**WVSU LESSON PLAN RUBRIC**

**Student: Course: Date:**

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|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |
| **Lesson Overview & Rationale** |  \_\_\_\_\_ The teacher candidate states a clear rationale based on appropriate curriculum goals and content standards \_\_\_\_\_draws upon knowledge of content area, \_\_\_\_\_student prior knowledge/assessment data, \_\_\_\_\_ and student interests. | \_\_\_\_\_ The teacher candidate states a clear rationale based on appropriate curriculum goals and content standards \_\_\_\_\_ draws upon knowledge of content area \_\_\_\_\_student prior knowledge/assessment data.  | \_\_\_\_\_The teacher candidate states a clear rationale based on appropriate curriculum goals and content standards \_\_\_\_\_ draws upon knowledge of content area. | \_\_\_\_\_Teacher candidate develops lesson plan without considering grade level standards and clear rationale. |
| *Comments:* |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |
| **WV College and Career Readiness Standards Content, Technology & Computer Science and/or Dispositions for Student Success***WVPTS 1C**InTASC 7* | \_\_\_\_\_The teacher candidate constructs the lesson using WV College and Career Readiness Content Standards\_\_\_\_\_Technology & Computer Science and/or Dispositions for Student Success\_\_\_\_\_ leadership skills through cooperative learning\_\_\_\_\_problem solving skills.   | \_\_\_\_\_The teacher candidate constructs the lesson using WV College and Career Readiness Content Standards\_\_\_\_\_Technology & Computer Science and/or Dispositions for Student Success\_\_\_\_\_leadership skills through cooperative learning.   | \_\_\_\_\_The teacher candidate constructs the lesson using WV College and Career Readiness Content Standards\_\_\_\_\_ Technology & Computer Science and/or Dispositions for Student Success  | \_\_\_\_\_The teacher candidate does not plan using WV College and Career Readiness Content Standards and Technology & Computer Science and/or Dispositions for Student Success |
| *Comments:* |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |
| **Student Learning Objective***WVPTS 1C**InTASC 7* | \_\_\_\_\_The teacher candidate connects the learning objective to the WV College and Career Readiness Standards\_\_\_\_\_learning objectives include an A – Audience, B-Behavior, C-Condition, and D- Degree of Proficiency.\_\_\_\_\_learning objectives are clearly written. \_\_\_\_lesson goals are shared with students in student-friendly language.  | \_\_\_\_\_The teacher candidate connects the learning objective to the WV College and Career Readiness Standards\_\_\_\_\_learning objectives include an A – Audience, B-Behavior, C-Condition, and D- Degree of Proficiency.\_\_\_\_\_learning objectives are clearly written.   | \_\_\_\_\_The teacher candidate connects the learning objective to the WV College and Career Readiness Standards. \_\_\_\_\_learning objectives include an A – Audience, B-Behavior, C-Condition, and D- Degree of Proficiency. | \_\_\_\_ The teacher candidate creates learning objectives that are incomplete or not connected to WV College and Career Readiness Standards.  |
| *Comments:* |
|  | **Distinguished** | **Accomplished** | **Emerging**  | **Unsatisfactory**  |
|  | **3** | **2** | **1** | **0** |
| **Anticipated Content Difficulties***InTASC 7**WVPTS 1C**WVPTS 3E* | \_\_\_\_\_ The teacher candidate recognizes learner misconceptions based upon prior knowledge \_\_\_\_\_ plans experiences to avoid anticipated difficulties \_\_\_\_\_ recognizes learner misconceptions based upon observable data\_\_\_\_addresses learner interest. | \_\_\_\_\_ The teacher candidate recognizes learner misconceptions based upon prior knowledge \_\_\_\_\_ plans experiences to avoid anticipated difficulties \_\_\_\_\_ recognizes learner misconceptions based upon observable data. | \_\_\_\_\_ The teacher candidate recognizes learner misconceptions based upon prior knowledge \_\_\_\_\_plans experiences to avoid anticipated difficulties | \_\_\_\_\_The teacher candidate anticipates learner misconceptions that are not based upon observable data and/or prior knowledge and/or learner interest. |
| *Comments:* |
| **PLANNING** |
|  | **Distinguished** | **Accomplished** | **Emerging**  | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |
| **Assessment:** *Formative and/or Summative**InTASC 6**WVPTS 1E* | \_\_\_\_\_The teacher candidate designs multiple types of assessments to match learning objectives \_\_\_\_\_uses formative and/or summative to support learning  \_\_\_\_\_ uses data to differentiate learning experiences\_\_\_\_\_ includes students in data decision making. | \_\_\_\_\_The teacher candidate designs assessments to match learning objectives \_\_\_\_\_uses formative and/or summative to support learning  \_\_\_\_\_ uses data to differentiate learning experiences. | \_\_\_\_\_The teacher candidate designs assessments to match learning objectives \_\_\_\_\_uses formative and/or summative to support learning.  | \_\_\_\_\_The teacher candidate designs assessments that do not match learning objectives and/or assessment not attached. |
| *Comments:* |
|  | **Distinguished** | **Accomplished** | **Emerging**  | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |
| **Academic Language***InTASC 4**WVPTS 1A* | \_\_\_\_\_The teacher candidate identifies academic vocabulary of the discipline \_\_\_\_\_integrates academic language into learning activities\_\_\_\_\_ promotes student use of appropriate academic vocabulary\_\_\_\_\_makes academic vocabulary accessible to exceptional/English Language Learners. | \_\_\_\_\_The teacher candidate identifies academic vocabulary of the discipline \_\_\_\_\_integrates academic language into learning activities\_\_\_\_\_ promotes student use of appropriate academic vocabulary. | \_\_\_\_\_The teacher candidate identifies academic vocabulary of the discipline \_\_\_\_\_integrates academic language into learning activities. | \_\_\_\_\_The teacher candidate uses non- academic language to explain content. |
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| **Appropriate Research Based Strategies***InTASC 5**WVPTS 1B* | \_\_\_\_\_The teacher candidate designs different instructional strategies based on research/evidence *e.g., small group, cooperative learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge*\_\_\_\_\_\_adapts instruction to meet the needs of all exceptional learners\_\_\_\_\_ creates learning experiences that are learner centered \_\_\_\_\_ creates learning experiences that promote critical thinking and problem solving. | \_\_\_\_\_The teacher candidate designs different instructional strategies based on research/evidence *e.g., small group, cooperative learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge*\_\_\_\_\_\_adapts instruction to meet the needs of all exceptional learners\_\_\_\_\_ creates learning experiences that are learner centered. | \_\_\_\_\_The teacher candidate designs different instructional strategies based on research/evidence *e.g., small group, cooperative learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge*\_\_\_\_\_\_ adapts instruction to meet the needs of some exceptional learners. | \_\_\_\_\_The teacher candidate uses only one strategy for all students.  |
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| **Integration of Learning Theory***InTASC 1**WVPTS 2A* | \_\_\_\_The teacher candidate creates developmentally appropriate instruction\_\_\_\_ considers diverse learners\_\_\_\_ accommodates the cognitive needs\_\_\_\_and all of the following: linguistic, social, emotional and physical needs of learners. | \_\_\_\_The teacher candidate creates developmentally appropriate instruction\_\_\_\_ considers diverse learners\_\_\_\_ accommodates the cognitive needs and one or more of the following: linguistic, social, emotional or physical needs of learners. | \_\_\_\_The teacher candidate creates developmentally appropriate instruction\_\_\_\_ considers diverse learners. | \_\_\_\_\_The teacher candidate creates instruction without regard to developmentally appropriate instruction. |
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| **Materials** *including technology**InTASC 7**WVPTS 2F* | \_\_\_\_The teacher candidate selects and lists all instructional materials to achieve learning goals\_\_\_\_chooses age appropriate resources and materials\_\_\_\_differentiates materials for groups of learners \_\_\_\_ differentiates materials for individuals. | \_\_\_\_The teacher candidate selects and lists all instructional materials to achieve learning goals \_\_\_\_chooses age appropriate resources and materials\_\_\_\_differentiates materials for groups of learners. | \_\_\_\_The teacher candidate selects and lists all instructional materials to achieve learning goals\_\_\_\_chooses age appropriate resources and materials. | \_\_\_\_The teacher candidate does not select and list all instructional materials to achieve learning goals. |
| *Comments:* |
| **LESSON PROCEDURES** |

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| **Anticipated Management Difficulties***InTASC 3**WVPTS 2* | \_\_\_\_\_The teacher candidateplans proactive management strategies to keep students on task\_\_\_\_\_ provides clear directions for students to move efficiently and effectively from activity to activity \_\_\_\_\_ effectively anticipates student behaviors.\_\_\_\_\_\_plans for developmental differences.https://ssl.gstatic.com/ui/v1/icons/mail/images/cleardot.gif | \_\_\_\_\_The teacher candidateplans proactive management strategies to keep students on task\_\_\_\_\_ provides clear directions for students to move efficiently and effectively from activity to activity \_\_\_\_\_ effectively anticipates student behaviors.https://ssl.gstatic.com/ui/v1/icons/mail/images/cleardot.gif | \_\_\_\_\_The teacher candidateplans proactive management strategies to keep students on task\_\_\_\_\_ provides clear directions for students to move efficiently and effectively from activity to activity https://ssl.gstatic.com/ui/v1/icons/mail/images/cleardot.gif | \_\_\_\_\_\_The teacher candidate does not plan proactive management strategies to keep students on task. |
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| **Before/****Introduction/****Hook***InTASC 1**WVPTS 2A* | \_\_\_\_The teacher candidate plans an introductory activity that connects to the teaching objective \_\_\_\_\_ grabs student attention quickly\_\_\_\_\_ activates prior knowledge \_\_\_\_\_a clear connection to academic language. | \_\_\_\_\_The teacher candidate plans an introductory activity that connects to the teaching objective \_\_\_\_\_ grabs student attention quickly\_\_\_\_\_ activates prior knowledge. | \_\_\_\_\_The teacher candidate plans an introductory activity that connects to the teaching objective \_\_\_\_\_ grabs student attention quickly. | \_\_\_\_\_The teacher candidate did not plan an effective introductory activity. |
| *Comments:* |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |
| **During/****Explicit Instruction/ Inquiry-Based Instruction****5E’s***InTASC 8**WVPTS 1D* | \_\_\_\_\_The teacher candidate’s lesson clearly describes steps\_\_\_\_provides for guided and independent practice \_\_\_\_ uses a variety of research based instructional strategies \_\_\_\_integrates problem solving. | \_\_\_\_\_The teacher candidate’s lesson clearly describes steps\_\_\_\_provides for guided and independent practice \_\_\_\_uses a variety of research based instructional strategies.  | \_\_\_\_\_\_The teacher candidate’s lesson clearly describes steps\_\_\_\_provides for guided and independent practice.  | \_\_\_\_\_The teacher candidate’s lesson is not clear with minimal structure. |
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| **After/Closure/****Summary***InTASC 5**WVPTS 2C* | \_\_\_\_\_The teacher candidate plans lesson closure reviewing the learning objective\_\_\_\_\_ corrects misunderstandings\_\_\_\_\_plans student reflection \_\_\_\_\_revisits the academic language. | \_\_\_\_\_The teacher candidate plans lesson closure reviewing the learning objective\_\_\_\_\_ corrects misunderstandings\_\_\_\_\_plans student reflection. | \_\_\_\_\_The teacher candidate plans lesson closure reviewing the learning objective\_\_\_\_\_ corrects misunderstandings. | \_\_\_\_\_The teacher candidate abruptly ends the lesson without summary or review of student understanding. |
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| **Higher Order Questioning***InTASC 8**WVPTS 3C* | \_\_\_\_The teacher candidate plans questions on multiple levels which ensure student engagement \_\_\_\_ promotes critical thinking \_\_\_\_promotes problem solving on multiple levels\_\_\_\_ promotes meta cognitive processes. | \_\_\_\_The teacher candidate plans questions on multiple levels which ensure student engagement \_\_\_\_ promotes critical thinking \_\_\_\_promotes problem solving on multiple levels. | \_\_\_\_The teacher candidate plans questions on multiple levels which ensure student engagement \_\_\_\_ promotes critical thinking. | \_\_\_\_The teacher candidate’s questions are all lower level or nonexistent. |
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| **Differentiation***InTASC 2**WVPTS 2A* | \_\_\_\_The teacher candidate designs and adapts instruction to address student diverse learning strengths and needs\_\_\_\_includes the needs of exceptional learners \_\_\_\_creates opportunities for students to demonstrate their learning in different ways\_\_\_supports the culturally diverse.  | \_\_\_\_The teacher candidate designs and adapts instruction to address student diverse learning strengths and needs\_\_\_\_includes the needs of exceptional learners \_\_\_\_creates opportunities for students to demonstrate their learning in different ways. | \_\_\_\_The teacher candidate designs and adapts instruction to address student diverse learning strengths and needs\_\_\_\_includes the needs of exceptional learners.  | \_\_\_\_The teacher candidate plans instruction without regard to student needs. |
| *Comments* |

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| **Content Knowledge***InTASC 4**WVPTS 3A* | \_\_\_\_\_The teacher candidate utilizes accurate content knowledge to focus learning targets \_\_\_\_\_ includes cross-discipline learning experiences as appropriate.\_\_\_\_\_provides multiple representations and explanations relevant to content \_\_\_\_\_engages students in content-rich activities to create meaningful, real-world and 21st century learning experiences. | \_\_\_\_\_The teacher candidate utilizes accurate content knowledge to focus learning targets \_\_\_\_\_ includes cross-discipline learning experiences as appropriate.\_\_\_\_\_provides multiple representations and explanations relevant to content. | \_\_\_\_\_The teacher candidate utilizes accurate content knowledge to focus learning targets \_\_\_\_\_ includes cross-discipline learning experiences as appropriate. | \_\_\_\_\_The teacher candidate provides only one explanation of the content and/or presents the content inaccurately.  |
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| **Self-Reflection** *InTASC 4C**WVPTS 9* | \_\_\_\_\_The teacher candidate accurately reflects on the lesson objectives\_\_\_\_\_bases reflection on evidence of student learning\_\_\_\_\_provides specific examples from lesson to support his/her judgement\_\_\_\_\_ addresses how he/she would adjust teaching to ensure all students meet the objectives. | \_\_\_\_\_The teacher candidate accurately reflects on the lesson objectives\_\_\_\_\_bases reflection on evidence of student learning\_\_\_\_\_provides specific examples from lesson to support his/her judgement. | \_\_\_\_\_The teacher candidate accurately reflects on the lesson objectives\_\_\_\_\_bases reflection on evidence of student learning. | \_\_\_\_\_The teacher candidate inaccurately reflects on the lesson without using evidence and/or does not address how they will adjust teaching to ensure all student meet the objectives. |
| *Comments* |