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Rock Solid Checklist for General Education Interns

***College of Education and Human Services***

***Office of Field Services***

**Lesson Plan and Assessment Checklist**

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| **Task 1** **Sub-Task** | **Check if present** | **Essentials** |
| B and D |  | Standards are written in their full form and aligned to learning target, assessment and procedures |
| B |  | You have included an objective and an observable and measurable learning target/”I can” statement |
| B and C |  | Pre assessment activities measuring skill associated with the learning target |
| B and C\* |  | Formative assessment measuring growth toward achieving the learning target throughout the lesson |
| B and D |  | Post assessment activities measuring level of mastery in achieving the learning target |
| B |  | Detailed instructional procedures specific enough for substitute to follow your plan |
| B |  | Procedures include what the students will do |
| B, C, D, and E |  | Scaffolding provided to differentiate for struggling learners |
| B, C, D, and E |  | Challenge activities to differentiate for advanced learners |
| B and E |  | Procedures account for a variety of learning styles |
| B |  | Planned procedures for using data collected in formative assessment |
| B, D, and E |  | Sample data collection forms (where will you record the evidence you are collecting through formative assessment) |
| B and E |  | Planned procedures to enhance student engagement |
| B and E |  | Plans for how you will measure whether students are engaged or not |
| B and E |  | Evidence based strategies including research citation |

\* Formative Assessment used throughout the lesson may classify as assessment materials depending upon the purpose it is serving in your lesson and the value you are placing on assignment.

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Rock Star Questions for General Education Interns

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**10 Essential Questions for Student Interns When Planning Lessons**

1. Did I choose an appropriate sequence or lessons (unit plan concept) that is child/young adolescent focused and relevant to learner’s educational needs?
2. Did I include clear procedures for the student mentor, student teacher, paraprofessional or anyone else who may be participating in the lesson?
3. Do you activate students’ prior knowledge before teaching new concepts?
4. Do you establish the relevance of a topic and build connections based on students’ own experiences?
5. Do you teach to the task, planning with the key action verbs given in the learning standards and in the levels of Bloom’s Taxonomy to guide you?
6. Are you practicing the age-plus/minus-two-minutes rule to hold students’ attention?
7. Do you vary activities and keep your students engaged throughout the lesson?
8. Do you design lessons to build in less teacher talk and more student interaction?
9. Do you plan prewritten questions for eliciting student understanding?
10. Do you reteach for mastery, rather than “go over” to get the right answer?

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