I. **Measurable Annual Goal** – This should be a goal that specifies what students should master over a predetermined period of time. This may be a restatement of the unit plan goal and should specify what the student is to learn in general terms. This goal may cover many lessons. It must be written in observable, measurable terms. Reference the Pennsylvania standard by number in parentheses.

1 = restatement of the unit plan goal  
0 = not a restatement of the unit plan goal

II. **Short Term Objective**

- This should state in behavioral terms what is to be achieved in the lesson for the day. It should include who, what, under what circumstances, and criteria. Short term objectives should be in the ABCD format.

1 = ABCD format used  
0 = ABCD format not used

- The behavior is clearly defined and measurable

1 = clear, measurable  
0 = unclear, not easily measurable

- The condition is clear and makes sense in the context of the presented lesson.

1 = clear, makes sense  
0 = unclear, does not make sense

- The degree is clear and makes sense in the context of the presented lesson.

1 = clear, makes sense  
0 = unclear, does not make sense

- Short term objectives should enable one to progress toward the annual goal.

1 = enables progression toward goal  
0 = does not enable progression

- The objectives should be specific for the day’s lesson and be reflective of what you wish to accomplish during that lesson only.

1 = accomplished during lesson  
0 = not accomplished during lesson

III. **Materials** – All equipment and supplies should be listed including any materials and/or media that will be used to achieve the lesson’s purpose (pages or chapters in text, filmstrips, computer programs, films, guest experts, AV equipment).

1 = materials are sufficient and appropriate for achieving the lesson’s purpose  
0 = materials are insufficient, not appropriate, or distract, from the lesson’s purpose

- Materials indicated in this section are mentioned/referred to specifically in the lesson plan.

1 = all materials are mentioned  
0 = one or more materials are not mentioned
• Materials mentioned in the procedures are reflected.

1=all materials used in lesson are reflected  0=one or more materials in lesson are not reflected

IV. Procedure – This should provide a systematic, step-by-step presentation of the lesson. Another individual should be able to follow this outline and teach a successful lesson. Controlled teacher language is essential in lesson delivery. Therefore, the lesson plan should have a basic script to help control teacher language. The procedure should cover sequentially what happens during the lesson and be appropriately labeled within the correct procedures (i.e., if it is guided practice, it should be in the guided practice section, etc.).

1=procedures are in the correct section

0=one or more procedures are in the wrong section

A. Introduction of Lesson

• A description of how teacher will focus students’ attention and prepare them for instruction (should relate to previous learning and students’ prior knowledge)
  
  1=done  0=not done

• Clearly inform students of the lesson objective (students should have a clear understanding of the content objective and the observable behaviors that will indicate learning)

  1=done  0=not done

• The introduction is in sequential order. The teacher first focuses students’ attention, prepares them for instruction, and then informs students of the lesson objective.

  1=sequenced appropriately  0=not sequenced

• The created script (what the teacher will say) is grammatically correct using full sentences and correct punctuation (distinguishing between what is a statement and question).

  1=yes  0=no

• The created script’s content is accurate.

  1=all content is accurate  0=some content is inaccurate

B. Describe and Model the Skill/Strategy Step by step description of the presentation of the information (lesson) to the students in order to meet the objective (how the teacher will present the information, and what the students will actually do in the classroom while the presentation is taking place)

• Description includes what teacher will say

  1= done  0= not done

• Description includes what teacher will do

  1= done  0= not done

• Description includes what students will be expected to say and/or do

  1= done  0= not done

• A description of the modeling (direct instruction) that will take place through the teacher’s demonstration of the skill/content to be taught is provided.

  1=done  0= not done

• The description of the modeling is clear and accurate.

  1=yes  0=no
• Specify how the teacher will continuously check for students’ understanding throughout the teacher instruction (it’s critical that the teacher check the students’ acquisition of essential information, knowledge, or skills needed to reach the objective).
  
  1=done                                     0= not done

• Method for checking for students’ understanding throughout teacher instruction/modeling is appropriate and in depth enough given the task and content.
  
  1=yes                                     0=no

• The created script (what the teacher will say) is grammatically correct using full sentences and correct punctuation (distinguishing between what is a statement and question).
  
  1=yes                                     0=no

• The created script’s content is accurate.
  
  1=all content is accurate 0=some content is inaccurate

C. Guided Practice and Interactive Discourse

• A description of observable practice reflecting evidence-based instructional strategies that will be done to determine level of mastery.
  
  1= done                                      0= not done

• Practice is a continuation of the “Discuss and Model” and incorporates the “we do” – student and teacher practice skill/strategy together.
  
  1= done                                     0= not done

• Teacher will show method of providing immediate corrective feedback.
  
  1= done                                     0= not done

• A description of how check for understanding will be implemented.
  
  1= done                                     0= not done

• The created script (what the teacher will say) is grammatically correct using full sentences and correct punctuation (distinguishing between what is a statement and question).
  
  1= yes                                     0= no

• The created script’s content is accurate.
  
  1= all content is accurate 0= some content is inaccurate

D. Independent Practice

• A description of what independent practice will be used to assess mastery.
  
  1= done                                     0= not done

• Practice is a continuation of the “Guided Practice” and incorporates the “I do” – student practices/demonstrates the skill/strategy.
  
  1= done                                     0= not done

• Practice emphasizes development, maintenance, and or programming for generalization of knowledge and skills. The practice matches the STO.
  
  1= yes                                     0= no

• The created script (what the teacher will say) is grammatically correct using full sentences and correct punctuation (distinguishing between what is a statement and question).
  
  1= yes                                     0= no

• The created script’s content is accurate.
  
  1= all content is accurate 0= some content is inaccurate
E. Review
- A description of lesson closure.
  \( I=\text{done} \quad 0=\text{not done} \)
- The review covers and sums up all skills/concepts taught in the lesson.
  \( I=\text{the review is comprehensive} \quad 0=\text{the review is missing one or more skills/concepts} \)
- The review covers only skills/concepts taught in the lesson.
  \( I=\text{yes, the review appears to cover only skills/concepts taught in the lesson} \quad 0=\text{the review appears to contain new skills/concepts} \)
- The created script (what the teacher will say) is grammatically correct using full sentences and correct punctuation (distinguishing between what is a statement and question).
  \( I=\text{yes} \quad 0=\text{no} \)
- The created script’s content is accurate.
  \( I=\text{all content is accurate} \quad 0=\text{some content is inaccurate} \)

V. Evaluation
- Description of evaluation used for each named STO which was presented in the lesson.
  \( I=\text{done} \quad 0=\text{not done} \)
- Evaluations are data driven.
  \( I=\text{yes} \quad 0=\text{no} \)

VI. Critique – Provide a reflection on the lesson that includes:
- Using this rubric as a reference, go back to your lesson and evaluate your performance. What grade would you give this lesson plan? Justify your grade
  \( I=\text{self-assessment truly reflects thorough self-awareness and performance} \quad 0=\text{self-assessment does not reflect awareness of performance} \)
- What part of the lesson might you have to modify and why? c) Specify what modifications you might need to incorporate and why?
  \( I=\text{modifications are valid and explanation is clear} \quad 0=\text{modifications are not valid and/or explanation is not clear} \)

Total points
41 - 45 = A
38 - 40 = B
34 - 37 = C
31 - 33 = D
30 and below = F