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| **Lesson Plan Rubric**  **Used to Assess LWC Teacher Candidate Lesson Plans**  **In Fundamentals, Professional Preparation Methods Courses, and Student Teaching** | | | | | | | | | | |
| **Instructions:** **This rubric aligns with the EPP Lesson Plan**  \*Faculty/instructors must use the indicators and critical attributes listed below to assess the Lesson Plans/ Lesson Plans in the Unit template across EPP programs.  \*Students should use the rubric to ensure that their lesson plans meet or exceed expectations for each stage.  Score needed:  Stage 1: Acceptable (2) or above on all indicators  Stage 2 & 3: Target (3) or above on all indicators | | | | | | | | | | |
| **CAEP** | **KTPS (InTASC)** | **Danielson** | **Tech & Diversity** | **Indicators** | **Critical Attributes**  **as defined by KTPS/KAS/CAEP standards** | **Above Target**  **(4)** | **Target**  **(3)** | **Acceptable**  **(2)** | **Unacceptable**  **(1)** |
| 1.1 | 1-3 | 1-3 | D | Knowledge of Student Characteristics | \*Subject/content  \*Age/grade  \*Students with IEP  \*Students with Gifted  \*ELL | All critical attributes related to knowledge of student characteristics are identified and explicit. | All critical attributes related to knowledge of student characteristics are identified. | Minimal (1-3) critical attributes related to knowledge of student characteristics identified. | No/limited knowledge of student characteristics identified. |
| 1.2 | 7 | 1 | T | Standards/  Objectives | \*ELA/ILP  \*KAS  \*Learning target/ objectives  \*I can statements | Correct standards/ objectives listed and aligned with the correctly identified Kentucky Academic Standards and demonstrates ability to create lesson specific objectives from standards while maintaining the rigor of the standard. | Correct standards/ objectives listed/created and align with the correctly identified Kentucky Academic Standards and demonstrates understanding of the connection between standards and objectives in lessons. | Correct standards/ objectives listed but does not demonstrate understanding of the connection between the standards and writing objectives for specific lessons. | No/incorrect standards listed.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.1  1.2  1.3 | 1-8 | 1-3 | T/D | Key Lesson Components | \*Lesson context  \*Instructional strategies/learning activities  \*21st century/CCRS  \*Co-teaching strategies  \*Accom/Modifications (SET)  \*IEP/ELL/Gifted differentiation  \*Media/tech/ resources  \*Formative assessment & accommodations | Critical attributes are identified and applies a complete and in-depth understanding of each attribute and alignment to the standards and demonstrates that understanding by utilizing those identified critical attributes within the instructional sequence.  Attributes selected demonstrate knowledge of high-quality pedagogy, research, and learners. | Critical attributes are identified and application of each attribute /alignment to the standards is demonstrated by developing within the instructional sequence.  Attributes selected demonstrate knowledge of high-quality pedagogy, research and/ or learners. | Some critical attributes are selected from each category relevant for the lesson and developed in the instructional sequence.  Attributes selected demonstrate limited knowledge of high-quality pedagogy, research, or learners. | Critical attributes are missing/  incorrect in lesson outline or sequence.  Attributes selected do not demonstrate sufficient understanding of the critical attributes circled on the left. |
| **CAEP** | **KTPS (InTASC)** | **Danielson** | **Tech & Diversity** | **Indicators** | **Critical Attributes**  **as defined by KTPS/KAS/CAEP standards** | **Above Target**  **(4)** | **Target**  **(3)** | **Acceptable**  **(2)** | **Unacceptable**  **(1)** |
| 1.1  1.2  1.3 | 1-8 | 1-4 | T/D | Lesson  Procedures & Sequence  skill review, preview | \*Concept/skill review  \*Concept/skill preview  \*Learning strategies/ experiences  \*Critical thinking questions  \* Attached materials used | Detailed description of critical attributes displayed.  Demonstrates deep understanding of each attribute, including high quality instructional practices.  Instruction seamlessly integrates standards, objectives, and assessments together within the procedures and sequence | Critical attributes are provided.  Demonstrates clear understanding of each attribute, including high quality instructional practices.  Instruction aligns with standards, objectives, and assessments. | Critical attributes are provided.  Demonstrates limited understanding of each attribute, depth/ development/ or high-quality instructional practices.  Instruction partially aligns with standards, objectives, or assessments | Critical attributes are missing/ limited (minimal description).  Does not demonstrate sufficient understanding of the critical attributes circled on the left.  Instruction does not align with standards, objectives, and assessments |
| 1.1  1.3 | 1-8 | 1,3 | T | Technology | \*Teacher use of technology  \*Student use of technology | Teacher **and** student technology is current, integrated deeply into lesson, and appropriate/ beneficial for lesson, age, grade, and content. | Teacher **and** student technology is utilized.  Technology utilized is appropriate/beneficial for lesson, age, grade, and content. | Teacher **or** student technology is utilized in lesson.  Technology utilized is adequate/appropriate for lesson, age, grade, and content. | No/limited technology is used.  Technology utilized is inappropriate for lesson, age, grade, and content. |
| 1.1  1.3 | 1-3,  6-8 | 1,3 | D | Diversity | \*Teacher identifies plans for diversity including factors such as: learning preferences and strategies, socioeconomic status, ethnicity, culture, educational background, geographical location, gender, etc. | Lesson incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity and Inclusion (DEI) for all students in a variety of creative and innovative ways. | Lesson incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity and Inclusion (DEI). | Lesson attempts to incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity and Inclusion (DEI). | Lesson does not attempt to incorporate culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity and Inclusion (DEI). |
| 1.2 | 6 | 3,4 | T/D | Assessment | \*Formative  \*Self | Several types of assessments are used creatively and correctly to engage, evaluate, and reflect on learning throughout the lesson to by teacher and students.  Assessment aligns with standards and seamlessly integrates into the lesson. | Both formative and self-assessments are utilized correctly in the lesson to evaluate student progress.  Assessment aligns with standards, objectives, and instruction and measures what the objective has stated it measures. | Either formative and self-assessments are utilized correctly in the lesson to evaluate student progress.  Assessment partially aligns with standards, objectives, or instruction but might not measure what the objective has stated or is missing a measure. | No/limited/ inappropriate assessments are used.  Assessment does not align with standards, objectives, and instruction. |
| Actions/Feedback: | | | | | | | | | | |