

Senior Lesson Plan Rubric 2019

by LHUP Undergrad Admin

Assessment

Standards

No standards added.

Planning and Preparation: Lesson Plan Rubric

	Needs Improvement (1.000 pt)	Developing (2.000 pts)	Proficient (3.000 pts)
1a: Demonstrating knowledge of content and pedagogy (1.000, 11.1%)	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.
1b: Demonstrating knowledge of students (1.000, 11.1%)	Lesson plan includes little or no evidence that Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and/or does not seek such understanding.	Lesson plan includes evidence that teacher considers most of the following: students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Lesson plan includes evidence that teacher considers all of the following: students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class and individual groups of students.
1c: Setting instructional outcomes (1.000, 11.1%)	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.
1d: Demonstrating knowledge of resources (1.000, 11.1%)	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.
1e: Designing coherent instruction (1.000, 11.1%)	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.
1f: Designing student	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly	Teacher's plan for student assessment is partially aligned with the instructional outcomes,	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear

assessment (1.000, 11.1%)	aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.
Alignment to Standards (1.000, 11.1%)	The lesson plan includes no reference to specific state and national standards.	The Lesson Plan includes reference to specific State and national Standards. References may be non-specific. Relevant Standards are not fully attributed and/ or quoted completely or correctly.	The Lesson Plan includes reference to specific State and national Standards. Relevant Standards are attributed and quoted completely and correctly.
Engagement & Sequencing (1.000, 11.1%)	Lesson plans include inappropriate student engagement strategies, pacing, sequence, activities, and/or grouping for the intended outcome or for the students in the class.	Lesson plans include only some elements of appropriate student engagement strategies, pacing, sequence, activities, and grouping.	Lesson plans include well-structured lesson plans with appropriate student engagement strategies, pacing, sequence, activities, technologies (if appropriate), and grouping.
4a: Reflecting on Teaching (1.000, 11.1%)	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.

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