

Assessment #3
Planning Instruction
Lesson Plan Assignment in Methods
NCTE Standards 3.1.7, 3.3.2, 4.10

You have been doing lesson plans all semester and so are familiar with all the required elements of planning. Your final lesson plan will be on *Shakespeare Bats Cleanup*, an adolescent novel written in a variety of poetic forms.

Once again, your lesson plan should be a detailed explanation of what you will do for **one day only**. However, you will need to provide a context for the day, a brief explanation of the follow-up you will do, and a word about assessment. You should also begin now to think about how your lessons mesh with required state standards.

Lesson plans, then, should have five parts, but the second part should be your focus. Lesson plans should be no more than two pages. I would also like for you to create this lesson using your own intelligence and creativity, not a website. While stealing ideas from other teachers is essential in this profession, right now, I want you to think on your own about what you would want your students to gain from the lesson and how you would go about helping them achieve that goal. Below is the format you should follow:

Name:
Class year:
Class level:
Length of class period:
Class size:

I. Context (Where have you been?): Is this the beginning of a unit or are you in the middle of studying something of which this is a part or an ending? How have you prepared them for this lesson?

II. Plan for the Day (Where are you now?)

A. **Rationale:** Explain why this is a valuable lesson for them to study. How does it relate to their lives and interests, to skills they will need, or to concepts they should know? This is the answer to their question, "Why do we have study this?" This is not a statement about your academic goals for them. That's part B. This is about their lives. Why should they care about this lesson? How will it help them in life outside of school?

B. **Diversity Considerations:** You must also describe your class. To the extent that you can determine these factors, how diverse are your students in terms of race, gender, sexual orientation, ability level, socio-economic level, family background, etc. Explain how you will accommodate this group in teaching this particular work.

B. **Goals and objectives:** Explain what you want to accomplish. What do you want them to get out of this lesson? What is central to the success of this class period?

C. **Materials** needed and text

D. **Activities/Procedures** and approximate **time** allowed for each. You might do mini-lessons, explanations, group work, discussions, reporting out, writing, sharing, etc. (Be specific. Discuss what? What kinds of groups and how will you form them?) Make sure that it is clear how doing these activities will accomplish your stated goals.

E. **Closure:** What is the last thing you will say to them to bring this lesson to a close?

Comment [11]: This assessment does provide evidence for those standards/elements cited, but for 3.1.7, the evidence is supplemental at best. You may also wish to cite Standard 4.2 in your rubric and then add information about activities/procedures that that particular standard requires. It seems to fit pretty well. There could also be an adjustment for Standard 4.3 if you require that the candidates have a range of instructional strategies including those useful in many disciplines such as KWL, framed outlines, vocabulary squares, etc.

F. **Inclusion:** Are there any accommodations you will need to make for students with special needs?

III. **Follow-up** (Where are you going?): What will happen when they come in the next day? What will you do to build on what you taught them?

IV. **Assessment:** How will you evaluate the work they did in class this day?

V. **State Standards:** Please indicate which state standard(s) is being met through this lesson and explain how that standard is being met.

**Assessment #3
Planning Instruction
Rubric for Formal Methods Lesson**

Rating Indicator	Not Acceptable 1	Acceptable 2	Target 3
Context for this particular English Language Arts class	Context is missing or chosen level is not appropriate	Context is specified	Context is specified and appropriate for a lesson for an ELA class
Unit context for the ELA lesson and ELA learning expectation	Lesson placement in unit context is not clear and/or preparation for lesson is unclear	Lesson is placed in unit context and preparation for learning is stated	Lesson is placed in the context of an ELA unit on literature that provides for optimal student learning
Awareness of diversity (NCTE Standard 3.3.2)	Shows limited to determine and respond the diversity within the classroom	Describes the diversity in the classroom and designs a lesson that shows an awareness of some of these differences	Demonstrates an ability to determine and be sensitive to the diversity among their students and design a lesson that accommodates different past experiences, socio-cultural backgrounds, interests, and capabilities
Rationale for teaching this ELA lesson	Some explanation or an academic explanation is provided	Plan provides clear answer to student question, "Why do we have to study this?"	Plan clearly explains the purpose of the lesson and explanation proves the long-term value of the skills and ELA knowledge covered
ELA goals and objectives for the lesson	Goals and objectives provided but do not match lesson	Goals and objectives provided and match lesson	Goals and objectives are clear, achievable, and appropriate for an ELA lesson
Materials needed	Some materials needed are missing from list	All needed materials are present	Materials chosen are appropriate and designed to enhance student learning of ELA skills or knowledge
Activities and Procedures for ELA learning outcomes	Activities and procedures are unclear or confusing in terms of execution, goals, or time allotments	Activities and procedures are clear, relate to goals, and have appropriate time allotments	Activities and procedures are clearly outlined and explained, reflect current theories on ELA effective practice, are connected to

			goals, and have realistic time allotments
Closure of the lesson	Lesson ends without clearly summarizing learning and purpose	Ending clearly brings lesson to a close and reinforces what students were to have learned	Lesson is brought to a graceful and logical conclusion, reinforces what students were to have learned, and paves the way for additional learning
Follow-up to the lesson	Follow-up plan is stated but not clear or connected to lesson	Follow-up is explained and connected to lesson	Follow-up clearly builds on the lesson and furthers student learning of ELA
Assessment of ELA learning outcomes (diversity (NCTE Standard 4.10))	Assessment does not clearly measure learning or correspond to lesson	Assessment is clearly explained and corresponds to what students were to have learned	Assessment corresponds to level and difficulty of assignment and enhances student learning in ELA
New Hampshire State Standard for English	A state standard is specified but is not the most relevant	State standard(s) is stated and relevant for lesson	Relevant NH state standard(s) for ELA is chosen and lesson makes it clear how standard is met
Level of candidate's knowledge of grammar (diversity (NCTE Standard 3.1.7))	Some serious errors in speaking	No serious errors in presentation	Nearly error-free use of language that demonstrates an understanding of grammar at an appropriate level for an English teacher