Mid-Program **Lesson Plan Assessment** for Candidates in Initial Licensure Programs

**VCU School of Education**

*Virginia Commonwealth University*

Candidate’s Name ____________________________________________________________

Year _______ Semester _____ Fall _____ Spring _____

Course Name and Number (i.e., TEDU 310) ______________

Evaluation Completed By: (please check one)

_____ Cooperating Teacher

_____ University Supervisor

*Adapted from the Santa Cruz New Teacher Project Continuum of the New Teacher Center*
**LESSON PLAN ASSESSMENT FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS**

**Planning for Instruction**

<table>
<thead>
<tr>
<th>M</th>
<th>F</th>
<th>Key Elements</th>
<th>Beginning (Awareness, articulation, identification)</th>
<th>Acceptable (Puts into practice, uses, implements, reflects)</th>
<th>Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)</th>
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<td>a. Demonstrates knowledge of subject matter content and student development.</td>
<td>Identifies key concepts from subject matter area and key factors in student development.</td>
<td>Uses key ideas from subject matter to develop instructional activities appropriate for the developmental level of students.</td>
<td>Reflects on instructional activities and makes adjustments for student social, emotional, and intellectual development to promote clear, coherent understanding of key ideas.</td>
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<td>b. Uses instructional strategies, resources, and technologies to make learning accessible for all students.</td>
<td>Has awareness of a variety of strategies, resources, and technologies and includes a few in lesson plans.</td>
<td>Uses several instructional strategies, resources, and technologies in units of instruction that demonstrate an awareness of making learning accessible to all students.</td>
<td>Uses multiple instructional strategies, resources, and technologies in units of instruction that promote student understanding for all students.</td>
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<td>c. Selects and communicates learning goals that are consistent with state and national content standards and students' development.</td>
<td>Articulates state and national content standards and develops learning goals consistent with content standards and student development.</td>
<td>Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.</td>
<td>Reflects on learning goals and links them closely to educational activities in a clear, coherent fashion. Goals set high expectation for all.</td>
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<td>d. Organizes curriculum and instructional sequences to support student understanding of content.</td>
<td>Articulates key elements of curriculum design that support student understanding of content and develops some lessons that teach an idea or skill.</td>
<td>Uses knowledge of subject matter to organize units of instruction in a sequence that promotes student understanding for key ideas.</td>
<td>Reflects on units of instruction and makes improvements that integrate learning goals, content standards, and educational activities in a cohesive sequence that promotes student understanding of key ideas.</td>
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<td>e. Prepares instructional options to provide flexibility in changing situations.</td>
<td>Shows an awareness of need for flexibility in responding to student needs and unexpected events.</td>
<td>Adjusts lessons using on the spot assessment of student understanding and unexpected events without advance planning.</td>
<td>Adjusts plans in advance to accommodate student abilities and interests and the possibility of changing situations.</td>
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<td>f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals.</td>
<td>Identifies support personnel and volunteers; articulates ways support personnel, families, and volunteers might assist.</td>
<td>Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures that use support personnel, families, and volunteers to assist learning.</td>
<td>Reflects on use of support personnel, families, and volunteers and make adjustments in their use that improves student learning.</td>
</tr>
</tbody>
</table>

(Please mark level of growth for each criterion)

Level of Growth:  
N=No opportunity to observe  
0 =Unacceptable (has not yet reached beginning level)  
1-2 =Beginning  
3-4 =Acceptable  
5-6 =Target