**Title: Birmingham-Southern College- Key Assessment #3, Lesson Planning Rubric Assessment**

**Semester: (\_\_) Fall (\_\_\_) Spring YEAR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This Rubric will be used in the following courses: ED 210- Curriculum Design, ED 315-Reading I, ED 316- Reading II, ED 317-Teaching Social Studies, ED 320-Teaching Mathematics, ED 324-Teaching Science**

**Location Where Assignment Posted: Moodle**

**Transition Levels: Candidate must be in TEP program**

**Expected Level of Performance: Candidates are expected to perform at the “3” level on the rubric in each standard.**

**Rational/Purpose:**

The candidate’s lesson plans will be assessed using the lesson planning rubric regarding the ability of the candidate to develop lesson plans based on a AL COS standard**s** and aligned objective**s**. The lesson plan will be evaluated on the effectiveness of how the candidate models and apply the new skills, understanding and applying content knowledge, adapting lesson to all learners, and assessing students.

**Scoring Process for Instructor:** The candidate’s lesson plans will be assessed by instructor using the lesson planning rubric.

**Lesson Planning Rubric**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Expected Level 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ELEMENTS | **ACTS/INTASC and**  **Elementary Standards** | **Level 4**  **Innovating** | **Level 3**  **Applying** | **Level 2**  **Emerging** | **Level 1**  **Unacceptable** |
| **1. Standard:**  **Candidate selects AL COS Standard** | ACTS/INTASC  Standard 1 Learner Development;  Elementary Standard 1 | Appropriate K-6 AL COS standard selected | Appropriate K-6 AL COS standard selected but is mis-matched in some way/not aligned with plan. | AL COS for K-6 is inappropriate for students. | No AL COS stated |
| **2. Objective:**  **Candidate aligns appropriately AL COS standard** | ACTS/INTASC  Standard 1 Learner Development;  Elementary Standard 1 | Is specifically aligned to AL COS standard and is specific and complete including the audience, behavior, condition and degree | Is mostly aligned to AL COS standard and specific but is missing one or more of the following: audience, behavior, condition or degree. | Is mostly aligned to AL COS but is not specific AND is missing more than one of the following: audience, behavior, condition or degree. | Is not aligned with AL COS standard. |
| **3. Materials and Resources:**  **Candidate selects age appropriate materials** | ACTS/INTASC Standard 1 Learner Development;  Elementary Standard 1 | Complete list of materials needed for lesson is provided. | Some materials are listed, but not a complete list of materials needed for lesson. | Incomplete list of materials provided | No Materials provided. |
| **4. Lesson Plan:**  **Candidate plans developmentally appropriate practice and uses research.** | Elementary Standard 1; CAEP Standard 1.1, 1.2 | Lesson plan activities in the plan are developmentally appropriate for the age level of the learners using evidence explicitly grounded in research. | Lesson plan activities in the plan are developmentally appropriate for the age level of the learners using evidence loosely connected to research. | Lesson plan a**ctivities are somewhat developmentally appropriate for the age level of the learners and are not based on research.** | Lesson plan activities do **not reflect the developmental level of the learners and are not based on research.** |
| **5. Lesson Plan: Candidate plans encourage critical thinking, creativity, and collaborative problem-solving activities related to local and global issues.** | Elementary Standard 3.3; CAEP Standard 5 | Lesson plan includes **multiple different teaching strategies** to encourage critical thinking, creativity and collaborative problem solving related to authentic local and global issues. | **Lesson Plan includes multiple teaching strategies to encourage critical thinking, creativity, and collaborative problem solving OR activities are related to authentic local and global issues.** | **Lesson Plan includes few specific strategies for critical thinking and problem solving OR Activities are somewhat related to authentic local and global issues.** | **Lesson Plan may not include activities to enhance critical thinking and problem solving and/or activities are not related to authentic local and global issues.** |
| **6. Lesson Plan: Candidate includes teacher modeling and application of learned skills lessons** | Elementary Standard 3.1 | Lesson plan includes multiple opportunities for teacher demonstration and modeling of language art skills to help students successfully apply their developing skills to **many different situations, materials, and ideas.** | Lesson plan includes **few opportunities** for teacher demonstration and modeling of language art skills to help students successfully apply their **developing skills and/or limited opportunities for student application** skills to **many different situations, materials, and ideas.** | Lesson plan includes **limited opportunities** for teacher demonstration and modeling of language art skills to help students successfully apply their **developing skills and/or limited opportunities for student application** skills to **many different situations, materials, and ideas.** | Lesson plan includes **no opportunities** for the students to read, write, speak, view, and/or listen and/or provides limited application of these skills. The teacher candidate does not model the reading, writing, and oral language skills. |
| **7. Lesson Plan: Content Knowledge**  **Candidate understands the central concepts, tools of inquiry, and structure of the discipline.** | Elementary Standards 2.1 - 2.7;  21st Century Skills Standard | Lesson plan clearly demonstrates the teacher candidate’s strong and accurate knowledge of content. Lesson plan clearly demonstrates the ability to use this content knowledge to design and **implement high-quality lessons which support engagement with academic content and 21st century skills**. | Lesson plan demonstrates the teacher candidate’s knowledge of content. Lesson plan clearly demonstrates the ability to use this content knowledge to design and **implement high-quality lessons which support engagement with academic content and 21st century skills**. | Lesson plan demonstrates the teacher candidate’s emerging knowledge of content. Lesson plan demonstrates the ability to use this content knowledge to design and **implement lessons which generally support engagement with academic content and 21st century skills**. | Lesson plan demonstrates the teacher candidate’s **misunderstanding, and/or lack of content knowledge**. Lesson plan is reflective of content knowledge and does not support the learning of 21st century skills. |
| **8. Lesson Plan: Applying knowledge for instruction**  **Candidate**  **understands how to connect concepts and use differing perspectives to engage all learners.** | Elementary Standards 3.1, 3.2 | Lesson plan demonstrates the candidate’s **strong understanding** of individual students, understanding of learning theory, understanding of cross-curricular connections, knowledge of curricular goals, and community considerations. | Lesson plan demonstrates the candidate’s **accurate understanding** of individual students, understanding of learning theory, understanding of cross-curricular connections, knowledge of curricular goals, and community considerations. | Lesson plan demonstrates the candidate’s **limited understanding** of individual students, understanding of learning theory, understanding of cross-curricular connections, knowledge of curricular goals, or community considerations. | Lesson plan **demonstrates little to no understanding** of individual students, understanding of learning theory, understanding of cross-curricular connections, knowledge of curricular goals, or community considerations. |
| **9. Lesson Plan: Adaptation to diverse populations**  **Candidate uses understanding of individual differences and diverse cultures to ensure each learner will meet high standards in a positive learning environment.** | Elementary Standard 3.2 | Lesson plan **clearly reflects candidate strong understanding** of ways in which students differ developmentally, academically, culturally, social/emotionally, and, linguistically. Lesson plan clearly uses this information and information found on IEPs, 504s, or ELPs (if available) to meet the needs of specific learners. | Lesson plan **reflects some candidate understanding** of ways in which students differ developmentally, academically, culturally, social/emotionally, and, linguistically. Lesson plan strategies are minimally appropriate based on class profile. | Lesson plan recognizes student differences in classroom profile**. No differentiated learning activities are provided or strategies are not based on class profile**. | Lesson plan **does not take student differences into consideration and no adaptations are present.** |
| **10. Lesson Plan: Candidate provides active engagement in learning and Fostering collaboration** | Elementary Standards 3.4, 3.5 | Lesson plan reflects candidates’ **strong and accurate understanding** of motivation, positive learning communities, and positive social interaction and collaboration. Activities encourage respect and rapport among students and learning communities. | Lesson plan reflects **candidates’ adequate understanding** of motivation, positive learning communities, and positive social interaction and collaboration. Activities encourage respect and rapport among students and learning communities. | Lesson plan reflects candidates’ **limited and/or inaccurate understanding** of motivation, positive learning communities, and positive social interaction and collaboration. | Lesson plan **does not reflect understanding** of motivation, positive learning communities, and positive social interaction and collaboration. Activities do not encourage respect and rapport among students and learning communities. |
| **11. Lesson Plan: Candidate**  **develops/selects assessments for instruction-informal and formal** | Elementary Standard 4 | Candidate plans encompass both formal and informal assessments which are aligned with the instructional objectives. **Assessments support ongoing learning for all learners and promote student self-reflection and future learning**. | Candidate plans **include formal or informal assessments which are aligned with the instructional objectives**. | Candidate plans do not **include appropriate formal and/or informal assessments.** | Candidate plans **do not include formal and/or informal assessments**. |
| **12. Lesson Plan:**  **Candidates includes technology to foster learning** | ISTE Standard 5a Technology | Candidate plans use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs. | Candidate plans use technology to **create, adapt, OR personalize learning experiences that foster independent learning OR accommodate** learning differences and needs. | Candidate plans d**o not use technology in ways which foster independent learning and accommodate learner differences and needs**. | Candidate plans **do not use technology.** |

Explanations of the Levels:

Level 4 – Innovating: The lesson plans provide explicit and convincing evidence of addressing the standards

Level 3 – Applying: The lesson plans provide adequate evidence of addressing the standards

Level 2 – Emergent: The lesson plans provide partially evidence of being addressed.

Level 1 – Unacceptable: The lesson plans provided did not met the standards.

Remediation when score not met: Resubmission of unmet indicators in revised lesson plan.



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**Birmingham-Southern College Lesson Planning Template**

BSC Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

**Directions: The candidate’s lesson plans** will be assessed using the lesson planning rubric regarding the ability of the candidate to develop lesson plans based on a AL COS standard**s** and aligned objective**s**. The lesson plan will be evaluated on the effectiveness of how the candidate models and apply the new skills, understanding and applying content knowledge, adapting lesson to all learners, and assessing students.

**Who Scores the Assignment: Course Instructor**

**Expected Level of Performance: “3” on all indicators**

**Remediation Instructions:** Resubmission of unmet indicators in revised lesson plan.

**Standards: ACTS/InTASC Standards-1; Elementary Standards- 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4; ISTE Standard 5a; 21st Century Learning Standard; CAEP Standards 1.1, 1.2, 5**

**Grading Rubric Title: Lesson Plan Rubric**

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| --- | --- |
| Subject |  |
| Standard: | AL COS Standard: |
| Objective: | Student(s) will be able to… |
| Materials: |  |
| Plan: (Include sequence and pacing, transitions, multiple, different strategies, problem-solving, modeling strategy, opportunities for students to practice, opportunity for collaboration, questions, accommodations) |  |
| Assessment: (include the assessment with the plan, summative/formative, information about how you will document assessment info., and assessment criteria) |  |
| Teacher Notes and Reflection: |  |