Self-Reflection: To be written once the lesson has been presented in your practicum.

Eastern Mennonite University Middle/Secondary Lesson Plan Rubric

	Exemplary - 3	Competent - 2	Does Not Meet Expectations- 1	Score (Weight)
Introductory Information/ Narrative Description (due Sept. 19)	Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate	Information of course, grade level, lesson/unit, SOL's, SPAs, materials, is complete and accurate	Information is missing, inaccurate or inappropriate	(__X 1 = __)
Instructional Objectives¹ (due Sept. 19)	Objectives are observable & measureable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards	Objectives are observable & measureable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards	Objectives are not observable & measureable; one or more components of the ABCD format is missing in one or more objective	(__X 2 = __)
Task Analysis (due Sept. 19)	Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge	Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge	Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category	(__X 2 = __)
Assessment¹ (due Oct. 10)	Clearly linked to learning outcomes and monitored throughout the lesson (formal and informal)	Assessment linked to learning outcomes or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes or monitored throughout the lesson	(__X 2 = __)
Anticipatory Set/Closure (due Sept. 26)	Compelling introduction draws students into the lesson and closure focuses on student summary of learning; procedure is written out verbatim	Introduction draws students into the lesson; Closure focuses on student summary of learning; written out verbatim	Introduction or closure not included in lesson; not written out verbatim	(__X 1 = __)
*Instruction: Instructional Strategies/ Independent Practice¹ (due Oct. 17)	Detailed and purposeful teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; practice extends student learning	Includes: teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning.	Does not include or is missing some required components. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning	(__X 4 = __)
*Instruction: Support Learning/ Differentiation of Instruction¹ (due Nov. 7)	Extends and adjusts instruction appropriately for all students	Extends and adjusts instruction appropriately for most students	Instruction designed without consideration for individual student learning	(__X 2 = __)
*Instruction: Questions (due Oct. 17)	Types/levels of questions identified; extend and promote, and extrapolate higher level thinking from students	Types/levels of questions identified; extend or promote some higher level thinking	Questions do not extend or promote higher level thinking; types/levels not identified	(__X 1 = __)
Total				/45

***An interactive SmartBoard activity is required in one of these categories.**

¹Criteria will be used for admission to student teaching decisions beginning July 2012.

Assignment is completed when a competent "2" rating is achieved in every category.

Comments: