	Teacher Candidate(s):
PHYSICAL EDUCATION TEACHER EDUCATION LESSON PLAN RUBRIC	**Date:**
	Lesson Plan # _____ **of** _____

TARGET	SATISFACTORY	EMERGING
Central Focus		
3	**2**	**1**
Central focus is clearly stated; likely to engage diverse students; focuses attention on building deep, subject-specific understandings; and is closely aligned with cited standards.	Central focus aligned with cited standards; focuses on subject-specific understandings; likely to focus many students' attention on relevant learning. May benefit from more focus, clarity, or less emphasis on facts and skills to be learned. May have the potential to be more engaging to students.	Central focus is ___missing ___unclear, vague, or inappropriate ___not aligned to cited standards ___ focuses attention on facts and skills ___unlikely to engage student interest ___unlikely to focus student attention on relevant learning
National Standards and Bench Marks		
3	**2**	**1**
Specific and relevant content standards and bench marks cited. Cited standards represent appropriate breadth and depth for this content and these students. Standards are closely aligned with the central focus. The standards cited appropriately address relevant literacy expectations for this content and these students.	Content standards and bench marks cited are relevant to the central focus. Literacy standards cited are also relevant for the content. The standards cited are generally appropriate for most students.	Content and/or standards/bench marks are ___missing ___not aligned to central focus ___inappropriate for the content ___ inappropriate for these students
Content		
3	2	1
The plan presents appropriate and accurate content and documents plans to proactively address common misconceptions and minimize barriers to understanding this content.	The plan presents appropriate and accurate content throughout the lesson.	The plan appears likely to foster content inaccuracies that will lead to student misunderstandings.
Learning Objective(s)		
3	**2**	**1**
Specific, observable learning objectives articulate what learners will learn/understand and be able to do by the end of the lesson. Objectives are closely aligned with the central focus and national standards/bench marks; emphasize higher level learning; and are appropriate for these students.	Objectives are generally aligned with central focus and national standards/bench marks. Observable objectives focus on what learners will learn/understand and be able to do by the end of the lesson although they may benefit from more clarity, a focus on higher level learning, or better alignment with the specific needs of the students.	Objectives are ___missing ___ unclear ___ not stated in terms of what students will learn/understand and be able to do by the end of the lesson ___not aligned to central focus and/or National standards/bench marks. ___inappropriate for the content ___ inappropriate for these students

Assessment Tool

3	2	1
Assessment tool will efficiently provide meaningful information on each student's progress toward each lesson objective as the lesson progresses. Some opportunity for relevant student self-assessment is included. Assessment strategies allow students to demonstrate learning in varied ways. .	Assessment tool listed will provide some relevant information on student progress toward lesson objectives although information may be more general or information may not be gathered until late in the lesson. Assessments typically allow students to express learning in only one way.	Assessment tool to be used during the lesson are ___ missing ___ unclear ___ incomplete ___ unaligned with lesson objective(s) ___inappropriate

Evaluative Criteria

3	2	1
Evaluative criteria provide clear and useful definitions of acceptable performance for most students on each assessment and also specify appropriate standards for differentiated performance.	Evaluative criteria provide a clear and generally useful definition of acceptable performance for most assessments. More attention may be needed on clarity of evaluative criteria; developing evaluative criteria that are more useful and/or usable; or differentiating evaluative criteria.	Evaluative criteria are ___ missing ___ unclear or overly general ___incomplete ___ unaligned with lesson objective(s) ___ inappropriate for the students or the content ___ specific but not useful (e.g. score of 75% on 3 items)

Interdisciplinary Connection

3	2	1
Plan includes clear instructional strategies that integrate activities that are theme-based, problem-based, or question-based, and organized within the content area and/or with other disciplines.	Plan includes instructional strategies that integrate activities that are somewhat theme-based, problem-based, or question-based, and organized within the content area. Connections with other disciplines are vague.	Interdisciplinary connections are ___ missing ___ unclear ___ incomplete ___ unaligned with lesson objective(s) ___inappropriate

Academic Language

3	2	1
Plan includes academic language that incorporates an appropriate language function; is closely aligned to the language demands of the content and the cited standard; and is appropriate for these students.	Generally appropriate academic language is included but may lack clarity or measurability; language function may not be clearly identified or optimally chosen; may be loosely aligned with the language demands of the content or the cited standards.	Academic language is ___missing ___ unclear or not measurable ___not aligned to cited literacy standard ___inappropriate for the content ___ inappropriate for these students ___ not aligned with stated language function

Key Vocabulary

3	2	1
Vocabulary listed clearly documents thoughtful analysis of prior learning, vocabulary required for the objectives and content being taught, and attention to these students' linguistic backgrounds.	Most important vocabulary is listed although the list may need to be somewhat refined or expanded.	Key vocabulary are ___ missing ___incomplete ___ unaligned with lesson objective(s) ___ inappropriate for the students or the content

Teaching Styles

3	2	1
The teacher uses a variety of direct and indirect teaching styles to provide for student success, depending on lesson objectives and content and students' varied learning styles	The teacher uses a limited variety of direct and/or indirect teaching styles to provide for student success, depending on lesson objectives and content and students' varied learning styles	Teaching Styles are ___ missing ___incomplete ___ unaligned with lesson objective(s) ___ inappropriate for the students or the Content

Lesson Procedures/ Learning Tasks and Timeline

Initiation

3	2	1
Lesson initiation efficiently provides multiple options for engaging and interesting learners in the lesson, explicitly activates important prior knowledge, builds on students' personal/cultural and community assets; and explicitly communicates the purpose, central focus, and relevance of the lesson for all learners.	Lesson initiation meets or approximates the following criteria ___engages and interests learners ___activates prior knowledge ___ acknowledges students' personal/cultural and community assets; ___communicates the purpose, central focus, and/or relevance of the lesson ___is of appropriate length	Lesson initiation ___is unlikely to engage or interest learners ___ does not activate prior knowledge ___ does not attend to students' personal/cultural and community assets; ___ does not clearly communicate the purpose and relevance of the lesson ___ is inappropriately lengthy

Lesson Focus *(Teaching Sequence)*

3	2	1
Lesson development is clear, detailed and well sequenced. Level of challenge appears appropriate for these learners. Content is presented in multiple ways (auditory, visual, multi-media, and multi-sensory). Provides specific and varied opportunities for students to interact as they apply and practice learning Lesson development proactively attends to most important aspects of transitions and organization in order to foster student independence and collaboration. Evidence of planning to gradually release responsibility to learners. Time appears to be appropriately allocated.	Lesson development is clear and provides many but not all important details. The sequence is generally appropriate. Level of challenge appears appropriate for many learners. Content is defined clearly but may not be presented in more than one way (auditory, visual, multi-media, multi-sensory). Plan provides some appropriate but limited opportunities for students to interact and to practice the learning. Some aspects of organization and transition are addressed although others may be missing or plans may be vague. Plans for gradual release of responsibility are included but may need further development. Allocations of time are noted but may need refinement.	Lesson development ___ is unclear or lacks detail ___ does not provide clear and appropriate sequence of teacher and student actions ___does not align with lesson objectives ___is not at an appropriate level of challenge for these learners' ___ does not facilitate productive student interaction ___uses teacher centered instruction or lesson delivery/instructional strategies that do not promote active student learning ___ does not attend to important aspects of organization and transition ___ does not allocate time appropriately ___does not include adequate opportunities for student practice

Teacher Actions

3	2	1
Plan provides clear and detailed information on how learning will be guided, modeled, and sequenced by the teacher. Higher order questions/prompts, examples, and instructions are included in the plan. Academic language objective is addressed through specific language supports for vocabulary, syntax, and/or discourse demands. Ways the teacher will differentiate instruction are clearly identified in the sequence of teacher actions. Plan provides evidence that teacher has anticipated and proactively addressed potential misunderstandings.	Plan provides generally clear and sequenced information on how learning will be guided, modeled, and sequenced by the teacher although some details may be missing or unclear. Includes most key questions, examples, and instructions. Academic language objective is addressed in lesson development with some supports for vocabulary, syntax, and/or discourse demands although these may be vague or limited in scope.	The teacher actions ___ are substantially unclear, incomplete, or inappropriate ___ are not well aligned with lesson objectives ___lack key questions, examples, or instructions ___do not address academic language objective ___ lack specific language supports for vocabulary, syntax, and/or discourse demands

Student Actions

3	2	1
Plan notes expected student actions, identifying any points at which some students may need scaffolding, differentiation, accommodations, or modifications. Students are actively engaged in meaningful learning activities. Student groupings are considered as appropriate. Evidence of flexibility in defining ways students can engage in the learning.	Most expected student actions are noted but the focus is on the whole class. Some evidence of attention to accommodations or modifications. Students are engaged in varying activities related to the objective(s). Limited attention to student groupings and/or flexibility in defining ways students can engage in the learning.	Student actions are ___ missing ___ vague or incomplete ___ are not well aligned with lesson objectives ___ appear unlikely to foster meaningful learning

Closure

3	2	1
Lesson closure concisely encourages students to reflect on the lesson and to self-assess. Closure requires students to actively apply, analyze, synthesize and/or evaluate lesson objectives. Closure helps students see the relevance of the lesson and their next steps for learning. Include what, what, why and how questions	Lesson closure encourages students to review lesson objectives but may not fully engage students in applying, analyzing, synthesizing and/or evaluating the lesson objectives. Students may not understand the relevance of the lesson and next steps for learning. May or may not include what, why and how questions.	Closure ___ is missing ___involves the teacher summarizing learning for the students ___ does not focus student attention on lesson objectives and relevance of learning ___ does not include what, why and how questions?

Formative Assessment

3	2	1
Formative assessments are used at strategic points in the lesson to provide both teacher and students with useful information on progress toward meeting lesson objectives; formative assessments provide opportunities for students to set goals and monitor their own progress toward lesson objectives.	Formative assessments provide the teacher with relevant information on student progress toward lesson objectives although that information may not help students assess their own learning or may be primarily gathered late in the lesson.	Formative assessments are ___ missing ___ unclear ___ do not provide the teacher with relevant information about student progress toward lesson objectives

Instructional Cues/Prompts

3	2	1
Cues or prompts focus on the most central or relevant information and are well aligned with the lesson objectives; they prompt key movement patterns of a motor skill through the use of simple words to improve performance and understanding; are short and memorable, and reiterated throughout the lesson and; are used in a concise manner making it easier to organize relationships between ideas, and to remember cues when it's actually time to use them.	Cues or prompts generally focus on the most central or relevant information and are somewhat aligned with the lesson objectives; in general they prompt key movement patterns of a motor skill however they might not: use simple words that help improve performance and understanding; be short and memorable, and/or reiterated throughout the lesson and; be used in a concise manner making it easier to organize relationships between ideas, and to remember cues when it's actually time to use them.	Instructional Cues/Prompts are ___ missing ___ vague or incomplete ___ are not well aligned with lesson objectives ___ appear unlikely to foster meaningful learning

Differentiation

3	2	1
Plan proactively integrates various strategies throughout to address a full range of learner variability; explains how targeted instructional supports address common errors/misconceptions AND the needs of individuals or groups in meeting the lesson objectives.	Plan provides evidence of some use of strategies in planning; generally explains how targeted instructional supports address common errors/misconceptions OR the needs of individuals or groups in meeting the lesson objectives.	Plan ___does not appear to use various strategies in planning ___does not provide supports or supports are not well aligned to lesson objectives; ___does not explain how targeted instructional supports address common errors/misconceptions or the needs of students in meeting the lesson objectives

Accommodations/Adapting for Special Needs

3	2	1
Plan proactively integrates various strategies throughout to address the needs of individuals or groups in meeting the lesson objectives; students with IEPs and 504 plans receive accommodations and/or modifications as needed. Needs of ELL students are addressed.	Plan provides evidence of some use of strategies in planning to address the needs of individuals or groups in meeting the lesson objectives; students with IEPs and 504 plans receive accommodations and/or modifications as needed.	Plan ___ does not include needed accommodations and/or modifications for students with IEPs and 504 plans ___does not appear to use various strategies in planning

Materials

3	2	1
Plan notes the specific teacher and student materials needed; includes how teacher will communicate any needed expectations regarding the treatment of materials to students. Materials and technology are accessible to all students and adaptive for specific student needs to support meeting lesson objectives.	Plan notes the teacher and student materials needed but may not clearly explain how teacher will communicate expectations regarding student use of materials. Materials and technology are accessible to all students.	Materials list ___ is missing ___ is incomplete ___ does not explain how teacher will communicate expectations for student use of materials. ___includes materials and technology that are not accessible to all students.

Planning Commentary

3	2	1
The rationale for teaching lesson content to this group of learners cites specific, relevant examples of both students' prior academic learning and students' personal/cultural or community assets. Commentary relates lesson to key prerequisite knowledge, skills, and concepts. Commentary relates decisions about learning tasks to relevant contextual factors and specific relevant theory or research.	The rationale for teaching lesson content to this group of learners is based on a general discussion of students' prior academic learning and/or personal/cultural or community assets. Commentary identifies some relevant prerequisite knowledge, skills, and/or concepts. Commentary relates decisions about learning tasks in a general way to contextual factors or relevant theory or research.	The commentary ___ does not explain how the lesson content is applicable to this group of learners based on their prior academic learning and personal/cultural/ community assets; ___ represents a deficit view of students and their backgrounds ___does not accurately identify relevant prerequisite knowledge, skills, and/or concepts ___ does not relate decisions about learning tasks to relevant contextual factors or theory/research

Reflective Commentary

3	2	1
Reflective commentary provides thorough analysis of patterns of learning citing specific student work data to support judgements about student achievement of lesson objectives. Analysis uses student work to identify individuals and groups of students who were more and less successful. Commentary defines specific, appropriate next steps to support the whole class and individual learners. Commentary includes 1 or 2 specific, immediate ways candidate can improve own teaching.	Commentary identifies whether or not most students met lesson objectives citing some evidence from student work to support judgement. Includes general statements about what went in the lesson and what did not. Commentary includes at least 1 reasonable next step to support future whole class learning. Commentary includes 1 - 2 ways candidate can improve own teaching.	Commentary ___is missing or incomplete ___analysis does not focus on student achievement of lesson objectives ___ analysis of student work is incomplete or inaccurate ___ judgements about student learning and/or plans for improvement are not logically related to student data ___plans for improvement are vague or not immediately relevant