ESSENTIAL PLANNING SKILLS RUBRIC

Student Teacher’s Name ____________________________________________ Semester: Fall / Spring ________________

Teachers demonstrate skills in planning and preparation in their lesson plans and unit plans, in their delivery of a lesson and during post-conference conversations. All of these forms of evidence should be considered when completing this rubric.

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>RATING</th>
<th>UNACCEPTABLE = 0 POINTS</th>
<th>NEAR TARGET = 1 POINT</th>
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<tbody>
<tr>
<td>1a.</td>
<td></td>
<td>• Makes content errors</td>
<td>• Has rudimentary understanding of the discipline</td>
<td>• Identifies important concepts and their relationships to one another</td>
<td>• Cites intra and interdisciplinary content relationships</td>
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<td></td>
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<td>• Does not consider prerequisite relationships when planning</td>
<td>• Knowledge of prerequisite relationships is inaccurate or incomplete</td>
<td>• Answers students’ questions accurately and provides feedback that furthers learning</td>
<td>• Lesson plans demonstrate awareness of possible student misconceptions and they can be addressed</td>
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<td></td>
<td></td>
<td>• Uses inappropriate strategies for the discipline</td>
<td>• Uses limited or unsuitable instructional strategies when planning</td>
<td>• Chooses and uses instructional strategies that are entirely suitable to the content</td>
<td>• Planning reflects recent developments in content-related pedagogy</td>
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<td>1b.</td>
<td></td>
<td>• Does not understand child development and has unrealistic expectations for students</td>
<td>• Is aware of developmental theory but does not seek to integrate it into lesson plans</td>
<td>• Is aware of the different cultural groups in the class</td>
<td>• Uses ongoing methods to assess students’ skill levels and designs instruction accordingly</td>
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<td>• Does not try to ascertain varied ability levels among students in the class</td>
<td>• Tends to teach to the “whole group”, ignoring different ability levels</td>
<td>• Knows the level of cognitive development for groups of students</td>
<td>• Seeks out information from all students about their cultural heritage</td>
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<td></td>
<td></td>
<td>• Is not aware of students’ interests or cultural heritages</td>
<td>• Is aware of medical issues and learning disabilities but does not seek to understand their implications.</td>
<td>• Has a good idea of the range of interests of students in the class</td>
<td>• Maintains a system of updated student records and incorporates medical and learning needs into lesson plans</td>
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<td></td>
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<td>• Takes no responsibility to learn about students’ medical or learning disabilities</td>
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<td>• Can identify “high,” “medium”, and “low,” groups of students</td>
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<td>• Is well informed about the students’ cultural heritages and incorporates this knowledge in lesson planning.</td>
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<td>• Is aware of the special needs represented by students in the class</td>
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<td>1c. Setting Instructional Outcomes</td>
<td>Outcomes lack rigor</td>
<td>Outcomes represent a mixture of low expectations and rigor</td>
<td>Outcomes represent high expectations and rigor</td>
<td>Plans reference curricular frameworks to ensure accurate sequencing</td>
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<td></td>
<td>Outcomes do not represent important learning in the discipline</td>
<td>Some outcomes represent important learning in the discipline</td>
<td>Outcomes are related to “big ideas” of the discipline</td>
<td>Outcomes are connected to previous and future learning</td>
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<td>Outcomes are not clear or are stated as activities</td>
<td>Outcomes are suitable for most of the class</td>
<td>Outcomes are written in terms of what students will learn rather than do</td>
<td>Outcomes are differentiated when necessary, are suitable for groups of students in the class</td>
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<td></td>
<td>Outcomes are not suitable for many students in the class</td>
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<td>Outcomes represent a range of types: factual knowledge, conceptual understanding, social interaction, management, and communication</td>
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<td>1d. Demonstrating Knowledge of Resources</td>
<td>Uses only materials provided by the district</td>
<td>Seeks out some professional development but only in his/her content area</td>
<td>Supplements texts with internet resources, field trips, guest speakers, etc.</td>
<td>Displays extensive knowledge of resources for classroom use and professional development</td>
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<td>Does not seek out resources that could expand one’s skill</td>
<td>Does not go beyond the school library to search for resources</td>
<td>Seeks professional development outside one’s own content area</td>
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<td></td>
<td>Does not inquire about resources that would address students’ needs</td>
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<td>Uses resources that are multidisciplinary</td>
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<td>1e. Designing Coherent Instruction</td>
<td>Learning activities are boring and/or not well aligned with the stated outcomes</td>
<td>Learning activities are moderately challenging</td>
<td>Learning activities are matched to instructional outcomes</td>
<td>Learning activities permit student choice</td>
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<td></td>
<td>Materials are not engaging and do not match outcomes</td>
<td>Learning activities are suitable, but limited in variety</td>
<td>Activities provide for higher level thinking</td>
<td>Learning experiences connect to other disciplines</td>
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<td></td>
<td>Lesson plans are not structures or sequenced and have unrealistic expectations</td>
<td>Lesson structure is uneven and may have unrealistic time expectations</td>
<td>Learning activities are appropriately challenging</td>
<td>Learning activities are designed with differentiation in mind</td>
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<td></td>
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<td>Lesson is well structured, sequenced, with reasonable time allocations</td>
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<td>to meet individual students’ needs</td>
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<td><strong>Designing Student Assessments</strong></td>
<td></td>
<td>- Assessments do not match outcomes</td>
<td>- Only some of the outcomes are assessed</td>
<td>- Assessments match learning outcomes and expectations</td>
<td>- Students are given opportunities to assess their own work and in designing their own assessments</td>
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<td>- Assessments do not have criteria</td>
<td>- Assessments are not fully developed</td>
<td>- Formative assessments are included in plans</td>
<td>- Assessments are authentic and include real-world applications</td>
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<td>- No evidence of formative assessments</td>
<td>- Assessments are geared for the “whole class” and not for individual needs of students</td>
<td>- Clear criteria for assessments are provided</td>
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<td>- Assessment do not affect future plans</td>
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<td>- Assessments consider the needs of individual students</td>
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<td>- Assessments influence future instruction</td>
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