CAEP Lesson Plan Rubric

	Below Expectation (1 pt)	Meets Expectation (2 pts)	Exceeds Expectations (3 pts)
CURRICULUM STANDARD(S) - Candidate identifies one or more state curriculum standard(s). (1.000, 5.9%) CAEP-INITIAL-2016.1.4 INTASC-2017.7	• No state standard(s) or appropriate standard(s) is/are identified. OR • Fails to meet the level of 'Meets Expectation'	• One or more appropriate state standard(s) is/are identified, but one or more parts are missing (i.e., subject, number, wording, underlined language/vocabulary words)	• One or more appropriate state standard(s) is/are identified; standard(s) is/are **fully presented** (i.e., subject, number, and wording) with the language/vocabulary words underlined.
ESSENTIAL QUESTION(S) (or "I CAN" STATEMENTS) - Candidate constructs an essential question(s) (OR "I can" statements) that is/are in student friendly terms, aligned to the objective(s) of the lesson and identified curriculum standard, written as a question or big idea to drive the instruction. (1.000, 5.9%) CAEP-INITIAL-2016.1.4 INTASC-2017.7	• No statement or inaccurate statement of the essential question(s), "I can" statement, or big idea, • Not aligned to objective(s)/standard(s), and not written in student friendly terms. OR • Fails to meet the level of 'Meets Expectation'	• Accurate statement of the essential question(s), "I can" statement, or big idea that drives instruction • Aligned to the objective(s) and identified curriculum standard.	• Accurate statement of the essential question(s), "I can" statement, or big idea that drives instruction • Aligned to the objective(s) and identified curriculum standard • **Written in student friendly terms.**

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LESSON OBJECTIVE(S)/STUDENT LEARNING OUTCOME(S) - Candidate writes objective(s) to show what students will do using active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge (DOK), state measurable criteria (if applicable), link to standard(s), and incorporate multiple domains of learning. (1.000, 5.9%) CAEP-INITIAL-2016.1.4 INTASC-2017.7	Objective(s) are: • Not written for what students will learn or be able to do and/or do not use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge • Does not state measurable criteria (if applicable) • Does not link to standard(s). OR • Fails to meet the level of 'Meets Expectation'	Objective(s) are: • Written to show what students will learn or be able to do. • Uses active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge • State measurable criteria (if applicable) • Linked to standard(s).	Objective(s) are: • Written to show what students will learn and be able to do • Use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge • State measurable criteria (if applicable) • Linked to standard(s) • **Can be achieved in one lesson.**
KNOWING YOUR LEARNERS - Candidate analyzes students' pre- requisite skills (i.e. pre-assessment data; student personal, cultural or community assets; etc.) used to design learning tasks to meet lesson objective(s) grounded in evidence. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.2 INTASC-2017.9 ISTE-2017.2 TETC-2019.5	• Candidate does not discuss students' pre-requisite skills (including pre-assessment data, student personal, cultural or community assets) to design learning tasks to meet lesson objectives • OR represents a deficit view of students and their backgrounds. OR • Fails to meet the level of 'Meets Expectation'	• Candidate discusses students' pre-requisite skills including pre-assessment data **OR** student personal, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences.	• Candidate discusses students' pre-requisite skills including pre-assessment data **AND** student personal, cultural, or community assets to design learning tasks to meet lesson objectives, and taking a positive view on student differences.

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ASSESSMENTS/ EVALUATION Candidate creates and plans for a variety of appropriate assessments (e.g., formative, summative, formal, and/or informal) and provides evidence of how that will be used to monitor all student progress to meet lesson objectives and aligns with state standards. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.6 ISTE-2017.7 TETC-2019.6	The assessment(s) are: • Missing • OR does not align with the lesson objectives/state standards • OR is not appropriate for the student age/grade level. OR • Fails to meet the level of 'Meets Expectation'	The assessments are: • Appropriate • Aligned with a specific lesson objective and state standard • Provide evidence of monitoring **whole class learning**.	The assessments are: • Appropriate • Aligned with a specific lesson objective and state standard • Provide multiple forms of evidence of monitoring learning of **whole class, small groups and individuals.**
ASSESSMENTS/EVALUATION – ACADEMIC FEEDBACK Candidate selects points within the lesson to provide academic feedback that promotes student understanding of learning objectives. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.6	The plan for academic feedback: • Does not describe teacher actions and/or unrelated to learning objectives • OR is developmentally inappropriate. • OR contains inaccuracies. • OR is not provided. OR • Fails to meet the level of 'Meets Expectation'	The plan for academic feedback: • Describes teacher actions that guide student learning and assessment(s) are aligned to the learning objectives • Provides a strategy to address individual learning strengths **OR** need(s)	The plan for academic feedback: • Describes teacher actions that guide student learning and assessment(s) are aligned to the learning objectives • Provides a strategy to address individual learning strengths **AND** need(s) • **Plans for student-to-student feedback (when appropriate).**

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ASSESSMENT/EVALUATION – MODIFICATIONS Candidate makes modifications to assessments that align with the instructional needs of identified students. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.1 ISTE-2017.2 ISTE-2017.7 TETC-2019.5 TETC-2019.6	Modifications to assessments are: • Missing • Do not align with the instructional needs of identified students (i.e., IEP or 504 plan); • Modified assessment(s) is/are not included with plan. OR • Fails to meet the level of 'Meets Expectation'	Modifications to assessments are: • Appropriate • Align with the instructional needs of individual students (i.e., ELLs, struggling learners, IEP or 504 plan, Advanced Students, etc.) • Modified assessment tool(s) is/are included with plan.	Modifications to assessments are: • Appropriate • **Strategically designed** • Align with the instructional needs of individual students (i.e., ELLs, Struggling learners, IEP or 504 plan, Advanced Students, etc.); • Modified assessment tool(s) is/are included with plan • **A justification for the design is based on observations of previous learning and/or assessment data.**
ACADEMIC LANGUAGE- IDENTIFYING AND SUPPORTING LANGUAGE DEMANDS- Candidate identifies vocabulary and language demands and designs methods to support general, targeted, and individuals to help students learn the academic/content vocabulary and language demands (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.4	Discipline-specific academic language supports are: • Not consistent with the selected language function OR learning task • OR language supports are missing • OR not aligned with the language demands for the learning task OR • Fails to meet the level of 'Meets Expectation'	Discipline-specific academic language supports are: • Planned for the purpose of communicating learning • Connected to the objective(s) and state standard(s) • Directly support learners understanding and use of academic and content vocabulary	Discipline-specific academic language supports are: • Planned for the purpose of communicating learning • Connected to the objective(s) and state standard(s) • Directly support learners understanding and use of academic and content vocabulary • **Designed or differentiated to meet the needs of students with varied language needs.**

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INSTRUCTION – SET/MOTIVATOR Candidate creates a set/motivator that restates and addresses the essential question and engages student interest in the content of the lesson, relates to previous learning, and uses knowledge of students' academic, social, and cultural characteristics. It includes what the teacher will do and what students are expected to do. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.7 ISTE-2017.1 ISTE-2017.5 ISTE-2017.6 TETC-2019.1 TETC-2019.2 TETC-2019.3	Set/Motivator: • Is missing • Or does not raise interest toward essential question, "I can" statement, objective(s), • OR is unclear what teacher and/or students will do. OR • Fails to meet the level of 'Meets Expectation'	Set/Motivator: • Engages student interest • Connects with the essential question, "I can" statement, or objective(s), • Explains what teachers will do and what students are expected to do • Connects previous learning to new learning	Set/Motivator: • Engages student interest • Connects with the essential question, "I can" statement, or objective(s) • Explains what teachers will do and what students are expected to do • Connects previous learning to new learning • **Uses knowledge of students' personal, cultural and community assets.**

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INSTRUCTION – INSTRUCTIONAL PROCEDURES/LEARNING TASKS Candidate designs instructional procedures/learning tasks that illustrate step-by-step details of lesson content aligned with objectives and utilizing a variety of teaching strategies (e.g. guided practice, independent practice, think-pair-share, think aloud, QAR, etc.). It includes what the teacher will do and what students are expected to do. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.8 ISTE-2017.1 ISTE-2017.5 ISTE-2017.6 TETC-2019.1 TETC-2019.2 TETC-2019.3	Procedures & learning tasks: - Inadequately aligns with the objective(s) - OR addresses only part of objective(s) listed - OR step-by-step sequencing of lesson is undefined; - OR it is unclear what teacher and/or students will do; - OR inappropriate teaching strategies used; inaccurate content. OR - Fails to meet the level of 'Meets Expectation'	Procedures & learning tasks: - Adequately align with the objective(s) - Reflect accurate content - Provide detailed step- by-step instructions for what the teacher will do and what students are expected to do. - Utilize an appropriate teaching strategy	Procedures & learning tasks: - Adequately align with the objective(s) - Reflect accurate content - Provide detailed step-by-step instructions for what the teacher will do and what students are expected to do **Utilize a variety of appropriate teaching strategies beyond guided practice & independent practice (e.g., think-pair-share, think aloud, QAR, etc.).**
INSTRUCTION – QUESTIONS AND/OR ACTIVITIES FOR HIGHER ORDER THINKING – Candidate plans opportunities for questions that are open ended and cannot be answered by yes/no and are asked at throughout the lesson and guide, rather than direct student thinking. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.5	- No open ended questions are included in lesson plan (or questions that direct student higher-order thinking). OR - Fails to meet the level of 'Meets Expectation'	Questions are: - mostly open ended - planned throughout the lesson	Questions are: - mostly open ended - asked at a variety of Bloom's levels - planned throughout the lesson **guiding, rather than direct student thinking**

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INSTRUCTION – CLOSURE – Candidate proposes closure activities/activity that makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression. It includes what the teacher will do and what students are expected to do. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.5	Closure: • Not provided • OR unclear what teacher and/or students will do during closure. • OR plans do not include opportunities for students to connect to real-world situations and/or reflect and apply their learning through verbal or written expression. OR • Fails to meet the level of 'Meets Expectation'	Closure: • Provides instructions for how teacher and students will make connections to real world situations, • Includes plans for verbal or written expression of learning so that students can apply their knowledge to the content AND/OR evaluate their own abilities	Closure • Provides instructions for how teacher and students will make connections to real world situations • Includes plans for verbal or written expression of learning so that students can apply their knowledge to the content AND/OR evaluate their own abilities • **Discusses how today's learning supports/ relates to tomorrow's learning.**
INSTRUCTION – MEETING INDIVIDUAL NEEDS & GROUP NEEDS– Candidate makes adaptations tied to the learning objective(s) that support specific individual or group learning, including requirements in IEP and 504 plan(s). (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.1 ISTE-2017.2 TETC-2019.5	Accommodations and modifications • No evidence of planned supports. • OR no plans for any instructional requirements stated in IEPs and/or 504 plan(s). OR • Fails to meet the level of 'Meets Expectation'	Accommodations and modifications • Are planned that tie to the learning objectives • Support learning of individuals, specific groups, and/or whole group	Accommodations and modifications • Are planned that tie to the learning objectives • Support learning of individuals, specific groups, and whole group, • **The supports are justified based on observations of previous learning and/or assessment data.**

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MATERIALS/RESOURCES– Candidate develops plans that incorporate specific and appropriate materials and resources including how these will be used and modeled to engage students and add value to and improve students' learning. (1.000, 5.9%) CAEP-INITIAL-2016.1.5 INTASC-2017.4	Materials/ Resources: • Are not included in lesson plan • OR are not appropriate for content or level of students; OR • Fails to meet the level of 'Meets Expectation'	Materials and Resources: • Are appropriate for content and level of students • Materials/resources are selected to promote student engagement or use	Materials and Resources: • Are appropriate for content and level of students • Materials/resources are selected to promote student engagement or use • **Describes how materials/resources add value, depth, and extend students' learning.**
TECHNOLOGY -Candidates identify technology within the learning task to improve student learning and their own professional growth as teachers. Candidates provide an explanation as to how the technology will improve: (a) student learning environment, (b) support a variety of learning needs, and (c) enhance the design and implementation of formative and summative assessments to inform instruction. (1.000, 5.9%) ISTE-2017.1 ISTE-2017.2 ISTE-2017.5 ISTE-2017.6 ISTE-2017.7 InTASC-2017.9 TETC-2019.1 TETC-2019.10 TETC-2019.2 TETC-2019.3 TETC-2019.5 TETC-2019.6	Technology: • Is not identified and explained in the lesson plan • OR not appropriate for content or level of students with diverse learning needs and the student learning environment OR • Fails to meet the level of 'Meets Expectation'	Technology • Is adequately identified and explains how the technology will improve student learning. • Is appropriate for content or level of students with diverse learning needs and the student learning environment.	Technology • Is adequately identified and explains how the technology will improve student learning. • Is appropriate for content or level of students with diverse learning needs and the student learning environment. • **Includes a description of how technology is used to support formative and/or summative assessment to inform instruction**

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MANAGEMENT– Candidate anticipates and plans for processes and procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning, (e.g., work boards, posted procedures, modeling, positive feedback, reflection). Expectations are explicitly outlined and included as part of the instructional process. (1.000, 5.9%) CAEP-INITIAL-2016.1.1 INTASC-2017.3	• No plans for management issues are stated. OR • Fails to meet the level of 'Meets Expectation'	Management plan ensures that students can effectively access the instruction and when applicable explicitly states: • Procedures • Transitions • Strategies for forming groups, • Gaining students' attention, • Motivating students to engage in the lesson and focus on learning.	Management plan ensures that students can effectively access the instruction and when applicable explicitly states: • Procedures • Transitions • Strategies for forming groups, • Gaining students' attention, • Motivating students to engage in the lesson and focus on learning. • **Expectations are explicitly outlined for students so they know what to do and these expectations are included as part of the instructional process.**
WRITING CLARITY - Lesson plans are written clearly, free of grammatical errors (1.000, 5.9%) CAEP-INITIAL-2016.1.2	Lesson plan • Is not clearly written, • OR lesson plan contains many grammatical errors. OR • Fails to meet the level of 'Meets Expectation'	Lesson plan: • Is clearly written • Contains minimal grammatical errors.	Lesson plan: • Is clearly written • **Contains NO grammatical errors.**

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Standards

CAEP-INITIAL-2016.1.1

Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

CAEP-INITIAL-2016.1.2

Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

CAEP-INITIAL-2016.1.4

Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

CAEP-INITIAL-2016.1.5

Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

InTASC-2017.1

Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC-2017.10

Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC-2017.2

Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC-2017.3

Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

InTASC-2017.4

Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC-2017.5

Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC-2017.6

Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC-2017.7

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Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC-2017.8

Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC-2017.9

Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ISTE-2017.1

Learner - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

ISTE-2017.2

Leader - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

ISTE-2017.5

Designer - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

ISTE-2017.6

Facilitator - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

ISTE-2017.7

Analyst - Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

TETC-2019.1

Teacher educators will design instruction that utilizes content-specific technologies to enhance teaching and learning.

TETC-2019.10

Teacher educators will engage in ongoing professional development and networking activities to improve the integration of technology in teaching.

TETC-2019.2

Teacher educators will incorporate pedagogical approaches that prepare teacher candidates to effectively use technology.

TETC-2019.3

Teacher educators will support the development of the knowledge, skills, and attitudes of teacher candidates as related to teaching with technology in their content area.

TETC-2019.5

Teacher educators will use technology to differentiate instruction to meet diverse learning needs.

TETC-2019.6

Teacher educators will use appropriate technology tools for assessment.