Indiana Wesleyan University Differentiated Lesson Plan
Elementary Education—2007 ACEI Standards
Student Teaching Admission Summary Scoring Sheet

The following lesson plan assignment description and assessment rubric is a required element in the student teaching application and admission process.

Candidates. Submit your completed lesson plan to a teacher education or content faculty of your choosing for assessment. When you have achieved a passing score, include this entire packet with your student-teaching application materials.

Faculty. Use the attached rubric to assess the candidate's lesson plan; complete the following summary table prior to returning the scored lesson plan to the candidate.

Lesson Plan Elements	NI	EC	C	O	Score
InTASC 7.1 Goals/Objectives/Standards ☐ Progression 1 ☐ Progression 2 ☐ Progression 3	☐	☐	☐	☐	/4
InTASC 7.3 ☐ Progression 1 ☐ Progression 2 ☐ Progression 3	☐	☐	☐	☐	/4
Anticipatory Set	☐	☐	☐	☐	/4
Purpose	☐	☐	☐	☐	/4
Adaptations: Diverse Students ACEI Standard 3.2	☐	☐	☐	☐	/4
Lesson Presentation ACEI Standard 2.3	☐	☐	☐	☐	/4
Critical Thinking and Problem Solving ACEI Standard 3.3	☐	☐	☐	☐	/4
Check for Understanding	☐	☐	☐	☐	/4
Review/Closure	☐	☐	☐	☐	/4
Independent Practice/ Extending the Learning	☐	☐	☐	☐	/4
Formal and Informal Assessment ACEI Standard 4.0	☐	☐	☐	☐	/4
InTASC 7.2 ☐ Progression 1 ☐ Progression 2 ☐ Progression 3	☐	☐	☐	☐	/4
Integration of Technology	☐	☐	☐	☐	/4
Reflection and Post-Lesson Analysis	☐	☐	☐	☐	/4
Total (passing = 42/56)					

Scoring Guide. Check the box that corresponds to the rating you gave to each element of the lesson plan. Add the individual element scores (NI=1; EC=2; C=3; O=4) to calculate the total lesson plan score.

Note to faculty
When used for submission in methods course, include data for ACEI standards on collaborative site.
When used for student-teaching admission, all categories apply.
No individual element score < 2

Lesson Plan is:
☐ Approved
☐ Not Approved; revisions and resubmission required.

_____   _____
Faculty Assessor   Candidate

_____
Date

Elementary Education Lesson Plan Assignment Description and Assessment Rubric
2007 ACEI Standards

Administration and Purpose. While your lesson plans will be assessed multiple times throughout your program of study, your "official" lesson plan is assessed as part of the materials you will submit with your student teaching admission application. You will choose your assessor from the teacher education faculty.

The lesson plan assessment has three related purposes. The first and perhaps most obvious is to document your ability to plan effective instruction; this is one of the hallmarks of the best, most successful teachers. These teachers consider not only the needs of their students as they plan, but also multiple pathways to achieve learning goals for each lesson so that each students becomes a successful learner. The second purpose is to habituate you to the instructional cycle. It consists of planning for and delivering instruction, assessing student learning, modifying future lessons based on assessment data, followed by planning for new lessons. The cycle does not end until all students learn the intended material. The third, overarching purpose of the lesson plan assessment is to provide you with the means to internalize the discipline necessary to become a successful teacher. The fact is that no teacher, no matter how talented, will ever achieve long-term effectiveness with diverse populations of students without developing the self-discipline necessary to plan effective instruction, consistently, over time.

Content of Assessment. The lesson plan assessment is divided into the following sections:
<u>Readiness</u>. Preparing the groundwork for effective instruction.
<u>Plan for Instruction</u>. The blueprint that guides your instruction for each lesson.
<u>Plan for Assessment</u>. Your plan for determining how well your students learn what you teach.
<u>Reflection and Post-Lesson Analysis</u>. One of the characteristics of the most successful teachers is that they reflect on their teaching. They think about what went well and what could be improved in each lesson, and they take steps to make each lesson better than the last.

In addition to these lesson plan elements, this assessment also includes the following alignments:
- Association for Childhood Education International (ACEI) 2007 standards. The IWU Elementary education program is nationally recognized by ACEI; this assessment is one of several used to affirm the strength of our program by that organization.
- Interstate New Teacher Assessment and Support Consortium (InTASC). The InTASC Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The ten InTASC Standards are incorporated into this assessment, and are divided into four categories:
  - ✓ Learner and Learning (InTASC Standards 1, 2 and 3)
  - ✓ Content (InTASC Standards 4 and 5)
  - ✓ Instructional Practice (InTASC Standards 6, 7 and 8)
  - ✓ Professional Responsibility (InTASC Standards 9 and 10)
- Diversity Thread. Teacher candidates are expected to teach all students well.
- Technology Thread. Teacher candidates are expected to integrate technology into their teaching as a means to improve student learning.

Criterion for Success. *Candidates must achieve a rating of Competent to pass this assessment. For this assessment, Competent is defined as 80% or more of all rubric elements scored as competent or higher. No domain or assessment element may be scored as Needs Improvement.*

Indiana Wesleyan University
Elementary Education Lesson Plan Template
2007 ACEI Standards

READINESS
I.   Goals/Objectives/Standard(s)
  A.   Goal(s)—Unit (broad terms)
  B.   Objective(s)—(specific terms); Provide: 1.) conditions; 2.) desired learning; 3.) observable behavior; and 4.)
       accuracy (as necessary)
  C.   Standard(s): Professional Society/State/District
II.   Materials- Time per lesson element, space, behavior, materials (include all)
III. Anticipatory Set
  •   This is a "bridge" from the past learning to present learning
  •   Must be understood by all
  •   Opportunity to hook your students and motivate them- not a time for teaching the new material
IV. Purpose: must be stated to the students! Why do they need to learn this?

PLAN FOR INSTRUCTION
V.   Adaptation to Diverse Students-- Demonstrate your understanding of the development and approaches to learning
     unique to the students in this class as you describe the specific instructional opportunities provided in this lesson.
                                                                                                             (ACEI 3.2)

VI. Lesson Presentation (Input/Output)
  •   Include a variety of teaching strategies that encourage elementary students' development of critical thinking and
      problem solving.
       o   active participation
       o   multiple levels of questions
       o   modeling/monitoring
       o   Guided practice. Teacher models; students complete exercises with the teacher; the teacher checks for
           understanding before students work alone   (ACEI 3.3)
       o
VII. Check for understanding. How do you know students have learned? What strategies will you implement if all
     students have not met lesson outcomes? Employ **one or more strategies** to determine student learning.
  •   Reteach: whole group, small group, individuals
  •   If student understanding has gone well, students are ready to complete a task with less teacher support (could
      be individual or group work).
  •   The planned tasks or assignment must relate directly to learning outcomes.

 VIII.   Review learning outcomes / Closure

PLAN FOR ASSESSMENT
Develop a plan for assessing the degree to which your students have mastered the learning outcomes from this lesson.
Your plan should include formal and informal assessment strategies to evaluate and strengthen instruction that will
promote continuous intellectual, social, emotional, and physical development of each student.   (ACEI 4.0)

REFLECTION AND POST-LESSON ANALYSIS
  1.   How many students achieved the lesson objective(s)? For those who did not, why not?
  2.   What were my strengths and weaknesses?
  3.   How should I alter this lesson?
  4.   How would I pace it differently?
  5.   Were all students actively participating? If not, why not?
  6.   What adjustments did I make to reach varied learning styles and ability levels?
       a.   Bloom's Taxonomy
       b.   Gardner's Multiple Intelligences
       c.
Include additional self-answer questions that specifically address unique lesson content and methodology.

NOTE: InTASC progressions have been added to this lesson plan assessment rubric. These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across the three developmental levels: Progression 1 is approximately equal to IWU practicum 1 expectations; Progression 2 is approximately equal to IWU practicum 2 expectations; and Progression 3 is approximately equal to student teaching expectations. Please use the following descriptors to assess the InTASC Progressions embedded in the lesson plan:

InTASC Progressions Legend

Emerging Competence: The candidate demonstrates awareness of the Progression expectations and occasionally includes them in his or her planning, but has not yet reached a level of consistency that would indicate a rating of competence.
Or...
The candidate incorporates some Progression elements, but omits or underemphasizes others in his or her lesson planning.

Competent. The candidate regularly and consistently incorporates Progression expectations in his or her lesson planning.

Outstanding. The candidate's depth of insight and quality of work is distinctly superior to normally-accepted standards.

Readiness

	Needs Improvement	Progression 1	Progression 2	Progression 3
Goals/ Objectives/ Standards InTASC 7.1 The candidate selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.	The candidate does not use curriculum materials or content standards to identify learning objectives; *Or...* He or she does not plan or sequence common learning experiences or performance tasks linked to the objectives; *Or...* He or she does not identify learners who need additional support or acceleration; *Or...* He or she does not integrate technology into instructional plans.	The candidate • Uses curriculum materials and content standards to identify measurable learning objectives; *And...* • Plans and sequences common learning experiences and performance tasks linked to the learning objectives; makes content relevant to learners; *And...* • Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress; *And...* • Integrates technology resources into instructional plans.	Progression 1 *And...* The candidate • Refines learning objectives based on an understanding of student learning progressions and his or her students' development; *And...* • Plans a variety of resources and learning experiences that build cross-disciplinary skills; *And...* • Structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning;	Progression 2 *And...* The candidate • Collaborates with learners in identifying personalized learning objectives to reach long-term goals; *And...* • Works with learners to identify pathways to goal achievement using a range of resources and learning experiences; *And...* • Incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance.
		EC C O	EC C O	EC C O

Readiness, con't.

	Needs Improvement	**Progression 1**	**Progression 2**	**Progression 3**
InTASC 7.3 The candidate plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.	The candidate does not use learner performance data or his or her knowledge of learners to identify learners who need learning interventions; *Or...* He or she does not use learner performance data over time to inform planning.	The candidate • Uses learner performance data and his or her knowledge of learners to identify learners who need significant intervention to support or advance learning; *And...* • He or she uses data on learner performance over time to inform planning, making adjustments for recurring learning needs.	Progression 1 *And...* The candidate • Uses learner performance data and his or her knowledge of learners to identify specific learning needs of individuals and groups.	Progression 2 *And...* The candidate • Uses a wide repertoire of supports in planning to address individualized learner needs and interests in ongoing ways;
		EC	C	O	EC	C	O	EC	C	O

	Needs Improvement	Emerging Competence	Competent	Outstanding
Anticipatory Set InTASC Standard 8	The anticipatory set is missing or has little or no connection to the goal or content of the lesson.	The connection between the anticipatory set and lesson objectives and content is weak or unclear.	The anticipatory set is clear and direct and focuses students' attention on the lesson.	The anticipatory set connects the current lesson with previous and future learning and focuses students' minds and attention on the day's lesson.
Purpose	The statement of purpose is ambiguous or worded so generally that the connection with the content of the lesson is not apparent.	A statement of purpose is included in the LP, but has little power to motivate students and capture their imaginations.	The statement of purpose is clearly connected to the content of the lesson and is presented in terms that are easily understood by students.	The statement of purpose has the power to capture the imaginations of students and motivate them to accomplish the expected learning.

Plan for Instruction

	Needs Improvement	Emerging Competence	Competent	Outstanding
Adaptation to Diverse Students ACEI Standard 3.2 InTASC Standard 2 Diversity	Few or no instructional opportunities are included. Any instructional opportunities are not developmentally appropriate or adapted to diverse students.	Instructional opportunities are provided in this lesson; however, they are not adapted to diverse students.	Instructional opportunities are provided in this lesson. The opportunities are developmentally appropriate and/or are adapted to diverse students.	Specific instructional opportunities are provided in this lesson that demonstrate the candidate's understanding of how students differ in their development and approaches to learning. The instructional opportunities are adapted to diverse students.
Lesson Presentation InTASC Standard 5	The candidate's lesson is not developmentally appropriate. He or she does not use appropriate modeling and guided practice. The candidate's lesson does not convey the basic elements of questioning strategies.	The candidate's lesson is somewhat developmentally appropriate. The candidate's lesson includes some demonstration of modeling and guided practice The candidate's lesson conveys a limited understanding of basic questioning strategies.	The candidate's lesson demonstrates an understanding of developmentally appropriate practice. The candidate's lesson includes the basic level of modeling and guided practice The candidate's lesson conveys an understanding of question strategies.	The candidate's lesson demonstrates strong developmentally appropriate practice including a variety of ways to teach content. The candidate successfully includes multiple ways to reinforce modeling and guided practice The candidate's lesson conveys a deep understanding of questioning strategies.

Plan for Instruction, con't.

	Needs Improvement	Emerging Competence	Competent	Outstanding
Critical Thinking and Problem Solving ACEI Standard 3.3	The lesson presentation does not encourage elementary students' development of critical thinking and problem solving.	The lesson presentation includes little provision for students' development of critical thinking and problem solving.	The lesson presentation includes at least one teaching strategy that encourages elementary students' development of critical thinking and problem solving.	The lesson presentation includes a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
Check for Understanding InTASC Standard 4	Little or no provision is included to check for student understanding or to reteach concepts that elude students during the initial presentation.	A guided practice section is included in the lesson plan, but the connection with the lesson presentation is weak and/or unclear.	The lesson plan includes a plan and the means to check for student understanding of the lesson. A provision is included to reteach all or part of the lesson to all or part of the class.	Plans to check for student understanding of the content are an integral part of the lesson, and include frequent questions and other actively engaging forms of formative assessment during guided practice.
Review Learning Outcomes/ Closure InTASC Standard 4	Lesson closure is not included, or is not related to the goals and/or content of the lesson.	Lesson closure is weak and/or poorly written.	Lesson closure relates directly to the lesson purpose and/or objective.	Lesson closure is clearly correlated to the content of the lesson and actively engages students in summarizing the essential elements of the lesson.
Independent Practice/ Extending the Learning InTASC Standard 5	No independent practice activities are included in the lesson, or activities are unrelated to the content of the lesson.	Independent practice activities are not well conceived and/or written; student accomplishment of IP activities is not likely to result in lesson mastery	Assignments or activities are included that provide students with the opportunity to practice learned skills; All activities match lesson objectives.	Independent practice activities are highly correlated to lesson objectives and content and lead to student mastery.

Plan for Assessment

	Needs Improvement	Emerging Competence	Competent	Outstanding
Formal and Informal Assessment ACEI Standard 4.0 InTASC Standard 6	The lesson plan does not include assessment activities, or there is little or no correlation between planned assessment activities and lesson goals and objectives. Any assessments included are not developmentally appropriate for the students.	Assessment activities are included in the lesson, but they are not well correlated to and/or do not cover the full range of LP goals and objectives. The assessment strategies do not promote development of each student.	A plan for formal and informal assessment throughout the lesson is included. The assessment strategies are uniquely designed for the students.	Formal and informal assessments strategies are a seamless and integrated part of the lesson. The assessments are highly correlated to the learning objectives and promote continuous intellectual, social, emotional, and physical development of each student.

	Needs Improvement	Progression 1			Progression 2			Progression 3		
InTASC 7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.	The candidate does not plan instruction using formative or summative data; *Or...* He or she does not use data from formative assessments to identify adjustments in planning.	The candidate • Plans instruction using formative and summative data from digital and/or other records of prior performance together with what he or she knows about learners, including developmental levels, prior learning, and interests; *And...* • Uses data from formative assessments to identify adjustments in planning.			Progression 1 *And...* The candidate • Aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning; *And...* • Uses data from formative assessments to adjust instruction in the moment, to modify planned scaffolds, and/or to provide additional supports/ acceleration for individuals and groups of learners.			Progression 2 *And...* The candidate • Engages learners in assessing their own learning and uses this as one source of data to individualize and adjust plans; *And...* • Uses summative assessment data over time to identify and plan for areas where learners typically will need additional supports or acceleration.		
		EC	**C**	**O**	**EC**	**C**	**O**	**EC**	**C**	**O**

Instructional Technology

The candidate seeks appropriate ways to evaluate and employ technological tools, resources, and skills as they apply to specific content and pedagogical knowledge, assessment practices, and student achievement. The selection of appropriate technological tools reflects the candidate's ability to make sound instructional decisions that enable all students to achieve the expected outcomes.   InTASC Standard 7

	Needs Improvement	Emerging Competence	Competent	Outstanding
Integration of Technology InTASC Standard 7 Technology Thread	The lesson plan reflects educational decision making regarding available technology that adversely impacts student learning and/or fails to engage students at the necessary level to meet lesson objectives.	The lesson plan reflects insufficient or misaligned decision making regarding available technology; statements indicating the use of instructional, assistive, or other technologies are written in general terms or in terms unlikely to impact student learning.	The lesson plan reflects educationally sound decisions regarding available technology (including, but not limited to, instructional and assistive technologies) to support learner needs and the curriculum.	The lesson plan reflects educationally sound decisions regarding available technology (including, but not limited to, instructional and assistive technologies) that engage students, enhance the learning process, and/or extend opportunities for learning.

Evaluation

	Needs Improvement	Emerging Competence	Competent	Outstanding
Reflection and Post-Lesson Analysis InTASC Standard 9	Self-answer questions are not included in the lesson plan.	Self-answer questions are included, but do not fit the content or purposes of the lesson.	The lesson plan includes all required self-answer questions.	Additional self-answer questions are included that specifically address unique lesson content and methodology.