

CISE 4377 SECONDARY METHODS UNIT LESSON PLAN (USE BEGINS FALL 2014)

General Information

Custom Form

Preview

UNIT LESSON PLAN

Please assess*

	Poor/Below Average Performance	Acceptable/Average Performance	Exemplary Performance	Score
Title <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> Title is neither clear nor descriptive.	<input type="radio"/> 2 <hr/> Title is not clear or not descriptive.	<input type="radio"/> 3 <hr/> Title is Clear and Descriptive.	<input type="text" value="Score"/>
Unit Summary <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> Summary is not clear, concise, descriptive, and/or written in common language. Not all eligible content is represented. Description does not reflect understanding of content and education theory.	<input type="radio"/> 2 <hr/> Summary is somewhat clear, concise, descriptive, and written in common language. Much eligible content is represented. Description reflects some understanding of content and education theory.	<input type="radio"/> 3 <hr/> Summary is clear, concise, descriptive, and written in common language. All eligible content is represented. Description reflects rich understanding of content and education theory.	<input type="text" value="Score"/>
Unit Rationale <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> Rationale is not written with the students clearly in mind. Does not includes justifications based on TEKS, real-world applications, personal relevance or relevance to other content areas.	<input type="radio"/> 2 <hr/> Rationale is written with the students in mind. Includes some justifications based on TEKS, real-world applications, personal relevance as well as relevance to other content areas.	<input type="radio"/> 3 <hr/> Rationale is written with the students clearly in mind. Includes a rich variety of justifications based on TEKS, real-world applications, personal relevance as well as	<input type="text" value="Score"/>

Skip Navigation

<p>Questions</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Questions (Essential, Unit, and/or Content) are not clearly written and relevant to the material and fail to provide material to motivate student learning.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Questions (Essential, Unit, and Content) are somewhat clearly written and relevant to the material as well as providing some material to motivate student learning.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Questions (Essential, Unit, and Content) are clearly written and relevant to the material as well as providing rich material to motivate student learning.</p>	<p>Score</p>
<p>Vocabulary</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Identification of vocabulary is incomplete and/or inappropriate to students. Vocabulary activity not developmentally appropriate and/or not designed using creative educational techniques.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Identification of relevant vocabulary is somewhat complete and appropriate to students. Vocabulary activity somewhat developmentally appropriate and designed using educational techniques.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Identification of relevant vocabulary is complete and appropriate to students. Vocabulary activity developmentally appropriate and designed using creative educational techniques.</p>	<p>Score</p>
<p>Outcome Product - Personal Expression and Differentiation</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Outcome product does not allow for personal expression and differentiation on a variety of learning dimensions</p>	<p><input type="radio"/> 2</p> <hr/> <p>Outcome product allows for limited personal expression and differentiation on a few learning dimensions such as learning style, cultural background, learning strengths, and personal interests.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Outcome product allows for personal expression and differentiation on a variety of learning dimensions such as learning style, cultural background, learning strengths, and personal interests.</p>	<p>Score</p>
<p>Outcome Product - TEKS Alignment</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Product is superficially or not aligned with unit TEKS.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Product is aligned with unit TEKS.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Product is significantly aligned with unit TEKS.</p>	<p>Score</p>
<p>Outcome Product - Feedback to Students</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p>	<p><input type="radio"/> 2</p>	<p><input type="radio"/> 3</p>	<p>Score</p>

Skip Navigation

	<p>Outcome product standards (i.e., a rubric) is not included or does not provide feedback to students regarding strengths and areas of improvement.</p>	<p>Outcome product standards (i.e., a rubric) is included that provides feedback to students regarding some strengths and areas of improvement.</p>	<p>Outcome product standards (i.e., a rubric) is included that provides feedback to students regarding both strengths and areas of improvement.</p>	
<p>Learning Activities - TEKS, Content, Methods, etc.</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Learning activities are not tied to the TEKS, not varied, and do not reflect knowledge of content, teaching methods, and/or educational theory.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Some learning activities are tied to the TEKS, varied, and reflect knowledge of content, teaching methods, and educational theory.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Learning activities are tied to the TEKS, varied, and reflect knowledge of content, teaching methods, and educational theory.</p>	<p>Score</p>
<p>Learning Activities - Appropriate Time</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Few activities are scheduled for an appropriate length of time. No, self-check, peer-feedback, and/or teacher-led remediation are planned for.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Most activities are scheduled for an appropriate length of time. When applicable, some self-check, peer-feedback, and/or teacher-led remediation are planned for.</p>	<p><input type="radio"/> 3</p> <hr/> <p>All activities are scheduled for an appropriate length of time. When applicable, self-check, peer-feedback, and/or teacher-led remediation are planned for.</p>	<p>Score</p>
<p>Learning Activities - Varied and Appropriate Bloom's Levels</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Bloom's level and learning style are not varied and/or appropriate.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Bloom's level and learning style are somewhat varied and appropriate.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Bloom's level and learning style are varied and appropriate.</p>	<p>Score</p>
<p>Materials and Technology Analysis</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Lists of materials and technology are missing or are superficially completed.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Lists of materials and technology is provided with some lapses in comprehension</p>	<p><input type="radio"/> 3</p> <hr/> <p>Comprehensive lists of materials and technology are provided.</p>	<p>Score</p>

Skip Navigation

<p>Accommodations and Modifications for Instruction - IEPs and 504s</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Plan for differentiation for students with IEPs and 504 plans, including both accommodations and modifications, is unclear and not concise. Plan does not include descriptions of resources, materials, and teaching strategies; or, they are incomplete and/or inappropriate.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Plan for differentiation for students with IEPs and 504 plans, including both accommodations and modifications, is somewhat clear and concise. Plan includes some descriptions of resources, materials, and teaching strategies but may not be complete and/or appropriate.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Plan for differentiation for students with IEPs and 504 plans, including both accommodations and modifications, is clear and concise. Plan includes descriptions of resources, materials, and teaching strategies, and is complete and appropriate.</p>	<p>Score</p>
<p>Accommodations and Modifications for Instruction - LEPs</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Plan for differentiation for LEP students is unclear and not concise. Plan does not include descriptions of resources, materials, and teaching strategies or, they are incomplete and/or inappropriate.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Plan for differentiation for LEP students is somewhat clear and concise. Plan includes some descriptions of resources, materials, and teaching strategies but may not be complete and/or appropriate.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Plan for differentiation for LEP students is clear and concise. Plan includes descriptions of resources, materials, and teaching strategies, and is complete and appropriate.</p>	<p>Score</p>
<p>Accommodations and Modifications for Instruction - Gifted and Talented</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Plan for differentiation for Gifted and Talented students is unclear and not concise. Plan does not include descriptions of resources, materials, and teaching strategies or descriptions are incomplete and/or inappropriate.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Plan for differentiation for Gifted and Talented students is somewhat clear and concise. Plan includes some descriptions of resources, materials, and teaching strategies but may not be complete and/or appropriate.</p>	<p><input type="radio"/> 3</p> <hr/> <p>Plan for differentiation for Gifted and Talented students is clear and concise. Plan includes descriptions of resources, materials, and teaching strategies, and is complete and appropriate.</p>	<p>Score</p>
<p>Assessments - Pre and Post</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p>	<p><input type="radio"/> 2</p>	<p><input type="radio"/> 3</p>	<p>Score</p>

Skip Navigation

	Pre/Post assessment does not focus on TEKS, does not provide data on which to base instructional planning, and/or cannot be used to show growth in student understanding of content.	Pre/Post assessment primarily focuses on TEKS, provides some data on which to base instructional planning, and can be used to show growth in student understanding of content.	Pre/Post assessment focuses on TEKS, provides data on which to base instructional planning, and can be used to show growth in student understanding of content.	
Assessments - Formative <input type="checkbox"/> NA	<input type="radio"/> 1 Graded or ungraded assessment(s) provide limited feedback to students regarding progress toward learning objectives.	<input type="radio"/> 2 Ungraded formative assessment(s) provide adequate feedback to students regarding progress toward learning objectives.	<input type="radio"/> 3 Ungraded formative assessment(s) provide rich, detailed feedback to students regarding progress toward learning objectives.	<input type="text" value="Score"/>
Assessments - Summative <input type="checkbox"/> NA	<input type="radio"/> 1 Graded summative assessment fails to provide students with feedback concerning which areas of the learning objective have been met and which areas are still in need of improvement.	<input type="radio"/> 2 Graded summative assessment provides students with adequate feedback concerning which areas of the learning objective have been met and which areas are still in need of improvement.	<input type="radio"/> 3 Graded summative assessment provides students with rich detailed feedback concerning which areas of the learning objective have been met and which areas are still in need of improvement.	<input type="text" value="Score"/>
				Rubric Score:
				Rubric Mean:

GRADE

Total Score:

Total Mean:

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