Rubric/grading plans:

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| Points possible: | Unit plan |
| 4 | Header: includes the textbook, the unit/chapter title, grade level and your name |
| 4 | Overview: children’s background  Should include relevant experiences children are likely to have had that will impact their readiness for the content in this unit |
| 8 | Goals for instruction:  A specific list of content children are expected to learn in this unit. This list should correlate well with the information about specific lessons |
| 14 total   * 1 * 2 * 1 * 2 * 2 * 2 * 4 | Each lesson should have   * A lesson number or date when it will be taught * A big idea that tells the main thing children should learn in the lesson * The source (if the source is the textbook is identified in the header, you may summarize with just the page numbers) * The materials needed * Learning goals that list the specific content children will be learning in the lesson * The Common Core State Standards relevant to the lesson * A short summary that gives an overview of what the lesson would look like |
|  | Total points for this assignment: 30 |

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| Points possible: | Full length lesson plan (for each of 2-4 lessons). If you need to write more than two lesson plans because of your schedule, your score will be determined by the average of your lesson plan scores. |
| 1 | All header and source information |
| 1 | Lesson date (if this is one you’re planning to teach you must include the date you are planning to teach it!). |
| 3 | Materials list (must match lesson description) |
| 3 | Learning goals and standards (must match lesson description) |
| 10 | Lesson description:   * Clear starting point (how you will get children ready for the lesson) * Lots of details telling me what you will be doing during the lesson, including some specific things you’re planning to say. * Activities and instruction that clearly address your learning goals. |
| 6 | Scan in the resources you will be using for the lesson: include screen captures of SMART Notebook files or other on computer resources you’ll be using; scan in the textbook pages or handouts you’ll be using. |
|  | Total points possible 24 |

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| Points possible: | Inquiry activity (lesson) |
| 5 | The children must be investigating some question. This can be either a math question: “what happens when we switch the order of the numbers in a multiplication problem?” or a real-life problem that uses math: “how many children are in our school?” This problem should be longer than just an exercise (word problems are not sufficient). This problem should be one where children are discovering a pattern or developing strategies to solve a problem. |
| 5 | The question and the activity must be relevant to the goals of the unit and the lesson. |
| 6 | All of this should be explained clearly, so that you will be able to explain clearly in your reflection in what way this was an inquiry activity/lesson. |
|  | Total points possible: 15 |

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| Points possible: | Technology component (lesson) |
| 4 | Your use of technology must be appropriate for the content and the students |
| 4 | Your use of technology must help communicate about something that helps you meet your learning goals for the lesson. |
| 4 | You must digitally include your technology resources by screen capturing or scanning in or similar. |
|  | Total points possible: 12 |

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| Points possible: | Video taped lesson |
| 5 | Your video taped lesson should show you teaching a lesson, and the recording quality should be good enough that I can understand most of what you say, and see most of what you do. |
| 5 | I will look for evidence of good communication skills, especially when explaining content, but also when managing student interactions. |
| 5 | I will look for evidence of good teacher awareness of the classroom. Things that show me you’re aware of the children are your responses to what children are doing and saying while you are presenting information, and how you observe and interact with children while they are working. |
| 5 | I will look for evidence that you are being guided by your learning goals. Things that show me you’re being mindful of your learning goals are clear explanations that you give, and good (relevant) questions that you ask. |
|  | Total points possible: 20 |

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| Points possible: | Teacher standard 1 essay |
| 10 | Describe the central concepts and skills that are relevant to the content of the unit, and put that knowledge in context. Discuss those central concepts with respect to this unit and put it in context of children’s learning in elementary school. You should identify the concepts that appear in this unit, describe how this unit builds on children’s prior knowledge, and how this knowledge will be extended in later work. |
| 12 | Describe, with examples, how the lessons in the unit teach concepts and skills in such a way that children are likely to understand and make sense of them. Identify, as relevant, places where children build new knowledge through problem solving and reasoning, and places where children make connections between old and new concepts, and between different models and representations. |
|  | Total points possible: 22 |

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| Points possible: | Teacher standard 1 essay |
| 6 | Identify and describe specific examples of places where you used verbal and non-verbal communication to communicate content knowledge. |
| 6 | Identify and discuss a technology tool (like a SMART Notebook) that you used, or would like to use in teaching a lesson. You must have specific examples (screen captures or scanned images) to discuss. Explain how this tool is helpful for communicating content understanding. |
| 6 | Discuss the inquiry activity or lesson in your unit plan. Describe communication techniques you used to make the inquiry activity an effective part of the lesson. |
| 6 | Describe a lesson in your unit plan where children worked together collaboratively. Identify specific ways you communicated your expectations to students for them to work together in ways that were supportive and respectful. |
|  | Total points possible: 24 |