

## SCOE Lesson Plan Assignment

**Candidates:** The SCOE Lesson plan assignment is administered during a course designated by the program. Using the template provided to you by your instructor, you will create a lesson plan that addresses the following: 1) content area, including the use of research, 2) technology, and 3) instructional practices that meet diverse learning needs. Candidates must earn a mean score of 3 or higher on the rubric for this assessment, which is provided below.

**Instructors:** The SCOE Lesson plan assignment is administered during a course designated by the program. Candidates must earn a mean score of 3 or higher on this assessment but may be allowed to repeat the assessment (in part or whole) at the instructor's discretion to demonstrate proficiency. The instructor of the course in which the lesson plan assignment is implemented will score the candidates' lesson plan using the rubric provided below. Candidates may use the lesson plan template preferred by the instructor, **provided that the following items are included:**

- State standard(s) and appropriate learning objectives
- Evidence that students have opportunities to practice higher order thinking and reasoning skills appropriate for the discipline
- Evidence that candidates appropriately use assessments to monitor student learning, and to gauge and correct student misperceptions
- Evidence that candidates can incorporate a balanced mix of questions and question types throughout the lesson
- Evidence that candidates can use strategies to determine the strengths and needs of students and create opportunities for students to demonstrate learning in different ways
- Evidence that candidates can access resources and supports to meet the needs of individual learners
- Evidence that candidates can consider the personal, family and community experiences of students when developing appropriate learning opportunities
- Evidence of meaningful student use of technology, manipulatives, or other developmentally appropriate tools to access, interpret, evaluate or apply information, as well as to allow candidates to demonstrate their understanding of content
- Evidence that the candidate demonstrates understanding of research-based best practices in the content area, and are able to provide rationales for choices throughout the lesson plan

The instructor may choose to include headings for each of these items, so that candidates have space to explain how each is addressed, or they may opt to embed these items throughout the lesson itself.

Candidates must earn a **mean score of 3 or higher** to proceed in their respective program. If the candidate does not achieve the required proficiency level, the assessment (in part or whole) may be repeated at the instructor's discretion.

## Rubric

### Part 1: Content and Pedagogy

The content and strategies contained in the lesson plan demonstrate the candidate's knowledge of content in the subject area being taught and understanding of research-based teaching strategies appropriate for teaching the content.

Elements	Emerging Level 1	Developing Level 2	Target Level 3	Accomplished Level 4
<p>The teacher identifies appropriate content standards and objectives for the lesson InTASC 7(g)</p> <p>(SCTS 4.0 Standard 13; CAEP Standard R1.3)</p>	<p>No evidence that the teacher identified appropriate content standards and objectives for the lesson.</p>	<p>Candidate states learning objectives that align to identified state and national content standards.</p>	<p>Candidate states specific and measurable learning objectives that align to identified state and national content standards.</p>	<p>Candidate states specific and measurable learning objectives that align to identified state and national content standards and provides a rationale for the alignment.</p>
<p>The teacher engages all learners in developing higher order thinking and reasoning skills. InTASC 8(f)</p> <p>(SCTS 4.0 Standard 11, CAEP Standard R1.3)</p>	<p>No evidence that candidate provides opportunities for students to practice higher order thinking and reasoning skills appropriate for the discipline.</p>	<p>Candidate's lesson plan includes opportunities for students to observe the teacher modeling higher order thinking skills.</p>	<p>Candidate's lesson plan includes opportunities for students to practice higher order thinking and reasoning skills appropriate for the discipline.</p>	<p>Opportunities for students to practice higher order thinking and reasoning skills appropriate for the discipline are embedded throughout the lesson plan.</p>
<p>The teacher appropriately uses assessments to monitor learner progress on the specified learning goals. InTASC 6(a)</p> <p>(SCTS 4.0 Standard 15, CAEP Standard R1.3)</p>	<p>No evidence of candidate's consideration of assessment strategies.</p>	<p>Candidate creates an assessment that does not align with the learning goals.</p>	<p>Candidate creates an assessment that matches the specified learning goals.</p>	<p>Candidate creates an assessment that matches the specified learning goals and provides a rationale for the alignment.</p>

Elements	Emerging Level 1	Developing Level 2	Target Level 3	Accomplished Level 4
<p>The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding. InTASC 4(e)</p> <p>(SCTS 4.0 Standard 10, CAEP Standard R1.2)</p>	<p>No evidence that the candidate has assessed student misconceptions.</p>	<p>Candidate assesses students' prior understandings of the content to identify misconceptions.</p>	<p>Candidate assesses students' prior understandings of the content to identify misconceptions and includes opportunities to build bridges between prior understanding and new learning.</p>	<p>Candidate assesses students' prior understandings of the content to identify misconceptions and includes opportunities to build bridges between prior understanding and new learning and provides a rationale for these strategies.</p>
<p>The teacher asks questions that serve different purposes InTASC 8(i)</p> <p>(SCTS 4.0 Standard 6, CAEP Standard R1.3)</p>	<p>No evidence of questioning in candidate's lesson plan.</p>	<p>Lesson plan includes questions that are varied and high quality providing for some, but not all, question types: knowledge and comprehension, application and analysis, and creation and evaluation.</p>	<p>Lesson plan includes questions that are varied and high quality providing a balanced mix of question types: knowledge and comprehension, application and analysis, and creation and evaluation.</p>	<p>A balanced mix of varied, high quality questions are embedded throughout the entire lesson plan: knowledge and comprehension, application and analysis, and creation and evaluation.</p>

## Part 2: Diversity

The lesson is planned and organized to meet the needs of a variety of students.

Elements	Emerging Level 1	Developing Level 2	Target Level 3	Accomplished Level 4
<p>The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. InTASC 2(a)</p> <p>(SCTS 4.0 Standard 13, CAEP Standard R1.1)</p>	<p>No evidence of candidate's consideration of the diverse learning strengths and needs of students.</p>	<p>Candidate incorporates multiple approaches to learning that engage a range of learner's preferences.</p>	<p>Candidate includes strategies for identifying the diverse learning strengths and needs of individual students and incorporates multiple approaches to learning.</p>	<p>Candidate includes strategies for identifying the diverse learning strengths and needs of individual students, incorporates multiple approaches to learning, and creates opportunities for students to demonstrate their learning in different ways.</p>
<p>The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. InTASC 2(f)</p> <p>(SCTS 4.0 Standard 13, CAEP Standard R1.1)</p>	<p>No evidence of candidate's consideration of adaptations to meet particular learning differences or needs.</p>	<p>Candidate identifies appropriate adaptations for one population of students with particular learning differences or needs.</p>	<p>Candidate's lesson plan indicates appropriate adaptations for instruction to address a variety of exceptional learner needs, including those associated with disabilities and giftedness.</p>	<p>Candidate's lesson plan indicates appropriate adaptations for instruction to address a variety of exceptional learner needs, including those associated with disabilities and giftedness. Candidate provides a rationale, based on research, as to why these modifications are appropriate.</p>

<b>Elements</b>	<b>Emerging Level 1</b>	<b>Developing Level 2</b>	<b>Target Level 3</b>	<b>Accomplished Level 4</b>
<p>The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. InTASC 2(d)</p> <p>(SCTS 4.0 Standard 10, CAEP Standard R1.1)</p>	<p>No evidence of candidate's consideration of students' personal, family, and community experiences and cultural norms.</p>	<p>Candidate considers students' personal, family, and community experiences or cultural norms, but minimally addresses them in the lesson.</p>	<p>Candidate considers students' personal, family, and community experiences or cultural norms and integrates these into the lesson through word problems, real-life scenarios, topics of interest, or other modalities.</p>	<p>Candidate considers students' personal, family, and community experiences or cultural norms and integrates these into the lesson through word problems, real-life scenarios, topics of interest, or other modalities. The candidate articulates how these factors are addressed in the lesson.</p>

## Part 3: Technology

Candidates are able to plan instruction and assessment using technological tools that support student learning.

Elements	Emerging Level 1	Developing Level 2	Target Level 3	Accomplished Level 4
<p>The teacher engages learners in using appropriate technology tools to access, interpret, evaluate or apply information. InTASC 8(g)</p> <p>(SCTS 4.0 Standard 5, CAEP Standard R1.3)</p>	<p>No evidence that candidate includes opportunities for learners to use technology appropriate for the discipline.</p>	<p>Candidate's lesson includes opportunities for learners to observe the teacher's engagement with technology appropriate for the discipline.</p>	<p>Candidate's lesson includes opportunities for learners to use technology appropriate for the discipline to access, interpret, evaluate, or apply information.</p>	<p>Candidate's lesson includes opportunities for learners to use technology appropriate for the discipline to access, interpret, evaluate, or apply information, and provides a rationale for appropriate use of technology in this lesson.</p>
<p>The teacher seeks appropriate ways to employ technology to support assessment practice that engages learners. InTASC 6(i)</p> <p>(SCTS 4.0 Standard 5, CAEP Standard R1.3)</p>	<p>No evidence of candidate's use of technology to support learner assessment.</p>	<p>Candidate's lesson includes the use of technology by the teacher to support assessment.</p>	<p>Candidate's lesson includes opportunities to engage learners by allowing them to demonstrate their understanding of content using technology.</p>	<p>Candidate's lesson includes opportunities to engage learners by allowing them to demonstrate their understanding of content using technology and provides a rationale for why this use of technology supports the needs of learners.</p>