**PLANNING FOR INSTRUCTION PERFORMANCE ASSESSMENT**

**INSTRUCTIONS FOR CANDIDATES**

The purpose of this assessment is to ensure you are well-prepared to plan effective lessons in your content area and grade band.  You can use the rubric to identify areas of strength and growth.

Please note this rubric is also used for assessing your individual and/or unit lesson plans throughout the program, based on the specific course, professor, or block, to provide formative feedback.  Please consult your syllabi for details.

**LESSON PLAN RUBRIC**

| Objective | Unacceptable (Level I) | Approaching (Level II) | Minimally Proficient (Level III) | Desired Outcome (Level IV) |
|---|---|---|---|---|
| **1. Lesson plan content is appropriate.**<br><br>**InTASC 7; ISTE 1** | The lesson does not align with stated standards and learning objective or is developmentally inappropriate; or, standards or learning objectives are not identified. | The lesson employs appropriate grade level/student level standard(s) and learning intention. Learning objectives align with the standards and are specific and measurable. | The lesson employs appropriate standards, learning intention, and builds on students' prior knowledge or the previous lesson; learning objectives include an opportunity for higher level thinking, and are specific, measurable, and align with the standards. 21$^{st}$ century skills, technology, and/or cross-curricular connections are addressed. | The lesson employs appropriate standards, learning intention, and builds on students' prior knowledge or the previous lesson; learning objectives include opportunities for higher level thinking, and are specific, measurable, and align with the standards. 21$^{st}$ century skills, technology, and/or cross-curricular connections are incorporated throughout the lesson and promote meaningful learning. |
| **2. Lesson plan identifies and supports vocabulary**<br><br>**InTASC 5 (e, h)** | Vocabulary is not identified by the candidate or is not consistent with the selected task. | Candidate identifies appropriate vocabulary for the lesson. | Candidate identifies appropriate vocabulary for the lesson. Candidate includes whole group support(s).The tie of the support(s) to the content of the lesson is clear. | Candidate identifies appropriate vocabulary for the lesson. Candidate includes specific supports for the use of appropriate and relevant vocabulary. And, instructional supports are designed to meet the needs of students with different levels of language and learning. |

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| **3. Lesson plan shows planning to support varied student learning needs (differentiation) using student data.**<br><br>**InTASC 2** | There is little or no evidence of differentiation. Or Candidate does not attend to requirements in IEPs and 504 plans. | Whole class instruction is varied to address different learning preferences. And Candidate attends to requirements in IEPs and 504 plans. | Differentiation is tied to learning objectives and learning intention of the lesson by content, process, product, or learning environment (tone/climate). Supports address the needs of the whole and specific individuals or groups with similar needs, identifies common developmental approximation or misconceptions, and are tied to student data. And Candidate attends to requirements in IEPs and 504 plans. | Differentiation is tied to learning objectives and learning intention of the lesson by content, process, product, or learning environment (tone/climate). Supports address the needs of the whole and specific individuals or groups with similar needs, and identifies common developmental approximation or misconceptions and specific strategies to address those identified and strategies are tied to student data. And Candidate attends to requirements in IEPs and 504 plans. |
| **4. Lesson plan shows the use of student interests, assets, diverse cultures and/or communities to ensure inclusive learning environments for each learner.** | There is little or no evidence of ties to student assets (personal, community, or cultural assets). Or, deficit thinking may be evident. | Candidate identifies student assets in a way that ties to content of lesson. | Candidate integrates student Assets or uses culturally responsive teaching (by using resources other than textbooks, creating learning opportunities to discuss value of differences, etc.) in one part of the lesson; connection is tied to content of lesson. | Student assets and culturally responsive teaching (using resources other than textbooks, creating learning opportunities to discuss value of differences, etc.) are integrated and embedded throughout the lesson in appropriate and meaningful ways. |

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| **5. Lesson plan is based on best practices, learning theories, principles of child development, and/or research. If lesson has been taught, it includes insightful post-instruction reflection.**<br><br>**InTASC 1** | No research, learning theory, principles of child development or best practice is mentioned. *Lesson plan post-instruction reflection does not address success of lesson, sound theoretical basis, and/or best practices. | Research, learning theory, principles of child development, and/or best practice is not specific to the content of the lesson or learning objective(s). *Post-instruction reflection includes an emerging reflection that indicates how the lesson could be improved, at least one rationale for the theoretical basis, and references best practices. | Research is specific and connected to content of lesson or how best-practices are used in the lesson are explained. Learning theories and/or principles of child development are specific and connected to content of lesson. *Post-instruction reflection includes a well- developed response that indicates how the lesson could be improved and why, rationale for the theoretical basis and/or changes for the lesson, references best practices, and a reasonable plan for how students will be able to act on feedback (at the whole class, small group, or individual level). | Research is specific and connected to content of lesson and how best-practices are used in the lesson are explained. Learning theories and/or principles of child development are specific and connected to content of lesson. *Post-instruction reflection includes strong use of self-reflection, evidence supporting reflection from student data, adjustments to the lesson plan and future teaching, a strong argument for the theoretical basis and best practices to be used for the particular lesson, and a reasonable plan for how students will be able to act on feedback (at the individual, group and whole class levels). |
| **6. Lesson plan includes an appropriate introduction.**<br><br>**InTASC 7** | No introduction is included or includes an introduction that does not activate prior knowledge related to the standard(s) or create interest to the lesson content. | Introduction relates to one or more learning objectives or standard(s) and consists of a review of previously taught content. | Introduction relates to one or more learning objectives or standard(s) and sets a purpose for teaching the content. And, the introduction connects prior learning to the new learning and/or sparks student interest. | Introduction relates to one or more learning objectives or standard(s), sets a purpose for teaching the content, actively engages **all** students in the content, connects prior learning to the new learning, and provides a "hook" that activates their prior knowledge in a way that generates students' interest and investment in the content. |

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| **7. Lesson plan procedures are well developed and coherent.**<br><br>**InTASC 8** | Procedure is not included, or does not describe what students and teachers will be doing. Questions are not included or would elicit lower level thinking from students. | Procedures describe roles of all participants but only engage students at a compliance level. Both lower and higher level questions are provided. | Procedures describe roles of all participants and engage students in active learning. Both lower and higher level questions are provided, as well as targeted questions to evoke critical thinking skills and conceptual understanding. | Procedures describe role of all participants and engage students in active learning and maintain interest throughout lesson. Both lower and higher level questions are provided. Targeted questions are included to evoke critical thinking skills and conceptual understanding, and address potential misunderstandings. |
| **8. Lesson plan includes an appropriate wrap-up or conclusion.**<br><br>**InTASC 7** | No conclusion is included or conclusion does not relate to the learning objective(s). | Conclusion relates to the learning objective(s) and consists of a vague or general question to review the new knowledge. The conclusion may not be specific to the learning objectives. | Conclusion relates to the learning objective(s) and serves to review new information through concrete examples and/or demonstration by the teacher (teacher-centered). | Conclusion relates to the learning objective(s) and actively engages students in summarizing, reviewing, and/or applying the new knowledge (student-centered). |

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| **9. Lesson plan includes multiple opportunities for learners to demonstrate understanding.**<br><br>**InTASC 6** | Candidate identifies formal and/or informal formative assessments and any related summative assessment that will be used during the lesson. | Candidate describes all formal and/or informal formative assessments and any related summative assessment that will be used during the lesson and identifies how the assessments will be used to show students have met some aspect of but not all of the identified learning objective(s). | Candidate describes all formal and/or informal formative assessments and any related summative assessment that will be used during the lesson and identifies how the assessments will be used to show students have met the learning objectives. At least two different assessment strategies will be utilized during the lesson and allow for specific feedback on whole class and/or student understanding. | Candidate describes all formal and/or informal formative assessments and any related summative assessment that will be used during the lesson and identifies how the assessments will be used to show students have met the learning objectives and demonstrate understanding. Three or more different assessment strategies will be utilized during the lesson and allow for specific feedback on whole class, small group, and individual understanding. |
| **10. The planned assessment(s) is appropriate and useful.**<br><br>**InTASC 6** | Some aspect of the assessment plan is unrelated to the learning objectives. For example, questions on an assessment may not be covered in the lesson, or a learning objective may not be covered by the assessment. Or, no accommodations are planned. | All learning objectives are specifically addressed by the cumulation of the planned assessment(s); and the assessment plan provides opportunities to demonstrate understanding in only one way. Accommodations are planned, but may not meet what is required for individual student needs. Some formal and/or | All learning objectives are specifically addressed by the cumulation of the planned assessment(s); and the assessment plan provides opportunities for students to demonstrate understanding in more than one way. Appropriate accommodations are planned to meet what is required for individual student needs. All formal and informal assessment-related documents | All learning objectives are specifically addressed by the cumulation of the planned assessment(s); the assessment plan provides opportunities for students to demonstrate understanding in more than one way; and assessment(s) include(s) open ended, creative, critical thinking, discussion, or argument responses. Appropriate accommodations are planned to meet what is required for individual student needs. |

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| | Or, no formal or informal assessment-related documents are included or attached. | informal assessment-related documents are included or attached. | are included or attached. | All formal and informal assessment-related documents are included or attached. |

**Glossary for the Assessment**

- **21 Century Skills**-The skills today's students need to be successful in the global economy.  Creativity, collaboration, critical thinking, problem solving, and communication are all examples. Resource: Thoughtful Learning
- **Best Practices**-Instructional approaches deemed effective by researchers and a large body of educators within a content area. Resource: Edutopia
- **Community Assets**—a concept referring to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.
- **Co-teaching-** two teachers (or in some incidences one teacher/one paraprofessional) working collaboratively to deliver instruction; Co-teaching Models
- **Creativity (specific to lesson plan)—**allowing students to be imaginative and resourceful in a lesson; also one of the highest tiers of Blooom's Taxonomy.
- **Cross-Disciplinary (skills or connections)-**Ties to other content strands or proficiencies (e.g. using the Scientific Method in a math exploration; using a historical account of an epidemic to generate data for analysis).
- **Cultural Assets**—a concept referring to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, are, and so on, that a teacher can draw upon to support learning.
- **Culturally Relevant Pedagogy**-Using a student's culture to frame instruction.
- **Culturally Responsive Teaching** – An approach of teaching that takes students' culture into consideration in such a way as to incorporate it into instructional strategies and connections to the content; it values parents and the local community; it sees the assets all students bring to the classroom; it aims toward teaching critical thinking and social justice. Resources: Teaching Diverse Learners; CEEDAR
- **Developmental Approximations** - Expected and/or logical mistakes made by students when attempting to use skills just above their level.
- **Differentiation -** discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.  Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.

- **Formative Assessment**-Formal or informal assessment used to gain an understanding of students' progress with the content in order to modify instruction to ensure students learn the content.  Informal examples include "thumbs up thumbs down" or each student holding up a white board with an answer, etc.  Formal examples include exit tickets, warm ups, Socrative seminars, etc. Resource: Rick Wormeli Video
- **Higher level thinking –** Thinking about things creatively and/or critically.
- **High Leverage Strategies –** Practices that have a significant impact on student learning and span content areas. **Resource:** High Leverage Practices
- **Introduction to a lesson –** The beginning of a lesson plan that is designed to activate prior knowledge and generate student interest in the lesson.
- **Learning objective** – The learning goal or objective for the lesson. A learning objective should explain what students will be able to do by the end of the lesson and can be written as an "I will" statement for students.  It should align with the learning intention and standard, be measurable, and written in such a way that students would be able to understand it.
- **Language supports**—The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use and practice the concepts and language they need to learn within disciplines.  The language supports planned with the lessons should directly support learners to understand and use identified vocabulary to deepen content understandings.
- **Learning standard**—Georgia Standard of Excellence
- **Learning theory –** accepted ideas supported by research on how students learn Learning Theories Chart; Learning Theories Webpage: https://www.learning-theories.com/
- **Lesson closing -** The point at the end of the lesson in which students are engaged in reviewing, reflecting, and summarizing what they learned during the lesson. If an exit ticket is used, the lesson closing should occur immediately prior. Resources: Examples; ELL Strategies
- **Multiple assessments** – Using more than one formal and/or informal assessment throughout a lesson. Formative Assessment Strategies 1; Differentiating Assessments; Assessment Article
- **Prior knowledge –** what students already know from previous experiences.   Activating Prior Knowledge Strategies; Strategies 2; Article
- **Purposeful grouping –** Using data, interests, or learning profiles to group students for learning. Strategies & Relation to RTI; Middle/High Article
- **Research –** Peer reviewed journal articles or publications that provide evidence of a claim about education, teaching, or learning.

- **Student assets** (personal assets)—refers to specific background information that students bring to the learning environment.  Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
- **Summative Assessment**-A culminating assessment that provides data on student learning over a complete set of material. Examples include unit and/or chapter tests, final exams, essays, etc.
- **Student Engagement** (active vs compliance) – students are actively involved in the lesson.  Compliance indicates students are obediently engaged; active learning indicates students are interested in the lesson and thus engaged.
- **Supports**—instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the learning objectives and learning intention.
- **Technology goals –** learning objectives that address the ISTE Standards for Students. Resource: ISTE