Rubric/grading plans:

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| Points possible: | **Overview of the unit** |
| 2 | Header: includes the textbook name, the unit/chapter title, grade level and your name |
| 4  4  4  1 | Each lesson summary should:   * Briefly describe each segment of the lesson * Have math learning goals that match the lesson * Cite the Common Core State Standards relevant to the lesson * Include the source information (textbook pages or other relevant information) |
|  | Total points for this assignment: 15 |

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| Points possible: | **Full length lesson plan** (for each of 3 lessons). |
| 2 | All header and source information is included, the materials list is complete, and the learning goals and standards are appropriate and match the lesson. |
| 10 | The lesson:   * 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 focus on your learning goals. * A well structured lesson |
| 3 | The resources (screen captures and handouts) are included and are appropriate. If no handouts or electronic resources are used, the materials students will be using are described and are appropriate for the lesson. |
|  | Total points possible 15 |

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| Points possible: | Inquiry segment (lesson) |
| 10 | * This lesson segment must be set up around a question children will be investigating.   + This can be either a math question (e.g. what happens when we switch the order of the numbers in a multiplication problem?) or a real-life problem that uses math (e.g. 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.   + It must be clear from the lesson plan what the question or problem is that the children are investigating. * The lesson segment must include a description of how you will introduce the question to the children. * The activity must be well structured (set up to work with this age/grade of children), and must fit the inquiry question * The question and the activity must be relevant to the goals of the unit and the lesson. |
|  | Total points possible: 10 |

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| Points possible: | Technology component (of a lesson) |
| 4 | * Your use of technology must be appropriate for the content and the students * Your use of technology must help communicate about something that helps you meet your learning goals for the lesson. * You must digitally include your technology resources by screen capturing or scanning in or similar. |
|  | Total points possible: 5 |

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| Points possible: | Collaborative learning (in a lesson) |
| 3 | * Students must collaborate in a way that supports student learning of the lesson goals |
|  | Total points possible: 3 |

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| Points possible: | Supportive interactions (in a lesson) |
| 3 | * You must be able to describe ways in which you communicated with students (either verbally or through the design of the lesson) to increase supportive interactions between students |
|  | Total points possible: 3 |

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| Points possible: | Video taped lesson |
| 10 | * 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. * I will look for evidence of good communication skills, especially when explaining content, but also when managing student interactions. * 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. * 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: 10 |

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| Points possible: | Teacher standard 1 essay |
| 6 | 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. |
| 6 | 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: 12 |

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| Points possible: | Teacher standard 6 essay |
| 4 | Identify and describe specific examples of places where you used verbal and non-verbal communication to communicate content knowledge. |
| 3 | 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. |
| 3 | 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. |
| 4 | 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: 14 |