**Eastern Mennonite University: Middle/Secondary School Lesson Design**

Pre-Service Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VA SOL(s): (write out) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPA Standard(s): (write out the SPA name and standards) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Materials:**

For Teacher: include resources & appropriate citations, technology support, etc.

For Students: include resources & appropriate citations, technology support, manipulative materials, handouts, etc.

**Instructional Objectives**: Write 3 observable/measurable instructional objectives (one for every 30 minutes of instruction) using the ABCD format (**a**udience, **b**ehavior, **c**onditions & **d**egree of expectation) and varied levels of Bloom’s Taxonomy.

1.

2.

3.

**Task Analysis of Knowledge/Skills**: List the knowledge/skill learned by students prior to (prerequisite), during (essential), and in more complex learning tasks (desired/enrichment).

|  |  |  |
| --- | --- | --- |
| Prerequisite: *What do students need to know before the lesson in order to be successful?* | Essential: *As a result of this lesson, what new knowledge/ skills are students obtaining?* | Desired/Enrichment: *How can this new knowledge/skills extend student thinking in a new situation?* |
| Objective 1: |  |  |
| Objective 2: |  |  |
| Objective 3: |  |  |

**Assessment**

1. Content and process skills to be assessed as identified in the instructional objectives.
2. Specific formative assessment/closure strategies: (Describe & attach specific assessments)

**Instruction:**

|  |  |
| --- | --- |
| (Step-by-step proceduresinclude teacher notes oncontent, teaching strategies, questions written out verbatim, guided practice, independent practice activities, and time allotments for each procedure.) | **Differentiation, Support Learning, & Adaptations**  What procedural adaptations will be required so that each student is successful?  Label each item as *content, process, product, learning environment, or affect (Tomlinson’s theory).* |
| **Anticipatory Set**: (Write out verbatim.)  **Closure:** (Write out verbatim.) |  |

**Self-Reflection:** To be written once the lesson has been presented in your practicum. For example:

* What did students learn? How do you know?
* How did you notice that students are engaged?
* What are you left wondering (what will you change next time)?

**Eastern Mennonite University Middle/Secondary Lesson Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary**  **3** | **Competent**  **2** | **Does Not Meet Expectations**  **1** | **Score**  **(Weight)** |
| **Introductory Information/ Narrative Description** | Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate | Information of course, grade level, lesson/unit, SOL’s, SPAs, materials, is complete and accurate | Information is missing, inaccurate or inappropriate | (\_\_\_X 1 = \_\_\_) |
| **Instructional Objectives1** | Objectives are observable & measureable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards | Objectives are observable & measureable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards | Objectives are not observable & measureable; one or more components of the ABCD format is missing in one or more objective | (\_\_\_X 2 = \_\_\_) |
| **Task Analysis** | Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge | Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge | Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category | (\_\_\_X 2 = \_\_\_) |
| **Assessment1** | Clearly linked to learning outcomes and monitored throughout the lesson (formal and informal) | Assessment linked to learning outcomes or monitored somewhat throughout the lesson | Assessment not linked to learning outcomes or monitored throughout the lesson | (\_\_\_X 2 = \_\_\_) |
| **Anticipatory Set/Closure** | Compelling introduction draws students into the lesson and closure focuses on student summary of learning; procedure is written out verbatim | Introduction draws students into the lesson; Closure focuses on student summary of learning; written out verbatim | Introduction or closure not included in lesson; not written out verbatim | (\_\_\_X 1 = \_\_\_) |
| **\*Instruction:**  **Instructional Strategies/ Independent Practice1** | Detailed and purposeful teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; practice extends student learning | Includes: teacher notes, instructional strategies, guided practice, independent practice.  Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning. | Does not include or is missing some required components. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning | (\_\_\_X 4 = \_\_\_) |
| **\*Instruction:**  **Support Learning/**  **Differentiation of Instruction1** | Extends and adjusts instruction appropriately for all students | Extends and adjusts instruction appropriately for most students | Instruction designed without consideration for individual student learning | (\_\_\_X 2 = \_\_\_) |
| **\*Instruction:**  **Questions** | Types/levels of questions identified; extend and promote, and extrapolate higher level thinking from students | Types/levels of questions identified; extend or promote some higher level thinking | Questions do not extend or promote higher level thinking; types/levels not identified | (\_\_\_X 1 = \_\_\_) |
| **Total** |  |  |  | /45 |

**\*An interactive technology-based learning activity is required in the Instruction section.**

**1Criteria is used for admission to student teaching.**

**Assignment is completed when a competent “2” rating is achieved in every category.**

**Comments:**