Division of Education
Lesson Plan Assessment Form

PLEASE REFER TO THE LESSON PLAN DESCRIPTOR DOCUMENT FOR DETAILS AND REQUIREMENTS WHEN WRITING LESSON PLANS.

Teacher Candidate’s Name: ___________________________________ Date: ______________________

Evaluator’s Name: __________________________________________

Title of Lesson Plan: ________________________________________

It is the intention of the Division of Education that this Lesson Plan Assessment instrument is used to evaluate the skills, abilities and knowledge of beginner Teacher Candidates in training. The qualities and attributes that are assessed need to be weighted in light of stages of teacher candidates who are about to enter the teaching profession, and not those of experienced and seasoned teachers.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Highly Effective</td>
<td>This section of the lesson plan <em>exceeds expectations for a beginning teacher</em> with no revisions (revisions do not include minor grammatical/ format errors).</td>
</tr>
<tr>
<td>2</td>
<td>Effective</td>
<td>This section of the lesson plan <em>meets expectations for a beginning teacher</em>, but some factors <em>may require extra direction</em> by evaluator/ needs some revisions.</td>
</tr>
<tr>
<td>Unacceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ineffective</td>
<td>This section of the lesson plan <em>does not meet expectations for a beginning teacher</em>. The teacher candidate <em>requires significant extra direction</em> in this area and there is a need for immediate and significant improvement in this area.</td>
</tr>
<tr>
<td>0</td>
<td>Missing</td>
<td>This section of the lesson plan is <em>required, but missing</em> (missing means not in written text).</td>
</tr>
</tbody>
</table>

Sections of the Lesson Plan Include:

I. LESSON DATA: This information needs to be included on all Lesson Plans. The information won’t be formally assessed but it informs your Lesson Plan. Failure to include all of the required information identified may result in a grade reduction.

A. Teacher Candidate’s First & Last Name
B. Subject/Content Area
C. Grade Level(s) (PK-12)
D. Unit Topic
E. Lesson Topic (Indicate specifically what is being taught in the lesson):
F. Duration of Lesson
G. Materials, including technology integration: Include a list of materials necessary for the effective planning, instruction and implementation of the entire lesson plan. Any item that is written in the lesson plan must be listed in the materials. Materials may include websites, text books, curriculum manuals, worksheets, visual aids, manipulatives, references, supplies, etc.

(IROA Revised Fall 2014)
<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

### Section II: Instructional Process

This section of the lesson plan lists the steps of the entire instructional process.

**A. Standards:** NYS P-12 Common Core Learning Standards and/or New York State Learning Standards and Ontario Curriculum Expectations (NYS Standards/Common Core AND Canadian Expectations for Canadian Students only).

**B. Central Focus:** Identify a central focus. The central focus is a description of the important understanding 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.

**C. Objectives:** The lesson plan includes statements that describe desired learning outcomes in PRECISE, MEASURABLE, AND ACHIEVABLE terms based on multiple levels of Bloom’s Taxonomy.

**D. Assessment Plan:** The lesson plan includes assessment(s) that are directly tied to the objectives of the lesson. The assessment plan measures, analyzes and guides student learning. Use formative and/or summative assessments. The assessment plan includes guided practice and reinforcement/independent work.

**E. Opening/Anticipatory Set:** The opening of the lesson grabs the attention, motivates, and engages students in learning and builds on and/or activates background knowledge. It includes teacher and student interaction.

**F. Main Body/Procedure:** Be specific! Include all the materials you would use in class. There should be enough detail for another instructor to follow your directions & teach the lesson successfully. This section includes all steps that would be taken when teaching the lesson:

1. Describe how the teacher will explicitly instruct and model the content, strategies, and skills in the lesson.
2. Describe how the students will apply this knowledge with guided practice from the teacher and/or independent practice.
3. Include opportunities where you check for student understanding.
4. Be sure your lesson accounts for culturally responsive teaching (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.)
5. Include in this plan ways in which you will accommodate for students with learning gaps (ELL, students with learning disabilities, special needs, gifted, remedial, IEP’s, 504’s, etc).

**G. Closure/Ending:** The lesson plan includes closure that wraps up the lesson and helps students organize the information into a meaningful context (i.e., brief teacher’s summary, overview, engage students in a quick discussion about what exactly they learned and what it means to them now).

### Section III: Reflection

Part of being a successful teacher includes the habitual practice of thoughtful reflection.

**As you reflect upon the process of designing this lesson answer the following questions:**

1. Culturally Responsive Teaching (CRT): Describe how this lesson respects the cultures and various groups in the class and appreciates the existing strengths and accomplishments of all students and develops them further in instruction (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.).
2. Accommodations: Describe adaptations within the lesson demonstrating how the teacher will adapt the lesson to meet the needs of diverse learners (e.g. ELL, students with learning delays, special needs, gifted, remedial, IEP’s, 504’s, etc).
3. Name 2-3 prerequisite skills that students would have to master to be successful in this lesson.
4. Discuss any anticipated misconceptions (e.g. Hitler started WW II) students may have and how you will overcome them. Provide a specific example.
5. What academic language (content vocabulary, language function, discourse, and syntax) is central to the lesson?

**Please Note:** If you are in class you are to apply a scenario as directed by your instructor to account for culturally responsive teaching AND Accommodations/Adaptations for Diverse Learners. In the field you are to take into account the children and adolescents in the classes you are instructing.

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