

Candidate \_\_\_\_\_ Date \_\_\_\_\_  
 Subject Area (in addition to reading and literacy if applicable) \_\_\_\_\_ Grade Level \_\_\_\_\_  
 Title of unit (of which this lesson is a part) \_\_\_\_\_  
 Lesson Title \_\_\_\_\_

**Lesson Plan Rubric – Part 1 (Reading and Literacies)**

Lesson Components	(1) <b>Unacceptable/ Insufficient</b>	(2) <b>Needs Improvement/Emerging</b>	(3) <b>Basic Proficiency</b>	(4) <b>Outstanding Performance</b>	Score
<b>1. Content Area (in addition to reading and literacy)</b>	The content are identified is not predominant in the lesson and there are no connections to reading and literacy. The role of the classroom teacher and/or paraprofessional is not described.	The predominant content area of the lesson has been identified but is loosely connected to reading and literacy. In cases where connections have been made to other content areas, these links are vague or confusing. The role of the classroom teacher and/or paraprofessional is vaguely described.	The predominant content area has been identified and is well integrated with reading and literacy. In cases where connections have been made to other content areas, these links are described in broad, general terms. The role of the classroom teacher and/or paraprofessional is somewhat described.	The predominant content area has been identified and is richly integrated with reading and literacy instruction. In cases where connections have been made to other content areas, these links are well articulated and detailed. The role of the classroom teacher and/or paraprofessional is clearly described.	
<b>2. Purpose/Goals</b>	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 strategies needed to work with this student are not described.	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 vaguely described how the student's specific literacy strengths and needs will be met in this lesson.	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 described how the student's specific literacy strengths and needs will be met in this lesson.	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 given a detailed description of how the student's specific literacy strengths and needs will be met in this lesson.	

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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. IRA and/or NYS Standards	Specific IRA 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 IRA 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 IRA 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 IRS 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.	
5. Assessment	The suggested assessment strategies are unrelated to objectives and/or standards of the lesson. There is no evidence of plans for working with the classroom teacher.	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 to the classroom teacher 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 to the classroom teacher 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 to the classroom teacher about how the assessment in the lesson will inform instruction on an ongoing basis.	

<p><b>6. Community Knowledge and Experience</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>7. Procedure</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

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8. <b>Resources</b>	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. Resources needed by the classroom teacher and/or paraprofessional are vaguely described.	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. Resources needed by the classroom teacher and/or paraprofessional are described	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. Resources needed by the classroom teacher and/or paraprofessional are clearly described.	
9. <b>Applications Connections and Extensions</b>	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.	

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<b>10. Inclusive Instruction</b>	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 procedures will recognize/account for characteristics most apparent in the student population.	
<b>11. Focus on Reading and Literacy</b>	Candidate has not adequately developed strategies to support students who need extra help with reading and literacy. Plans for working with the classroom teacher are not described.	Candidate has developed some strategies to support students who need extra help with reading and literacy. Basic plans for working with the classroom teacher are described.	Candidate has developed a range appropriate strategies to support students who need extra help with reading and literacy. Clear plans for working with the classroom teacher are adequately described.	Candidate has developed a range of appropriate and authentic strategies to support students who need extra help with reading and literacy. Clear plans for working with the classroom teacher are thoroughly described.	
<b>12. Collaborating with Teachers, Paraprofessionals, and other school personnel</b>	Candidates do not adequately describe what supports they provide for classroom teachers, paraprofessionals, and/or other school personnel in their selection and use of a wide variety of instructional strategies and materials, grouping options, and pedagogical approaches that accommodate the developmental, cultural, and linguistic diversity of their students. Clear description of how this support will be implemented is not presented.	Candidates describe what supports they provide for classroom teachers, paraprofessionals, and/or other school personnel in their selection and use of a wide variety of instructional strategies and materials, grouping options, and pedagogical approaches that accommodate the developmental, cultural, and linguistic diversity of their students. Clear description of how this support will be implemented is somewhat presented.	Candidates adequately describe what supports they provide for classroom teachers, paraprofessionals, and/or other school personnel in their selection and use of a wide variety of instructional strategies and materials, grouping options, and pedagogical approaches that accommodate the developmental, cultural, and linguistic diversity of their students. Clear description of how this support will be implemented is presented.	Candidates richly describe what supports they provide for classroom teachers, paraprofessionals, and/or other school personnel in their selection and use of a wide variety of instructional strategies and materials, grouping options, and pedagogical approaches that accommodate the developmental, cultural, and linguistic diversity of their students. Clear description of how this support will be implemented is presented.	

<p><b>13. Personal Reflection</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
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WARNER LESSON PLAN EVALUATION FORM

Candidate's name: \_\_\_\_\_ Evaluator's name: \_\_\_\_\_

Semester: \_\_\_\_\_ Course # \_\_\_\_\_

**Part II: IRA Standards for READING & LITERACIES teacher candidates**

Based on the written lesson plan submitted, evaluate the extent to which the candidate provided evidence of meeting the specific IRA 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 an excellent example of addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed explanations provided by IRA for each specific standard (see [http://www.reading.org/resources/issues/reports/professional\\_standards.html](http://www.reading.org/resources/issues/reports/professional_standards.html)).

<b>IRA Standards:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2.0 Instructional Strategies and Curriculum Materials.</b> <i>Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, reading specialist/literacy coach candidates:</i>					
2.1 Support classroom teachers and paraprofessional in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.					
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.					
2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.					
<b>3.0 Assessment, Diagnosis, and Evaluation.</b> <i>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist/literacy coach candidates:</i>					

3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.					
3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.					
3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school wide assessment data to implement and revise school reading programs.					
3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).					
<b>4.0 Creating a Literate Environment.</b> <i>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, reading specialist/literacy coach candidates:</i>					
4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.					
4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.					
4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.					
4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.					