

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

revised 6-30-05

*Adapted from the Santa Cruz New Teacher Project Continuum of the New Teacher Center*

## LESSON PLAN ASSESSMENT FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

<b>Planning for Instruction</b>								
M	F	Key Elements	Beginning (Awareness, articulation, identification)		Acceptable (Puts into practice, uses, implements, reflects)		Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)	
			1	2	3	4	5	6
		a. Demonstrates knowledge of subject matter content and student development.	Identifies key concepts from subject matter area and key factors in student development.		Uses key ideas from subject matter to develop instructional activities appropriate for the developmental level of students.		Reflects on instructional activities and makes adjustments for student social, emotional, and intellectual development to promote clear, coherent understanding of key ideas.	
		b. Uses instructional strategies, resources, and technologies to make learning accessible for all students.	Has awareness of a variety of strategies, resources, and technologies and includes a few in lesson plans.		Uses several instructional strategies, resources, and technologies in units of instruction that demonstrate an awareness of making learning accessible to all students.		Uses multiple instructional strategies, resources, and technologies in units of instruction that promote student understanding for all students.	
		c. Selects and communicates learning goals that are consistent with state and national content standards and students' development.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.		Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.		Reflects on learning goals and links them closely to educational activities in a clear, coherent fashion. Goals set high expectation for all.	
		d. Organizes curriculum and instructional sequences to support student understanding of content.	Articulates key elements of curriculum design that support student understanding of content and develops some lessons that teach an idea or skill.		Uses knowledge of subject matter to organize units of instruction in a sequence that promotes student understanding of key ideas.		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.	
		e. Prepares instructional options to provide flexibility in changing situations.	Shows an awareness of need for flexibility in responding to student needs and unexpected events.		Adjusts lessons using on the spot assessment of student understanding and unexpected events without advance planning.		Adjusts plans in advance to accommodate student abilities and interests and the possibility of changing situations.	
		f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals.	Identifies support personnel and volunteers; articulates ways support personnel, families, and volunteers might assist.		Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures that use support personnel, families and volunteers to assist learning.		Reflects on use of support personnel, families, and volunteers and make adjustments in their use that improves student learning.	

(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