

Education Seminar Lesson Plans

Students will complete 6 lesson plans using the Eastern lesson plan format and carry out that lesson plan in the classroom. Students are strongly encouraged to review the lesson plan format and the course syllabus with their field experience mentor at the start of the term to identify dates and subjects of those lessons. Lesson plans do not need to be focused on any particular topic, but students are advised to get a range of experiences including teaching different subjects or sections, depending on the placement.

After delivering the lessons students are required to write a 2-3 paragraph reflection on the lesson. The reflection must include student assessment data in the discussion of whether or not objectives were met. Additionally, the reflection must address the culturally relevant and sustaining education practices demonstrated by the lesson.

Criteria	Unacceptable 6	Developing 9	Acceptable 12	Exemplary 15
<i>Instructional Goals</i> Standards Understandings Essential Questions Knowledge Goals Skill Goals	Lesson plan is missing at least one of the following: standards, understandings, essential questions, knowledge goals and skill goals for the unit. Lesson plan does not demonstrate an understanding of how to interpret and approach each goal category. Goals and objectives are inappropriate to the content and age-level of the intended audience.	Lesson plan includes standards, understandings, essential questions, knowledge goals and skill goals for the unit. Lesson plan demonstrates a limited understanding of how to interpret and approach each goal category. Goals and objectives are sometimes inappropriate to the content and age-level of the intended audience.	Lesson plan includes standards, understandings, essential questions, knowledge goals and skill goals for the unit. Lesson plan demonstrates some understanding of how to interpret and approach each goal category. Goals and objectives are appropriate to the content and age-level of the intended audience.	Lesson plan includes clearly articulated standards, understandings, essential questions, knowledge goals and skill goals for the unit. Lesson plan demonstrates a clear understanding of how to interpret and approach each goal category. Goals and objectives are highly appropriate and meaningful to the content and age-level of the intended audience.
<i>Assessment Tasks</i> Performance Tasks Criteria Other Evidence	Lesson plan lacks performance tasks, assessment criteria or other evidence for the unit. Assessments and criteria are either not connected to the unit goals or inappropriate to the content and intended audience.	Lesson plan includes performance tasks, assessment criteria and other evidence required for the unit. Assessments and criteria are not connected to the unit goals or inappropriate to the content and intended audience. Assessments are not clearly equitable to students.	Lesson plan includes equitable performance tasks, assessment criteria and other evidence required for the unit. Most assessments and criteria are clear and connected to the unit goals and appropriate to the content and intended audience.	Lesson plan includes clearly articulated and equitable performance tasks, assessment criteria and other evidence required for the unit. All assessments and criteria are thoughtful, original, well connected to the unit goals and meaningful to the content and intended audience.
<i>Preparation</i> Vocabulary Materials/ Resources Classroom Arrangement	Lesson plan does not include required vocabulary, materials and/or classroom arrangement.	Lesson plan includes required vocabulary, materials and classroom arrangement but does not provide sufficient detail for one or more of these categories	Lesson plan lists required vocabulary, materials and classroom arrangement.	Lesson plan clearly and thoughtfully outlines required vocabulary, materials and classroom arrangement.

<p><i>Instructional Processes</i></p> <p>Introduction</p> <p>Instruction</p> <p>Lesson Closure</p>	<p>Instructional processes lack clarity and are disconnected to the lesson goals. The instructional strategies described are unoriginal and developmentally inappropriate. The progression of instruction is unclear.</p>	<p>Instructional processes lack clarity or are somewhat disconnected to the lesson goals. The instructional strategies described are unoriginal and, at times, developmentally inappropriate. Lesson content only reflects one perspective. The progression of instruction lacks clarity.</p>	<p>Instructional processes are clear and connected to the lesson goals. The instructional strategies described are somewhat engaging and developmentally appropriate. The instructional processes described offer a clear progression for student learning but may only represent one perspective.</p>	<p>Instructional processes are clearly articulated, original and well-connected to the lesson goals. The instructional strategies described are dynamic, engaging and represent multiple perspectives. The instructional processes described are developmentally appropriate and offer a meaningful progression for student learning.</p>
<p><i>Differentiation and Classroom Management</i></p>	<p>The lesson does not have differentiation based on students' academic readiness, interests and cultural practices and does not support a full range of learners.</p> <p>The lesson plan either does not identify potential barriers to learning or does not develop solutions to address those barriers.</p>	<p>The lesson plan offers limited examples of differentiation based on students' academic readiness, interests and cultural practices that support most of the learners.</p> <p>The lesson plan identifies few potential barriers to learning and develops one solution to address those barriers. The lesson plan does not appear focused on a positive classroom environment.</p>	<p>The lesson plan offers differentiation based on students' academic readiness, interests and cultural practices that support most of the learners.</p> <p>The lesson plan adequately focuses on a positive classroom environment and identifies potential barriers to learning and develops two solutions to address those barriers.</p>	<p>The lesson has various forms of differentiation based knowledge of students' academic readiness, interests and cultural practices, includes differentiated leveled or tiered activities, and corresponding activities that support the full range of learners.</p> <p>The lesson plan expertly focuses on a positive classroom environment and identifies potential barriers to learning and creatively develops proactive solutions to address those barriers.</p>
<p><i>Organization and Attention to Detail</i></p>	<p>The lesson plan is not logically organized and is difficult to follow. The reader would not be able to implement this lesson based on the information provided.</p>	<p>In general, the lesson plan is arranged logically, although sometimes it is difficult to follow and lacks enough detail in several places to facilitate implementation.</p>	<p>The lesson plan is organized logically and is easy to follow. It may lack enough detail in some places to facilitate implementation.</p>	<p>The lesson plan is organized expertly, is easy to follow and contains enough detail to facilitate implementation.</p>
<p><i>Reflection</i></p>	<p>Reflection lacks critical thinking. Superficial connections are made with key course concepts. Conveys inadequate evidence of reflection on own work using assessment data. Future implications and culturally relevant and</p>	<p>Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys limited evidence of reflection on own work using assessment data. Demonstrates minimal thought of the future</p>	<p>Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys evidence of reflection on own work using assessment data. Demonstrates some</p>	<p>Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts. Conveys strong evidence of reflection on own work using assessment data. Insightfully synthesizes</p>

	sustaining education practices are overlooked.	implications of current experience. Does not fully address the culturally relevant and sustaining education practices demonstrated by the lesson.	thought of the future implications of current experience. References the culturally relevant and sustaining education practices demonstrated by the lesson.	current experience into future implications. Fully addresses the culturally relevant and sustaining education practices demonstrated by the lesson.
<i>Clarity and Mechanics of the Reflection</i>	There are a significant number of errors that make it difficult to understand more than one section of the lesson plan.	The writing has many errors that are somewhat distracting and make it difficult to understand at least one section of the lesson plan.	There are occasional errors, but they don't represent a major distraction or obscure the meaning of the paper.	The writing is free or almost free of errors.