

CEHD Lesson Plan Rubric: Interdisciplinary Early Childhood Education Program (IECE)

Candidate's Name: _____ Evaluator's Signature: _____ Date: _____

Purpose of Instrument: The purpose of this instrument is to assess the candidate's ability to plan a lesson for the Birth-Primary setting.

Administration of Instrument: This rubric is implemented during coursework and field placements including methods and student teaching.

Criterion for Success: Candidates should score at least developing at CARDS 2 and score at least target at CARDS 3.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions/ Suggestions
Designs and Plans Instruction	a. Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals. KTPS 1, 4; PGES Domains 1A, 1C				
	<p>Fails to design for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.</p>	<p>Designs for some children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.</p>	<p>Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.</p>	<p>Effectively and consistently designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.</p>	
	b. Includes assessments that target learning outcomes. KTPS 1; PGES Domains 1C, 1F, 3D				
	<p>Fails to include assessments that target learning outcomes.</p>	<p>Includes some assessments, however, they are inconsistent with the learning outcomes.</p>	<p>Includes assessments that target learning outcomes.</p>	<p>Consistently includes assessments that include measurable objectives and target learning outcomes.</p>	
	c. Individualizes curriculum, instruction plans, and assessment strategies for ALL children. KTPS 1, 4, 5, 7 PGES Domains 1C, 1E, 3C, 3E				
	<p>Fails to individualize curriculum, instruction plans, and assessment strategies for ALL children.</p>	<p>Individualizes curriculum, instruction plans, and assessment strategies for some children.</p>	<p>Individualizes curriculum, instruction plans, and assessment strategies for ALL children.</p>	<p>Consistently and appropriately individualizes curriculum, instruction plans, and assessment strategies for ALL children.</p>	
	d. Plans developmentally appropriate and activity-based instruction. KTPS 1, 4, 5, 7 PGES Domains 1C, 1E, 3C, 3E				
	<p>Fails to plan developmentally appropriate and activity-based instruction.</p>	<p>Makes some effort to plan developmentally appropriate and activity-based instruction, however, it may not be either developmentally appropriate or include activity-based instruction.</p>	<p>Plans developmentally appropriate and activity-based instruction.</p>	<p>Consistently and purposefully plans developmentally appropriate and activity-based instruction.</p>	
	e. Plans for effective involvement of team members, including assistants, staff, and volunteers, across learning environments. KTPS 9, 10; PGES Domain 4				
	<p>Fails to plan for effective involvement of team members, including assistants, staff, and volunteers, across learning environments.</p>	<p>Includes some planning for the involvement of team members, including assistants, staff, and volunteers, across learning environments. However, it is either inconsistent or ineffective</p>	<p>Plans for effective involvement of team members, including assistants, staff, and volunteers, across learning environments.</p>	<p>Consistently and purposefully plans for effective involvement of team members, including assistants, staff, and volunteers, across learning environments.</p>	

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f. Includes knowledge and strategies of multiple disciplines. KTPS 4, 5; PGES Domain 1A				
Fails to include knowledge and strategies of multiple disciplines.	Includes knowledge and strategies from only one discipline.	Includes knowledge and strategies of multiple disciplines.	Intentionally and effectively includes knowledge and strategies of multiple disciplines.	
g. Plans experiences and instruction based on family resources, priorities, and concerns. KTPS 9, 10; PGES Domain 4				
Fails to plan experiences and instruction based on family resources, priorities, and concerns.	Plans some experiences and instruction based on family resources, priorities, and concerns.	Plans experiences and instruction based on family resources, priorities, and concerns.	Intentionally and effectively plans experiences and instruction based on family resources, priorities, and concerns.	