

Montclair State University
Department of Teaching and learning
Course Embedded Common Assessment:
Lesson Plan Assignment

I. Description and Purpose

You will have a chance to design an inclusive lesson plan based on an academic content standards (New Jersey Student Learning Standards <http://www.state.nj.us/education/cccs>). Using the MSU ECELE lesson plan template, you will write an universally designed plan that facilitates students' learning appropriately and creates meaningful learning experiences. You will also implement the lesson in the classroom. After the implementation, provide a 2-page individual written reflection.

Note: Discuss this assignment with your Cooperating teacher (CT) in advance to solicit her/his input about the topic or essential question(s) to guide your lesson AND to schedule a date and time for implementation.

Your lesson can be a mini-lesson (20 minutes) or full period session. You can choose to work with a whole class or a small group of students (4-5 students).

I. Lesson planning

Your lesson should take into consideration the following components:

- Use the ECELE lesson plan template that will scaffold your thinking to write an inclusive and universally designed plan.
- Include clear, appropriate student learning objectives and a central focus that reflects the standards. (Criteria 1)
- Use both Universal Design for Learning (UDL) principles and adaptations to support all students, with particular focus on individuals with specific needs. (Criteria 2)
- Identify academic language demand(s) (vocabulary, function, discourse, syntax) in your lesson that is/are essential for all students to have equitable access to learn the content and participate in the lesson. (Criteria 3)
- Describe the supports you will use to help all student learn the academic language identified. (Criteria 4)
- Include developmentally appropriate materials and resources to improve learning and engagement. (Criteria 5)
- Facilitate the use of technology by students to provide multiple ways of learning. (Criteria 6)
- Plan an assessment strategy (informal and/ or formal assessments) to monitor learning of the whole class and the needs of the focus students. (Criteria 7)
- Demonstrate multiple teaching/learning strategies that are student-centered, reflect students' interests and/or relevant to their everyday lives (Criteria 8)
- Procedure provides a clear, detailed, and coherent sequence of learning activities. Be sure to align the learning objective, assessments, and instructional strategies. (Criteria 9)
- Justify your instructional decisions using your assessment evidence and research and theory.

II. Implement your lesson

Deliver your lesson on the date and time agreed upon with your CT. Be sure to gather artifacts or other forms of evidence, this includes samples of student work, photos of student engagement in the lesson, you teaching the lesson.

III. Reflection

Time to reflect! In your reflection paper, address the following key points.

1. How did I apply multiple modalities to engage students in meaningful learning? How did I engage students in inquiry-based pedagogy using question prompts? (Criteria 7)
2. What were the varied needs of the students and how did I meet the needs of the children? (Criteria 8)
3. Describe in detail how this lesson experience connected/reflected research, theory, or course readings. (Criteria 9)
4. Final conclusion. What did I learn? What is the main "take away" about myself as a teacher? What is a strength that I already possess as a teacher? What do I need to improve? How will I improve and strengthen my skills as a developing teacher?

IV. Evaluation

Instructors use the attached rubric to score the assessment. Use of a scoring rubric ensures all assessors use the same criteria to assess the performance of all candidates on the same task. This holds true not only across assessors and candidates assessed, but also across different semesters and years. Second, rubrics not only list criteria for assessment, they also provide guidance for assessors in determining their ratings. Having explanations for the different rating levels for each criterion for all assessment tasks increases the consistency of assessors' ratings.

The scoring rubrics for all key assessments share the same development progression levels, which are aligned with the New Jersey Department of Education teacher Evaluation Score.

- 1 -Ineffective
- 2- Partially Effective
- 3-Effective
- 4-Highly Effective

Lesson plan (#)

	Grade:	Lesson duration:
Topic/Title of lesson:		

VISION-SETTING: KNOW, SO, SHOW

STANDARD(s) ADDRESSED	<i>(Student Learning Standards. Include the progress indicator number and text of each standard.)</i>		
CENTRAL FOCUS	<i>(The central focus is an overarching goal of the learning segment or big idea for student learning. The central focus is a description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.)</i>		
EU/EQ	<i>(What are Enduring Understanding(s) and/or Essential Question(s) that guide the lesson?)</i>		
LEARNING OBJECTIVES	<i>(Include specific, focused outcomes for students) Phrase this as “students will be able to X (objective) as demonstrated by Y (evidence)”</i>		
ASSESSMENT STRATEGY	<i>What assessment(s) will you use to know that the students are meeting the learning objectives? State type(s) of assessment and what is being assessed [Pre-assessment, Formative, And Summative].</i>		
	<i>[Pre-assessment]</i>		
Learning Objective	Assessment	Learning Criteria (How will you know that students have met and/or are moving toward meeting that LO?)	Implementation (whole class, grouped, individual, & adaptations)
ACADEMIC VOCABULARY/ LANGUAGE	<i>(List academic language (Elementary only: language function, syntax, discourse) in this lesson) Language function: Vocabulary: Syntax: Discourse:</i>		<i>Describe the supports for each language demand in this lesson. Address whole class and individual needs.</i>
PRIOR KNOWLEDGE AND CONCEPTIONS	<i>(What prior knowledge, skills and/or academic language do these students need to have that will help them be successful with this lesson? Any misconceptions you may anticipate?)</i>		

UDL/PLANNED SUPPORT

(Discuss the universally designed decision guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies/support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).

UDL:	Multiple means of representation	Multiple means of expression	Multiple Means of engagement
<i>How are you universally designing your lesson with your focus learner in mind? What other characteristic of diverse learners are considering through UDL?</i>			
ADAPTATIONS with focus learner noted: <i>If you were not able to meet your focus learners needs through UDL, what individual adaptations will you use to meet your focus learners needs (especially ELLS)</i>			

MATERIALS, RESOURCES, and INSTRUCTIONAL TECHNOLOGY

What resources and technology do you need to teach the lesson:	What materials, technology will students need?

INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES

(Describe explicitly what the teacher and the students will do to meet learning outcomes. Use bulleted or numbered list)

What is the teacher doing?	What are students doing? (including adaptations)

<p>LAUNCH/ Beginning (mins) <i>How will you engage students and capture their interest? 3-7 minutes</i></p>		
<p>LEARNING ACTIVITIES/ Middle (mins) <i>“I do” “We do” “You do” How will you explain/demonstrate knowledge /skills required of each objective? How will you ensure that students have multiple opportunities to practice? How will you address the academic language demands?</i></p>		
<p>CLOSURE/ End (mins) <i>How will students summarize and state the significance of what they learned? 3-7 minutes</i></p>		
<p>Extension/Reinforcement/Homework</p>		
<p>Family/Community Engagement—optional</p>		

*** Please attach copies of assessments and/or handouts to be used**

MONTCLAIR STATE UNIVERSITY
Department of Teaching and Learning
Unit Plan/Lesson Plan Rubric

Criteria	Level 4 Highly Effective	Level 3 Effective	Level 2 Partially Effective	Level 1 Ineffective
<p>1. Learning Objectives, Enduring Understandings, Standards, and the Central Focus</p> <p>(MSU 1, 2) (InTASC 4) (NJPTS 4) (CAEP 1.1 & 1.4)</p>	<p>The learning objectives are developmentally appropriate and challenging AND are well aligned to the enduring understandings, essential questions, the central focus, and the standard(s) for the lesson.</p>	<p>The learning objectives are developmentally appropriate and challenging but NOT well aligned to one or more of the following: enduring understandings, essential questions, the central focus, or the standard(s) for the lesson.</p> <p>OR</p> <p>Are well aligned but not developmentally appropriate and challenging.</p>	<p>Candidate identifies learning objectives but they are NEITHER sufficiently developmentally appropriate nor challenging, NOR are they aligned to the enduring understandings, essential questions, the central focus, or the standard(s) of the lesson.</p>	<p>Candidate does not include learning objectives, a central focus, enduring understandings, or essential questions for the lesson.</p>
<p>2. Planning to Support Varied Student Learning Needs</p> <p>(MSU 8, 10) (InTASC 5, 7) (NJPTS 5, 7) (CAEP 1.1)</p>	<p>The candidate's planned adaptation strategies or UDL principles are tied to the learning objectives and the central focus with attention to the characteristics of the class as a whole AND the needs of specific individuals or groups with similar needs.</p>	<p>The candidate's planned adaptation strategies or UDL principles are tied to the learning objectives and the central focus with attention to the characteristics of the class as a whole OR the needs of specific individuals or groups with similar needs (but not both).</p>	<p>Either the candidate's planned adaptation strategies or UDL principles are loosely tied to the learning objectives and the central focus OR there is little or no attention to the characteristics of the class as a whole and/or the needs of specific individuals or groups with similar needs.</p>	<p>The candidate did not include adaptation strategies or UDL principles in his/her unit plan. Does not support the needs of the class.</p>
<p>3. Identifying Language Demands</p> <p>(MSU 11, 18) (InTASC 4) (NJPTS 4) (CAEP 1.1)</p>	<p>Candidate identifies language demand(s) that is/are consistent with the selected language function AND are aligned with the learning objectives.</p> <p>(Early Childhood candidates include clear plans for vocabulary development.)</p>	<p>Candidate identifies language demand(s) that is/are not consistent with the selected language function OR are not aligned with the learning objectives.</p> <p>(Early Childhood candidates include clear plans for vocabulary development.)</p>	<p>Candidate identifies language demand(s) that is/are not consistent with the selected language function AND are not aligned with the learning objectives.</p> <p>(Early Childhood candidates includes limited planned supports for vocabulary development.)</p>	<p>Candidate does not identify language demand(s).</p> <p>(Early Childhood candidates do not include planned supports for vocabulary development.)</p>

MONTCLAIR STATE UNIVERSITY
Department of Teaching and Learning
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4. Supporting Language Demands (MSU 11, 18) (InTASC 4) (NJPTS 4) (CAEP 1.1)	Candidate identifies planned supports that are closely aligned to language demands (vocabulary, function, syntax, discourse) AND are designed to meet the needs of students with different levels of language learning.	Candidate's identifies planned supports that are not closely aligned with language demands (vocabulary, function, syntax, discourse) and learning objectives OR are not designed to meet with needs of students with different levels of language learning.	Candidate identifies planned supports that are not closely aligned with language demands (vocabulary, function, syntax, discourse) AND are not designed to meet the needs of students with different levels of language learning.	Candidate does not identify planned supports for language demands.
5. Utilizing Materials and Resources (MSU 10, 11) (InTASC 4, 7) (NJPTS 4, 7) (CAEP 1.1, 1.5)	Candidate plans activities that incorporate a variety of developmentally appropriate instructional materials and resources to develop meaningful learning for all learners.	Candidate plans activities that incorporate a variety of instructional materials and resources; however, one or more of them are not developmentally appropriate and/or support meaningful learning for all learners.	Candidate plans activities that rely mostly on the school curriculum/texts and do not incorporate additional instructional materials, and resources.	Candidate plans activities that incorporate little or no materials and/or resources.
6. Use of Instructional Technologies for Student Learning (MSU 2) (InTASC 4) (NJPTS 4) (CAEP 1.1, 1.5)	Candidate plans activities that incorporate developmentally appropriate strategies to ensure students use technology to enhance meaningful learning.	Candidate plans activities to ensure students use technology to enhance their learning, however, one or more of them are not developmentally appropriate and/or support meaningful learning.	Candidate plans activities that include technology but does NOT ensure student use of technology to enhance learning. The technology is used only by the candidate for instructional purposes.	Candidate plans activities that incorporate little to no use technology for instruction or use by students.

MONTCLAIR STATE UNIVERSITY
Department of Teaching and Learning
Unit Plan/Lesson Plan Rubric

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7. Planning Assessments to Monitor and Support Student Learning (MSU 13) (InTASC 6) (NJPTS 6) (CAEP 1.1)	The candidate's assessment strategy provides sufficient evidence to monitor students' competencies related to learning objectives AND are designed to allow students with specific needs to demonstrate their learning.	The candidate's assessment strategy provides limited evidence to monitor students' competencies related to learning objectives OR are not designed to allow students with specific needs to demonstrate their learning.	The candidate's assessment strategy provides limited evidence to monitor students' competencies related to learning objectives AND are not designed to allow students with specific needs to demonstrate their learning.	The candidate does not provide an assessment strategy to monitor and support student learning.
8. Planned Instructional Strategies to Engage Learners (MSU 8) (InTASC 5, 7) (NJPTS 5, 7) (CAEP 1.1, 1.4)	Candidate designs meaningful pedagogical strategies to engage all students in learning tasks.	Candidate designs meaningful pedagogical strategies that engage most students in the learning tasks.	Candidate designs a limited range of pedagogical strategies to engage students in the learning tasks.	Candidate demonstrates little understanding of pedagogical strategies to engage students in the learning tasks.
9. Coherent Instructional Design (MSU 8) (InTASC 5, 7) (NJPTS 5, 7) (CAEP 1.1, 1.4)	Candidate provides a clear, detailed, and coherent sequence of learning activities that are aligned to learning objectives and that address the needs of all learners.	Candidate provides a clear, detailed, and coherent sequence of learning activities that are aligned to learning objectives and that address the needs of most learners.	Candidate provides a coherent sequence of learning activities that are aligned to learning objectives but do not address the needs of individual learners.	Candidate provides an incoherent sequence of learning activities that are not aligned to learning objectives and do not meet the needs of individual learners.
10. Using Research and Theory to Support and Justify Instructional Decisions (MSU 29) (InTASC 9) (NJPTS 9) (CAEP 1.1, 1.2)	Candidate provides a detailed and thoughtful explanation of active and developmentally appropriate learning experiences, including clear, specific, and concrete connections between research and theory and his/her instructional decisions.	Candidate provides an explanation of active and developmentally appropriate learning experiences, including a discussion of research and theory; but connections to his/her instructional decisions are not clear.	Candidate provides an explanation of active and developmentally appropriate learning experiences, citing research and theory, but does not make direct connections to his/her instructional decisions.	Candidate does not provide an explanation of the learning experiences or how the lesson is based on research and theory.
11. Candidate demonstrates knowledge of mathematics concepts and instruction.	Candidate's plans incorporates instructional strategies that require students to interpret	Candidate's plans encourages students to make math connections across content areas.	Candidate's plans include accurate content and makes math connections across content areas.	Candidate's plan displays limited or inaccurate mathematical content.

MONTCLAIR STATE UNIVERSITY
Department of Teaching and Learning
Unit Plan/Lesson Plan Rubric

	mathematical information and make connections to what they are doing.			
12. Candidate demonstrates knowledge of the central content in the area of science.	Candidate's plans incorporates instructional strategies that require students to interpret scientific information and make connections to what they are doing.	Candidate's plans encourages students to make science connections across content areas.	Candidate's plans include accurate content and makes science connections across content areas.	Candidate's plan displays limited or inaccurate science content.
13. Candidate demonstrates knowledge of literacy development and instruction.	Candidate's plan displays extensive knowledge of literacy development and learning, providing opportunities for students to apply and practice literacy skills.	Candidate's plan displays knowledge of literacy development and learning by integrating instruction of literacy skills that make clear connections between content and literacy into the lesson.	Candidate's displays knowledge of literacy development and learning by integrating accurate literacy skills and content into the lesson but connects to the content are not clear.	Candidate's plan displays limited or inaccurate literacy content.
14. Candidate demonstrates knowledge of the central content in the area of social studies.	Candidate's plans incorporates instructional strategies that require students to interpret social studies information and make connections to what they are doing.	Candidate's plans encourages students to make social studies connections across content areas.	Candidate's plans include accurate content and makes social studies connections across content areas.	Candidate's plan displays limited or inaccurate social studies content.
Comments:				