**WVSU LESSON PLAN RUBRIC**

**Student: Course: Date:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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. |
| *Comments:* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |
| *Comments:* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |
| **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. |
| *Comments:* | | | | |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |
| **Anticipated Management Difficulties**  *InTASC 3*  *WVPTS 2* | \_\_\_\_\_The teacher candidate  plans 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 candidate  plans 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 candidate  plans 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. |
| *Comments:* |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |
| *Comments:* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |
| *Comments:* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  | **3** | **2** | **1** | **0** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |
| *Comments* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |
| *Comments* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | | | | |