

**George Mason University**  
**College of Education and Human Development**  
**Lesson Planning Task**  
**Instructor's Guide**

## **Introduction**

Over the past several years, teams of faculty members have developed, revised, piloted, and refined five “common assessments” used across all teacher licensure programs associated with the College of Education and Human Development at Mason. The Common Assessments were developed to assess InTASC standards as part of the CAEP accreditation process.

Training modules have been developed for each of the five assessments. This training provides you with the rationale and research-based context, and specific directions for presenting the assessment to students, in addition to a detailed explanation of the scoring rubric for each assessment. This guide was developed to supplement the training modules and serve as a resource for APCs and assessors.

Each common assessment uses a common structure and rubric, though programs may have modified the instructions or added content specific terminology. This guide will use the “template version” of the common assessment as the example. Make certain to check with your program coordinator or course lead if you have questions about your specific assessment.

## **Getting started with the Common Assessment**

Each Common Assessment Task provides information for both instructors and candidates. Prior to reviewing the rubric with candidates, review the assessment task, including the standards to be met, the rationale for the assessment, and the assessment directions.

This guide will provide additional guidance to instructors/assessors that support the information in the training modules.

## **The Anatomy of a Common Assessment**

Candidates describe the classroom context and plan instruction to meet the needs of the learners. Candidates will use the lesson plan template to develop a detailed, scripted lesson plan that includes formative assessments, guided practice activities, independent practice, and summative assessment. After instruction, candidates reflect upon the lesson. The reflection will include what was learned about teaching, the learners, and learning, and how the new knowledge will affect future instructional decisions.

<b>Assessment Task</b>	<b><i>Instructor's Guide</i></b>
<b>Assessment Information</b> In the _____ program, the Lesson Planning Assessment is completed during _____ and is assessed by _____. The candidate must earn a score of 3 to be successful on this	<b>This section places the assessment in a specific course and provides information on the assessor.</b>

assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

Programs edit this to reflect when and where the assessment is administered and by whom. This section also introduces the candidates to the TARGET score- the candidate must earn to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. Please reinforce this with your candidates. Very few students will “exceed” standards- especially in every rubric row. Provide this guidance when you introduce the assessment and review the rubric.

The last sentence in this section provides a general statement related to what is assessed and how the data will be used. For this assessment the statement reads, *The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.*

The last sentence in this section provides a general statement related to what is being assessed and how the data will be used.

**Standards addressed in this assessment**

**InTASC Standards: 1, 3, 4, 5, 6, 7, 8 and 9**

**CAEP Standards: 1.1, 1.3, 1.4, 1.5**

**VDOE Standards: 1, 2, 3, 4, 6**

**Cross-cutting Themes**

In addition to the standards, CAEP has identified several “Cross-cutting themes” that must be addressed throughout the accreditation report. In many of the Common Assessment tasks and rubrics, you will see these icons. When you see them, you will know that these crosscutting themes are addressed in the task.

**Technology**



**Diversity**



**This section lists all standards assessed in this task.**


These standards include the InTASC Standards, CAEP Standards, VDOE Standards, and any specific SPA standards each program wants to include. For this assessment, you should be familiar with the following standards:

**InTASC Standards: 1, 3, 4, 5, 6, 7, 8 and 9**

**CAEP Standards: 1.1, 1.3, 1.4, 1.5**

**VDOE Standards: 1, 2, 3, 4, 6**

In this assessment, all three crosscutting themes are addressed.

<p><b>College-and-Career-Ready</b> </p>	<p><b>Icons from CAEP cross-cutting themes</b></p> <p>If your program does not require videotaping due to program issues or concerns, you can remove this icon. The Technology and Diversity icons are used by CAEP in their documentation. A variation on the graduation cap is used by VDOE when addressing College-and-Career Ready skills.</p> <p><b>See the Appendix</b> for resources that provide additional information for these standards and the crosscutting themes.</p>
<p><b>SPA Standards</b></p>	<p><b>SPA Standards</b></p> <p>Specialized Professional Association (SPA) standards may or may not be assessed in your specific program. Some programs use the common assessment as one of the key assessments needed for their SPA report.</p> <p>Check with the assessment task provided to you by your APC or Course Lead to see if the SPA standards are included.</p> <p>If SPA standards are addressed in your program, please review the specific standards so you can support candidates in being successful with this assessment task. See Appendix for list of SPAs and links to their websites.</p>
<p><b>Assessment Objective</b></p> <ul style="list-style-type: none"> <li>The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.</li> </ul>	<p><b>Each assessment identifies the objectives being assessed. The product or critical element for each objective is highlighted here.</b></p> <p><b>For this assessment, the objective is:</b></p> <ul style="list-style-type: none"> <li>The candidate will <b>develop a research-supported lesson plan</b> that effectively meets the needs of a</li> </ul>

	<p style="text-align: center;"><b>specific population of learners.</b></p> <p>This broad objective will allow for program and content tailoring.</p> <p>Programs might have edited the objectives for more program or SPA related language. For example, “learners” may become “exceptional learners” in special education programs.</p> <p>Read the objectives-what might this look like in your program? In a specific clinical setting? What prior knowledge can candidates use to complete this assessment? Will new content be taught to support this assessment? How will this assessment successfully completed- especially if it will take place in a clinical experience?</p>
<p><b>Rationale</b></p> <p>It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):</p> <ol style="list-style-type: none"> <li>1. <i>Who are my learners?</i> (Consider the number of learners, their academic readiness levels and cultural background, and prior knowledge, etc.)</li> <li>2. <i>What do I want my learners to learn?</i> (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college and career ready standards, etc.)</li> <li>3. <i>How will I know what the learners understand?</i> (Consider the informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.)</li> <li>4. <i>How will my learners learn best?</i> (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)</li> </ol> <p>You might also want to ask:</p> <ul style="list-style-type: none"> <li>• What knowledge, skills, and understandings do</li> </ul>	<p>Please review this section on the program-specific assessment you will be assessing in your course or an internship placement you are supervising.</p> <p><b>Introducing the assessment</b></p> <p>When introducing the assignment to the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.</p> <p>Resources are included to help instructors place the assessment in context for their course, as well as, provide supports for candidates as they complete the task.</p> <p>Make certain to read the Rationale and review any resources provided to support candidate learning.</p> <p>Make notes for ways you can reinforce or introduce the content</p>

<p>my learners already have?</p> <ul style="list-style-type: none"> <li>• What knowledge or prerequisite skills do I need to access, activate or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?</li> <li>• Where have learners come from and what are they going on to next?</li> <li>• How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?</li> </ul> <p>During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:</p> <ul style="list-style-type: none"> <li>• list content and key concepts (research more if needed)</li> <li>• define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia SOLs, ASOLs, and/or College-and-Career-Ready standards</li> <li>• create assessments that are aligned to your specific learning objectives/goals/outcomes</li> <li>• think about the structure of the lesson, pacing, and transitions, use of technology</li> <li>• identify the strengths and needs of all learners</li> <li>• identify adaptations/modifications/extensions needed to meet learner needs</li> <li>• determine “best practice” and learning strategies aligned to the learning objectives/goals/outcomes</li> <li>• identify learning resources and support materials, including technology</li> </ul>	<p>necessary for your candidates to be successful. Be prepared to help candidates build a bridge to new content and to understand the standards and criteria necessary to meet</p> <p>Thoroughly review the directions for each section and examine each rubric row that correspond to that section. Please review each rubric row with your candidates to ensure they understand what is required to successfully complete the assessment.</p> <p>The CAEP visiting team will need candidates and instructors/assessors to reference both SOLs/ASOLs in any lesson plans, and be able to speak to Career-and-College-Ready skills.</p> <p>Make certain to remind students that learner needs can be addressed in multiple ways including adaptations/modifications/extensions.</p>
<p><b>Directions for completing the assessment task</b>  Develop and teach a lesson plan using the template attached. <b>Review the rubric to guide the development of your lesson plan. Each section should include as much detail as possible.</b> A substitute should be able to successfully teach your lesson, and address the needs of all learners, from the details presented in the narrative and lesson plan. <b>Please read the directions for each section and review the rubric rows that correspond to that section. When developing your response, make</b></p>	<p><b>Please read the directions for each section and review the rubric rows that correspond to that section. If your program modifies the directions or embeds this assessment in a key assessment or other assignment, make certain to use the rubric to guide your work.</b></p>

**certain to use the rubric to guide your work.**

### **Section 1: Classroom Context**

Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon when in a unit of instruction the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and classroom—including academic and cultural backgrounds and prior knowledge, including any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning. A well-developed classroom context will allow assessors to successfully score the remainder of the project. (1-2 pages)

### **Section 2: Planning for Instruction**

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia SOLs, ASOLs and/or College-and-Career-Ready standards you will use and why have you selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon your learners, current research, contemporary meaningful ways, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations and extensions you will create to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. **In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content—both formatively throughout the lesson, and any summative assessment you might use. (Virginia Standards of Learning (SOLs), ASOLs, and/or College-and-Career Ready skills, and any content specific objectives should be included in lesson plans.)** (2-3 pages of the lesson plan)

### **Section 3: Instruction and Assessment**

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures you will use from the opening of the lesson through the lesson closure. **Script this section of the plan, noting what you will say and do and what you are asking**

**When reviewing the assignment with the candidates**, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and by providing examples that are specific to program or clinical experiences.

**Section 1** provides context for the reviewers. Directions are clear regarding what aspects of the classroom should be addressed in this section of the assessment. Directions read: *You will provide basic information about your learners and classroom—including academic and cultural backgrounds and prior knowledge, including any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning.*

This narrative will be attached, after the coversheet and before the lesson plan.

**The lesson plan is submitted for Sections 2 and 3.** See the Lesson Plan template to supplement the directions. NOTE: If your program uses a different format, you can use that as long as the standards and criteria in the rubric are met.

We are asking for a plan that includes enough detail and scripting that the assessor could teach the lesson from the plan submitted. Make certain that lesson plans clearly note national standards as well as SOLs/ASOLs, in addition to any Career-and-College-Ready skills addressed.

**Section 4** is a narrative added to the lesson plan and should focus on describing and analyzing the impact

<p><b>learners to do.</b> Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete. (3-4 pages)</p> <p><b>Section 4: Reflection after Instruction: Impact on Learning</b></p> <p>As John Dewey noted, without reflection, there is no learning. In this section, reflect upon the lesson and consider if your learners were able to meet the learning objectives/goals/outcomes for the lesson. How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response). What was your impact on learning? (i.e., how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next instructional experience? (1 page)</p> <p>NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOLs/ASOLs), College-and-Career-Ready skills, and other content specific objectives.</p>	<p>of teaching on student learning.</p> <p>Submission requirements are provided to guide candidates and instructors in the process. If your program's requirements differ, please edit the directions to align with your submission process.</p> <p><b>Review each section and the related directions. Make any necessary modifications to the directions for your program.</b></p>
<p><b>Reference</b></p> <p>Dewey, J. (1933). <i>How we think. A restatement of the relation of reflective thinking to the educative process</i> (Revised edn.), Boston: D. C. Heath.</p> <p>Spencer, J. (2003). <i>Learning and teaching in the clinical environment</i>. London, England</p>	<p>Please review the resources cited to improve your ability to support the candidates in your program.</p>
<p><b>George Mason University CAEP Common Assessment Lesson Plan Rubric</b></p>	
<p>In the _____ program, the Lesson Planning Assessment is completed during _____ and is assessed by _____. The target score for all candidates is "Meets Standard" Level 3. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the course instructor or</p>	<p>This is the same introductory paragraph from page one of the task. This contextual information was added here since only the rubric is uploaded by AERO into TK20. Programs will edit this section to reflect when and where the</p>

assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

**Scoring Guidelines**

**4-Exceeds Standard:** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

**3-Meets Standard:** This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

**2-Approaching Standard:** Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

**1-Does not meet standard:** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

assessment is administered and by whom.

**Introducing the assessment**

When introducing the assignment to the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.

**Initial assessment review strategy**


We suggest that you reread the directions and the rubric, including the scoring guidelines, prior to your first read of the assessment.

As you score the assessment, consider if each section is a 3 (meets standard) or a 4 (exceeds standard). Alternatively, if the score is 2 (approaching the standard) or 1 (does not meet the standard), then please go back and review the criteria in the rubric to refine your score.


In this training guide rubric, the key components of criteria are highlighted to help guide scoring.




Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Section 1: CLASSROOM CONTEXT</b>				
<b>The candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the following areas of development (Cognitive, linguistic, social, emotional, and</b>	The candidate <b>does not design instruction to meet learners' needs</b> in each area of development.	The candidate <b>identifies individual or group prerequisites to design instruction</b> that meet learner needs in some areas of development.	<b>The candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.</b>	The candidate <b>identifies specific individual and group prerequisites to design effective instruction</b> to meet learner needs in each area of development. The candidate








<p>physical).</p> <p><b>InTASC 1</b> <b>VDOE 1</b> <b>SPA</b></p> <p><b>Diversity</b> </p>				<p><b>includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies.</b></p>
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**Section 2: PLANNING FOR INSTRUCTION**

<p><b>The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</b></p> <p><b>InTASC 7</b> <b>VDOE 2</b> <b>SPA</b></p>	<p>The candidate <b>does not identify performance-based objectives</b> and appropriate curriculum goals/outcomes that are relevant to learners.</p>	<p>The candidate <b>identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.</b></p>	<p><b>The candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.</b></p>	<p>The candidate <b>identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners; correctly formulated; and address multiple areas of relevance to the learners.</b></p>
<p><b>The candidate identifies national/state/ local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</b></p> <p><b>InTASC 7</b> <b>VDOE 2</b> <b>SPA</b> <b>Diversity</b> </p>	<p>The candidate <b>does not identify national/state/ local standards that align with the objectives/goals/ outcomes or the standards are not appropriate for curriculum goals</b> or are not relevant to learners.</p>	<p>The candidate <b>identifies national/state/ local standards but the standards are not aligned with the objectives/goals/ outcomes and/or marginally relevant to learners.</b></p>	<p><b>The candidate identifies national/state/ local standards that are aligned with the objectives/goals / outcomes and relevant to learners.</b></p>	<p>The candidate <b>identifies national/state/ local standards that are clearly aligned with the objectives/goals/ outcomes and relevant to learners.</b></p> <p>The candidate <b>provides a statement of rationale for the alignment of these goals with</b></p>

				the learning objective.
<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 4 VDOE 1 SPA</i></p> <p>Diversity</p> 	<p>The candidate conveys a negative attitude toward the content or does not make the content meaningful for learners.</p>	<p>The candidate accepts responsibility for the content mastery but uses only a limited repertoire of content specific instructional strategies.</p>	<p>The candidate creates meaningful learning experiences, accepts responsibility for the success of all learners, and makes content accessible for learners to ensure content mastery.</p>	<p>The candidate creates authentic learning experiences that make content accessible and meaningful for all learners to ensure content mastery. Learners demonstrate, through their active participation, curiosity, and initiative that demonstrate they value the importance of the content.</p>
<p>The candidate organizes and creates face-to-face and/or virtual environments that support individual and collaborative learning.</p> <p><i>InTASC 3 VDOE 5 SPA</i></p> <p>Technology</p>  	<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.</p>
<p>The candidate uses appropriate technology to</p>	<p>The candidate does not identify</p>	<p>The candidate identifies technology to</p>	<p>The candidate identifies appropriate</p>	<p>The candidate identifies effective,</p>

<p>engage learners and to assess and address learner needs.</p> <p><b>InTASC 6 VDOE 4 SPA</b></p> <p><b>Technology</b>  <b>Diversity</b> </p>	<p><b>appropriate technology to engage learners</b> even though it was available.</p>	<p><b>engage learners, though the technology was ineffective</b> at teaching the content and addressing learner needs.</p>	<p><b>technology to engage and assess learners more fully, to address learner needs.</b></p>	<p><b>creative, and appropriate technology to actively engage and assess learners</b> to meet learning needs.</p>
<p>The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.</p> <p><b>InTASC 5 VDOE 2 SPA</b></p> <p><b>Technology</b>  <b>College- and-Career-Ready</b> </p>	<p>The candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.</p>
<p>The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p><b>InTASC 7 VDOE 2</b></p>	<p>The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of an effort to meet learning goals, and ineffective attempts to differentiate instruction for</p>	<p>The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and</p>	<p>The candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and</p>

<p><b>SPA</b></p> 		<p><b>individuals and groups of learners.</b></p>	<p><b>groups of learners.</b></p>	<p><b>groups of learners.</b> <b>Reflection on why this differentiation was successful is included.</b></p>
<p><b>The candidate plans instruction based on pre-assessment data, prior knowledge and skill.</b></p> <p><i>InTASC 7 VDOE 2 SPA</i></p>	<p>The candidate <b>does not plan instruction based on pre-assessment data, prior knowledge, or skills.</b></p>	<p>The candidate <b>plans instruction</b> based on pre-assessment data, prior knowledge, and skills <b>but it was not effective.</b></p>	<p><b>The candidate plans instruction based on pre-assessment data, prior knowledge, and skills.</b> Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.</p>	<p>The candidate <b>plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.</b></p>
<b>Section 3: INSTRUCTION AND ASSESSMENT</b>				
<p><b>The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</b></p> <p><i>InTASC 7 VDOE 2 SPA</i></p>	<p>The candidate <b>does not plan appropriate sequencing and pacing of learning experiences.</b> Tasks, methods, strategies are not stated.</p>	<p>The candidate <b>plans appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not identified and/or not appropriate or effective for the lesson.</b></p>	<p><b>The candidate plans appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.</b></p>	<p>The candidate <b>plans appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.</b></p>
<p><b>The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of</b></p>	<p>The instructional strategies used by the candidate do not encourage an</p>	<p>The candidate <b>uses a limited instructional strategies</b> to encourage learners to develop an</p>	<p><b>The candidate uses a variety of instructional strategies that encourage learners to develop an</b></p>	<p>The candidate <b>uses pedagogical content knowledge to use a variety of instructional strategies that</b></p>

<p><b>the content and to apply knowledge in meaningful ways.</b></p> <p><i>InTASC 8 VDOE 3 SPA</i></p>	<p>understanding of content.</p>	<p>understanding of the content.</p>	<p><b>understanding of the content and to apply that knowledge in meaningful ways.</b></p>	<p><b>encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.</b></p>
<p>The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p><i>InTASC 6 VDOE 4 SPA</i></p>	<p>The candidate <b>does not use assessment as closure to check for comprehension and learner knowledge and skills.</b></p>	<p>The candidate <b>uses assessment as closure to demonstrate knowledge and skills to check for comprehension however, they are inappropriate and/or ineffective (or misaligned).</b></p>	<p>The candidate <b>uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.</b></p>	<p>The candidate <b>uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.</b></p>
<p>The candidate designs assessments that match learning objectives with assessment methods.</p> <p><i>InTASC 6 VDOE 4 SPA</i></p>	<p>The candidate's <b>lesson design does not include post-assessment strategies or methods.</b></p>	<p>The candidate's <b>lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.</b></p>	<p>The candidate's <b>lesson design includes post-assessments that are appropriate to effectively assess learning.</b></p>	<p>The candidate's <b>ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.</b></p>
<p><b>Section 4: REFLECTION: IMPACT ON LEARNING</b></p>				
<p><b>The candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning</b></p>	<p>The candidate's <b>reflection does not demonstrate the use of self-assessment or reflection</b></p>	<p>The candidate's <b>reflection demonstrates the use of self-assessment and/or</b></p>	<p><b>The candidate 's reflection demonstrates a variety of self-assessment and reflection strategies to analyze and</b></p>	<p>The candidate's <b>reflection demonstrates the application of a variety of appropriate self-assessment and reflection</b></p>

**CAEP COMMON ASSESSMENT  
LESSON PLANNING TEMPLATE**

**CLASSROOM CONTEXT**

<p>and to plan for future instruction/ adaptations.</p> <p><i>InTASC 9</i> <i>VDOE 6</i> <i>SPA</i></p>	<p>strategies to analyze and reflect on his/her impact on student learning and future practice.</p>	<p>reflection strategies to analyze and reflect on his/her impact on student learning <b>but does not plan for future instruction/ adaptations.</b></p>	<p>reflects on his/her impact on learning and to plan for future instruction/ adaptations.</p>	<p>strategies to analyze and reflect on his/her impact on student learning and to effectively plan for future instruction/ adaptations.</p>
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**Appendix**

Links to

CAEP Standards

InTASC Standards

VDOE Standards

VDOE Tech Standards

**Course Resources:**

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England

**Grade level:**

**Number of students:**

**Content Area:**

**Name of Unit:**

**Lesson planned for \_\_\_\_ minutes**

**Lesson occurs at which point in the unit:   beginning   middle   end**

**Date taught \_\_\_\_\_**

**Classroom Context-Setting the stage for the lesson.** Note any special situations that could affect instruction.

**Description of learners:**

**PLANNING FOR INSTRUCTION**

**National content standards and VA Standards of Learning (SOL)/ASOL and Career and College Ready**

**Standards** (Include web links, if possible)

**Performance-based Objective(s) based upon standards.** (Objectives should be observable and measurable, and written in student friendly language.)

**Lesson Rationale** (Include research base used to make instructional decisions. Explain why you selected the objectives and strategies.)

**Prerequisite skills needed to for new learning:**

**Modifications/Differentiation and Accommodations**

**Materials/Technology**

**INSTRUCTION AND ASSESSMENT**

**Procedures: Opening/Strategies/Adaptations and Extensions/Assessments/Closure**

**REFLECTION: IMPACT ON LEARNING** (What did the students learn and how did you affect their learning?)