

CIEE 4334 4335 4336 - ELEMENTARY CONTENT METHODS LESSON PLAN (ACTIVE SPRING 2013)

General Information

Custom Form

Preview

ESTABLISHING THE LESSON FRAMEWORK

Establishing the Lesson Framework*

	Unacceptable	Acceptable	Target	Score
TEKS/ Applicable Student Expectations <input type="checkbox"/> NA	<input type="radio"/> 1 _____ The knowledge and skill statement and student expectation(s) are NOT written and aligned with the goals and objectives of the lesson.	<input type="radio"/> 2 _____ The knowledge and skill statement and student expectation(s) are written and aligned with the goals and objectives of the lesson.	<input type="radio"/> 3 _____ The entire knowledge and skill statement and student expectation(s) are clearly written and aligned with the goals and objectives of the lesson.	<input type="text" value="Score"/>
Objective <input type="checkbox"/> NA	<input type="radio"/> 1 _____ The objective does not <ul style="list-style-type: none"> • identify the knowledge or skill, and/or • describe the action that will take place (not an activity), and/or • describe the conditions under which the action will take place, • is based on students' assessed needs and/or, • is not measurable. 	<input type="radio"/> 2 _____ The objective . . . <ul style="list-style-type: none"> • somewhat identifies knowledge or skill, and • describes the action that will take place (not an activity), • describes the conditions under which the action will take place, • is based on students' assessed needs and, • is measurable. 	<input type="radio"/> 3 _____ The objective . . . <ul style="list-style-type: none"> • clearly identifies knowledge or skill, and • describes in detail the action that will take place (not an activity), and • describes in detail the conditions under which the action will take place • is based on students' assessed needs and, • is measurable. 	<input type="text" value="Score"/>
Rationale <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	<input type="text" value="Score"/>

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The rationale does not describe the significance of the lesson and/or is not reasonably supported.	The rationale describes the significance of the lesson and is reasonably supported.	The rationale describes in detail the significance of the lesson and is reasonably supported.
Rubric Score:		
Rubric Mean:		

DESIGNING SUPPORTIVE LEARNING ENVIRONMENTS

Designing Supportive Learning Environments*

	Unacceptable	Acceptable	Target	Score
Materials <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> Few or no supporting materials/resources needed for the lesson are identified/ referenced.	<input type="radio"/> 2 <hr/> Most supporting materials/resources needed for the lesson are identified/ referenced.	<input type="radio"/> 3 <hr/> All supporting materials/resources needed for the lesson are explicitly identified/ referenced.	<input type="text" value="Score"/>
Setting <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> The description of the classroom environment does not include all necessary components such as <ul style="list-style-type: none"> • classroom arrangement; • materials management; • student grouping; • technology needs; and/or • safety concerns. 	<input type="radio"/> 2 <hr/> The description of the classroom environment includes <ul style="list-style-type: none"> • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns. 	<input type="radio"/> 3 <hr/> The description of the classroom environment supports the lesson and includes <ul style="list-style-type: none"> • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns. 	<input type="text" value="Score"/>
Student Needs <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> Student characteristics are not identified and/or do not include a description of prior	<input type="radio"/> 2 <hr/> Student characteristics are generally identified including a description of prior knowledge	<input type="radio"/> 3 <hr/> Student characteristics are specifically identified including a de	<input type="text" value="Score"/>

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knowledge and special learning and physical accommodations/modifications.	and special learning and physical accommodations/modifications.	and special learning and physical accommodations/modifications.
		Rubric Score:
		Rubric Mean:

INSTRUCTIONAL STRATEGIES

Instructional Strategies*

	Unacceptable	Acceptable	Target	Score
Introduction/Focus <input type="checkbox"/> NA	<input type="radio"/> 1 The introduction/focus does not <ul style="list-style-type: none"> engage students' interest, and/or promotes student learning, and/or acknowledge prior knowledge; and/or address the overall learning objective. 	<input type="radio"/> 2 The introduction/focus <ul style="list-style-type: none"> engages students' interest, and promotes student learning, and acknowledges prior knowledge; and addresses the overall learning objective. 	<input type="radio"/> 3 The introduction/focus <ul style="list-style-type: none"> captures students' interest, and motivates student learning, and activates prior knowledge; and connects to the overall learning objective. 	<input type="text" value="Score"/>
Instructional Procedure <input type="checkbox"/> NA	<input type="radio"/> 1 The instructional design for lesson <ul style="list-style-type: none"> is not aligned with the overall learning goals and objectives; does not support a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc and/or 	<input type="radio"/> 2 The instructional design for this lesson <ul style="list-style-type: none"> is aligned with the overall learning goals and objectives; supports a particular instructional models, includes most necessary components for the instructional model(s). 	<input type="radio"/> 3 The instructional design for this lesson <ul style="list-style-type: none"> is aligned with the overall learning goals and objectives; supports a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, 	<input type="text" value="Score"/>

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- does not include all necessary components for the instructional model are included.

- includes all necessary components for the instructional mode.
- Focuses on learner's activity and participation in learning

Closure

NA

1

The lesson closure does not provide opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.

2

The lesson closure provides opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.

3

The lesson closure provides opportunities **for the learner** to be included in the summary of the key points of the lesson and the restatement of the instructional objective.

Score

Rubric Score:

Rubric Mean:

EVALUATION STRATEGIES

Evaluation Strategies*

Unacceptable

Acceptable

Target

Score

Assessment/
Evaluation

NA

1

The assessment/evaluation **does not** measure the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.

There are few or no opportunities for formative and summative assessments in the lesson where

2

The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.

There are opportunities for formative and summative assessments in the lesson where applicable.

3

The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.

There are opportunities for formative and summative

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Score

applicable.	The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.	The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.
The assessment does not include specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.		
		Rubric Score:
		Rubric Mean:

LANGUAGE USAGE

Language Use*

	Unacceptable	Acceptable	Target	Score
Language Use	<input type="radio"/> 1 <hr/> Not professionally written; or standard English not used; paragraphs run together; many grammar, spelling or punctuation errors	<input type="radio"/> 2 <hr/> <input type="radio"/> 3 Somewhat professionally written; or standard English not used; paragraphs run together; some grammar, spelling or punctuation errors	<input type="radio"/> 4 <hr/> <input type="radio"/> 5 Professionally written; standard English; paragraph form; no grammar, spelling or punctuation errors	<input type="text" value="Score"/>
<input type="checkbox"/> NA				
			Rubric Score:	
			Rubric Mean:	

GRADE

Total Score:

Total Mean:

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