**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 the SPA name and standards) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Narrative Description of the Community and Students:**

* **Local Community & School Community:** *What are the demographics of the local community and the students in the school?*
* **Classroom:** *What are the demographics and backgrounds of the students in the classroom?*
* **Theory & Research:** *How do the descriptions of the community, school, and students’ cultural background inform your instructional methods/pedagogical approaches?*

**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 (**a**udience, **b**ehavior, **c**onditions & **d**egree of expectation) and varied levels of Bloom’s Taxonomy.

1.

2.

3.

**Task Analysis of Knowledge/Skills**: List the knowledge/skill learned by students prior to (prerequisite), during (essential), and in more complex learning tasks (desired/enrichment).

|  |  |  |
| --- | --- | --- |
| Prerequisite: *What do students need to know before the lesson in order to be successful?* | Essential: *As a result of this lesson, what new knowledge/ skills are students obtaining?* | Desired/Enrichment: *How can this new knowledge/skills extend student thinking in a new situation?* |
| Objective 1: |  |  |
| Objective 2: |  |  |
| Objective 3: |  |  |

**Assessment**

1. Content and process skills to be assessed as identified in the instructional objectives.
2. Specific formative assessment/closure strategies: (Describe & attach specific assessments)
3. Steps for using technology to collect, manage, and analyze assessment data.

**Instruction:**

|  |  |
| --- | --- |
| (Step-by-step proceduresinclude teacher notes oncontent, teaching strategies, interactive technology, questions written out verbatim, guided practice, independent practice activities, and time allotments for each procedure.) | **Differentiation, Support Learning, & Adaptations**  What procedural adaptations will be required so that each student is successful?  Label each item as *content, process, product, learning environment, or affect (Tomlinson’s theory).* |
| **Anticipatory Set**: (Write out verbatim.)  **Closure:** (Write out verbatim.) |  |

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

* What did students learn? How do you know?
* How did you notice that students are engaged?
* What are you left wondering (what will you change next time)?

**Eastern Mennonite University Middle/Secondary Lesson Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary**  **3** | **Competent**  **2** | **Does Not Meet Expectations**  **1** | **Score**  **(Weight)** |
| **Introductory Information** | 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 = \_\_\_) |
| **Narrative Description of the School Community and Students** | Describes, in detail, the local community, demographic information of the school, and students’ backgrounds and culture in the classroom. Analyzes the demographic information collected to determine implications for your classroom and instructional decision making to meet the diverse learning needs of each student. Cites at least 3 relevant theory and research literature sources to support reflections. Uses pseudonyms. | Describes the local community, demographic information of the school, and students’ backgrounds and culture in the classroom. Analyzes the demographic information collected to determine implications for meeting the diverse learning needs of each student. Cites at least 3 relevant theory and research literature sources to support reflections. Uses pseudonyms. | Describes the local community, demographic information of the school, and students’ backgrounds and culture in the classroom with insufficient depth to analyze the school context and implications for meeting the diverse learning needs of each student; lacks credible sources(s). Omits pseudonyms. | (\_\_\_X 3 = \_\_\_) |
| **Instructional Objectives1** | Objectives are observable & measurable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards | Objectives are observable & measurable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards | Objectives are not observable & measurable; one or more components of the ABCD format is missing in one or more objective | (\_\_\_X 2 = \_\_\_) |
| **Task Analysis** | 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** | Clearly linked to learning outcomes and monitored throughout the lesson; uses technology to collect, manage, and analyze data | Adequately linked to learning outcomes and monitored throughout the lesson; uses technology to collect, manage, and analyze data | Assessment not linked to learning outcomes or monitored throughout the lesson | (\_\_\_X 2 = \_\_\_) |
| **Anticipatory Set/Closure** | 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** | Detailed and purposeful teacher notes. Instructional strategies that include modeling/ guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; incorporates instructional technology; practice extends student learning. | Includes: teacher notes, instructional strategies, guided practice, independent practice.  Reflects best practice; organized, sequential, varied strategies including technology, 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** | 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** | 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** |  |  |  | /54 |

**1Criteria is used for admission to student teaching.**

**Assignment is completed when a competent “2” rating is achieved in every category. Feedback:**