Candidate _____ Date_____
Subject Area _____Grade Level _____
Title of unit (of which this lesson is a part) _____
Lesson Title _____

Lesson Plan Rubric – Part I

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3) Basic Proficiency**	**(4) Outstanding Performance**	**Score**
1. **Content Area**	The content are identified is not predominant in the lesson.	The predominant content area of the lesson has been identified. In cases where connections have been made to other content areas, these links are vague or confusing.	The predominant content area has been identified. In cases where connections have been made to other content areas, these links are described in broad, general terms.	The predominant content area has been identified. In cases where connections have been made to other content areas, these links are well articulated and detailed.	
2. **Purpose/Goals**	The candidate has described what students will learn from the lesson, but the explanation about why the goals are important, how they relate to other areas of study, and the "big idea" of the lesson are absent or not well articulated.	The candidate has described what the students will learn from the lesson by articulating its goals and why they are important. These goals are not articulated in relation to other areas of study, or these connections are unclear/confusing. The candidate has identified the "big idea", but it is not clear how they will use it to engage students in meaningful learning, or help them to understand difficult ideas, or correct misconceptions.	The candidate has described what the students will learn from the lesson by describing its goals and why they are important. Other areas of study have been briefly mentioned and there is a brief articulation of their relationship to the goals of the lesson. The candidate has identified the "big idea", but is not able to fully articulate how the lesson will engage students in meaningful learning, help them to understand difficult ideas, or correct misconceptions.	The candidate has clearly explained what the students will learn from the lesson by describing its goals and why they are important. These goals have also been articulated in relation other areas of study. The candidate has explained how the "big idea" of the lesson will engage students in meaningful learning, help them to understand difficult ideas, and correct misconceptions.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
3. **Objectives**	Objectives are missing, unclear, or unrelated to standards. Objectives are inappropriate for the intended grade level, and are not likely to be accomplished by most students in the time allotted.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. There is a weak relationship between the objectives and the learning standards, and/or some, but not all, are appropriate for the intended grade level. It is unlikely that the objectives will be accomplished by students in the time allotted.	Objectives provide a sense of what students will know and be able to do as a result of the lesson. There is some relationship between the objectives and the learning standards. Most of the objectives are appropriate for the intended grade level. Objectives are likely to be accomplished by most of the students in the time allotted.	Objectives provide a clear sense of what students will achieve as a result of the lesson. This section also clearly describes how students will demonstrate what they have learned. There is a strong relationship between the objectives and the learning standards. All of the objectives and activities are appropriate for the intended grade level. Objectives are likely to be accomplished by almost all students in the time allotted.	
4. **National and/or NYS Standards**	Specific national and/or State standards are not accurately presented or absent, and there is no mention of the ways they connect to the objectives of the lesson.	The national and/or NYS standards or performance indicators to be addressed in the lesson are mentioned in general terms. There is no explanation of the relationship between the standards and the objectives, or these connections have been written as a list.	The specific national and/or NYS standards or performance indicators to be addressed in the lesson are mentioned, but the explanation of their relationship to the objectives does not have a narrative quality.	The specific national and/or NYS standards or performance indicators to be addressed in the lesson are clearly identified, and their relationship to the objectives has been written as a narrative.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
5. **Assessment**	The suggested assessment strategies are unrelated to objectives and/or standards of the lesson.	The methods and strategies to be used to measure student learning are only provided for the conclusion of the lesson. The candidate has made poor choices of examples of "evidence" of student learning. The connections between the assessment in the lesson and more summative assessments are absent or unclear, and it is not apparent that the candidate is able to make these connections. The candidate has not provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis or these connections are not well developed	The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated. The candidate has provided several examples of what they will consider as "evidence" of student learning. The connections between the assessment in the lesson and more summative assessments are vague or underdeveloped, but it is clear that the candidate is able to make these connections. The candidate has provided a few ideas about how the assessment in the lesson will inform instruction on an ongoing basis.	The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated. The candidate has explained what they will consider as "evidence" of learning. The connections between the assessment in the lesson and more summative assessments are clearly articulated. The candidate has provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
6. **Community Knowledge and Experience**	The strategies for the recognition and incorporation of students' knowledge and experiences are absent or vague. It is clear that the candidate does not understand what it means to view oneself as a "member of the learning community" in the classroom.	The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been described. It is not evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and they are not able to talk about themselves as a learner in the classroom.	The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been described. It is evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and s/he has described strategies/ideas for integrating their knowledge and experience into the lesson.	The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been clearly articulate. It is evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and s/he has articulated the ways in which their knowledge and experience will be shared and included in the lesson.	
7. **Procedure**	The candidate's description of the progression of the lesson, including how it will begin, end, and/or how they will transition between major components of the lesson is unclear or confusing. Most of the activities described in the lesson are not likely to help students achieve the objectives of the lesson. The examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or inappropriate.	The candidate has described all of the activities of the lesson, but it is not clear how the lesson will begin, end and/or how they will transition between major components of the lesson. Some of the activities described in the lesson are not likely to help students achieve the objectives of the lesson. The examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or not likely to be successful.	The candidate has described how the lesson will begin and end, and how they will transition between major components of the lesson. The activities described in the lesson begin to provide an explanation of how the students will achieve the objectives of the lesson. The candidate has provided a few examples of strategies that s/he will use to alter the lesson if it does not go as planned, some of which are not likely to be effective.	The candidate has clearly articulated how the lesson will begin and end, and how they will transition between major components of the lesson. The activities described in the lesson provide an explanation of how the students will achieve the objectives of the lesson. The candidate has provided good examples of strategies that s/he will use to alter the lesson if it does not go as planned.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
8. **Resources**	No supporting materials are identified in the lesson plan, or these appear to be unrelated or irrelevant to the purposes of the lesson. There is no description of how resources will be used or distributed, or this description suggests strategies that are likely to result in chaos.	Supporting human and material resources have been identified, but their relevance to the lesson is unclear. The candidate has not described how the resources will be used or, when applicable, how they will be distributed. The resources do not appear to be critical to the lesson or are unnecessary and not likely to enhance learning.	Supporting human and material resources have been identified. The candidate has briefly described how these will be used to enhance learning and, when applicable, how they will be distributed. The resources are likely to enhance learning.	Supporting human and material resources have been identified. The candidate has clearly articulated how these will be used to enhance learning and, when applicable, how they will be distributed. The resources are likely to enhance learning significantly.	
9. **Applications Connections and Extensions**	Descriptions of how the lesson will help students apply, connect or extend their learning are poorly articulated, confusing or absent.	The candidate has described how she/he will help students apply what they have learned in the lesson, however, their suggestions do not make connections between the lesson and other topics, concepts or ideas, and are not likely to extend student learning beyond the classroom.	The candidate has described how she/he will help students apply what they have learned in the lesson. At least one of their ideas is designed to help students make connections between the lesson and other topics, concepts or ideas. At least one of their ideas is designed to help students extend their learning beyond the classroom.	The candidate has described creative and thoughtful ideas for how she/he will help students apply what they have learned in the lesson. Some of these ideas will help students make connections between the lesson and other topics, concepts or ideas. Several of these ideas have been designed to help students extend their learning beyond the classroom.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
10. **Inclusive Instruction**	The lesson is not inclusive of all the students, and no differentiated activities have been suggested. It is not evident that the candidate has thought about how to address student diversity.	The candidate has described how the lesson will be inclusive of all students, but there is no explanation of how activities will be differentiated. The candidate understands, and can describe the ways in which diversity can be addressed in the lesson, but ideas/strategies to support inclusion are not apparent in the lesson.	The candidate has described how the lesson will be inclusive of all students. Some of the differentiated activities are interesting, and they have been integrated throughout the lesson. It is evident that the candidate has thought about how to address student diversity, but s/he is only able to recognize/account for a few characteristics in general ways.	The candidate has articulated how the lesson will be inclusive of all the students by describing strategies/activities that are creative and thoughtful. Differentiated activities are well integrated throughout the lesson, and likely to be interesting and challenging to students with special needs and abilities. It is evident that the candidate has thought about how to address student diversity, and the lesson includes an explanation of how the procedure will recognize/account for characteristics most apparent in the student population.	
11. **Personal Reflection**	In cases where the lesson has been taught, the candidate has not demonstrated her/his ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about their students and themselves.	In cases where the lesson has be taught, the candidate has demonstrated her/his ability to reflect on the lesson, but was unable to address efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, but has not offered ideas about how it could be revised in the future. The candidate has mentioned some of the things they learned about their students and themselves, but these do not appear to be insightful or informed.	In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, and has some general ideas about how it could be revised in the future. The candidate has identified insights they have learned about their students and themselves.	In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, and has made suggestions for how it could be revised in the future. The candidate has identified insights they have learned about their students and themselves, and these demonstrate considerable thought and reflection.	

WARNER LESSON PLAN EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
Semester: _____ Course # _____

Part II: NCTE Standards for ENGLISH teacher candidates

Based on the written lesson plan submitted, evaluate the extent to which the candidate provided evidence of meeting the specific NCTE standards listed below, using the following rubrics:

n/a: Not observable – The topic, level or context for the lesson was not appropriate for providing evidence for this standard. *(Whenever this option is not acceptable – e.g., you must provide your assessment – we have indicated it by blackening the corresponding cell)*

1. **Insufficient** – i.e., this standard was not met.
2. **Emergent –** i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency**– i.e., the lesson plan provide sufficient evidence of addressing this standard at least at a basic level
4. **Outstanding performance** – i.e., the lesson plan provides a great example of addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed rubrics provided by the NCTE association for each specific standard (included in the "English Language Arts Teacher Candidates Standards and Rubrics" document you received from the Warner School and also available at http://www.ncte.org/prog/ncate/107902.htm

NCTE Standards:	***n/o***	***1***	***2***	***3***	***4***
2. **Attitudes for English Language Arts.**					
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.					
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.					
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.					
2.4 Candidate use practices designed to assist students in developing habits of critical thinking and judgment.					
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.					
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning					

NCTE Standards:	*n/o*	*1*	*2*	*3*	*4*
4.0 Pedagogy for English Language Arts.					
4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.					
4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.					
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.					
4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.					
4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.					
4.6 Candidates engage students in critical analysis of different media and communications technologies.					
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.					
4.8 Candidates engage students in making meaning of texts through personal response.					
4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.					
4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.					