**JSU School of Education**

**EPP- Wide Common Lesson Planning Rubric + Common Observation Rubric (CLP + COBS)**

The Common Lesson Planning Rubric (CLP) + Common Observation Rubric (COBS) were developed to measure teacher candidate skills in planning and teaching lessons. The rubrics are designed to be used in tandem for an instructional episode. The CLP is used to assess how the teacher candidate uses information about students to plan standards-based lessons that include the elements common to all teaching fields: Standards-Based Instruction, Prior Knowledge, Differentiation, Academic Language, Assessment, and Technology. The companion rubric, COBS, is used to assess how the teacher candidate applies the planning to create a Learning Environment that uses Prior Knowledge, Differentiation, Academic Language, Assessment, and Technology to advance P-12 student learning. The CLP + COBS may be used for formative assessment in any clinical setting. The CLP + COBS is required as a recorded assessment at least once during each clinical placement for practicum and internship at the initial certification level. Teacher Candidates are expected to score at least proficient in all elements prior to program completion.

Lesson Planning

|  | Exceptional (4)  | Proficient (3)  | Developing (2) | Unacceptable (1)  | Not Applicable  |
| --- | --- | --- | --- | --- | --- |
| Standards-based Instruction JSU LO #2, #6InTASC 1, 7, 8 CAEP 1.1, 1.2, 1.3, 1.4, 2.3   | Plan includes learning objectives with aligned activities that are clearly articulated throughout the plan and aligned to curriculum goals and content standards (AL College & Career Ready Standards, Alabama Course of Study) | Plan includes learning objectives with activities that are sufficiently connected throughout the plan with stated curriculum goals and content standards (AL College & Career Ready Standards, Alabama Course of Study) | Plan includes learning objectives with vague activities that are loosely connected throughout the plan with stated curriculum goals and content standards(AL College & Career Ready Standards, Alabama Course of Study) | Plan fails to include learning objectives with defined activities tied to specific curriculum goals and content standards (AL College & Career Ready Standards, Alabama Course of Study) |  |
| Prior Knowledge JSU LO #4, #6InTASC 2, 3 CAEP 1.1, 1.2, 1.3, 1.4, 2.3 CAEP CCT: Diversity  | Plan includes specific connections to learners’ prior knowledge and experiences with planned opportunity to connect it to the current learning objectives, including use of assets and deficits from learners’ personal, community, and/or cultural information  | Plan includes connections to learners’ prior knowledge and experiences with planned opportunity to connect it to the current learning objectives | Plan includes limited connections to learners’ prior knowledge with no specific opportunity to connect it to the current learning objectives  | Plan fails to include connections to learners’ prior knowledge  |  |
| Differentiation, including exceptionalities, cultural, and linguistic differences JSU LO # 4InTASC 2, 3 CAEP 1.1, 1.2, 1.3, 1.4, 2.3CAEP CCT: Diversity  | Plan includes differentiation strategies based on individual learner needs and includes supports that are tied to the learning objectives  | Plan includes differentiation strategies based on learners with similar needs and includes supports that are tied to the learning objectives  | Plan includes vague differentiation strategies that do not address learners with similar needs and includes supports that are loosely tied to the learning objectives  | Plans fail to include evidence of differentiation strategies for learners with similar needs |  |
| Academic Language JSU LO #2InTASC 1, 4, 7, 8CAEP 1.1, 1.2, 1.3, 1.4, 2.3 | Plan includes evidence of purposeful opportunities for learners to learn, practice, and apply academic language in the content area through all modes of expression: reading, writing, speaking, and listening  | Plan includes evidence of purposeful opportunities for learners to engage in academic language through a combination of modes of expression: reading, writing, speaking, or listening  | Plan includes evidence of a purposeful opportunity for learners to engage in academic language through reading, writing, speaking, or listening  | Plan fails to include planned opportunity for learners to engage in academic language  |  |
| Assessment JSU LO #3InTASC 6CAEP 1.1, 1.2, 1.3, 1.4, 2.3  | Plan includes assessments that are aligned with the learning objectives and purposefully designed to allow for multiple forms of evidence of learning throughout the lesson | Plan includes assessments that are aligned with the learning objectives and designed to monitor evidence of student learning throughout the lesson | Plan includes assessment that is aligned to the learning objectives and used to provide limited evidence of learning at a single point during or after the lesson  | Plan fails to include assessment that is aligned to the learning objectives  |  |
| Technology JSU LO #2 InTASC 1, 7, 8 CAEP: 1.1, 1.2, 1.3, 1.4, 1.5, 2.3 CAEP CCT: Technology | Plan includes use of technology integration as a student-managed resource to enhance learner understanding and application of learning objectives | Plan includes use of technology integration as a student-managed resource to enhance learner understanding of learning objectives  | Plan includes use of technology as a teacher-managed resource to enhance learner understanding of learning objectives  | Plan fails to include appropriate technology integration |  |

Observation

|  | Exceptional (4)  | Proficient (3)  | Developing (2) | Unacceptable (1)  | Not Applicable  |
| --- | --- | --- | --- | --- | --- |
| Learning EnvironmentJSU LO #2, 6 InTASC 1, 4, 5, 7, 8 CAEP 1.1, 1.2, 1.3, 1.4, 2.3   | Candidate creates a learning environment that supports collaborative and individual learning with activities that encourage positive social interaction and engagement in learning aligned with stated curriculum goals and content standards standards (AL College & Career Ready Standards, Alabama Course of Study) | Candidate creates a learning environment by connecting learning objectives with activities that encourage positive social interaction and engagement in learning aligned with stated curriculum goals and content standards (AL College & Career Ready Standards, Alabama Course of Study) | Candidate creates a vague learning environment with learning objectives activities that are loosely connected throughout the lesson with stated curriculum goals and content standards(AL College & Career Ready Standards, Alabama Course of Study) | Candidate fails to create a learning environment that provides learning objectives with defined activities tied to specific curriculum goals and content standards (AL College & Career Ready Standards, Alabama Course of Study) |  |
| Prior KnowledgeJSU LO #4, 6 InTASC 1, 4, 5, 7, 8 CAEP 1.1, 1.2, 1.3, 1.4, 2.3 CAEP CCT: Diversity  | Candidate offers collaborative opportunities for learners to connect it to the current learning objectives, including use of assets and deficits from learners’ personal, community, and/or cultural information  | Candidate offers collaborative opportunities for learners to connect to prior knowledge and offers planned opportunities to connect it to the current learning objectives | Candidate offers limited opportunities for learners to connect prior knowledge and lacks specific actions to connect it to the current learning objectives  | Candidate fails to apply connections to learners’ prior knowledge  |  |
| Differentiation, including exceptionalities, cultural, and linguistic differences JSU LO #4InTASC 2, 3 CAEP 1.1, 1.2, 1.3, 1.4, 2.3 CAEP CCT: Diversity  | Candidate uses specific differentiation strategies based on individual learner needs and includes supports that are tied to the learning objectives  | Candidate uses specific differentiation strategies based on learners with similar needs and includes supports that are tied to the learning objectives  | Candidate uses vague differentiation strategies that do not address learners with similar needs and includes supports that are loosely tied to the learning objectives  | Candidate fails to include evidence of differentiation strategies for learners with similar needs |  |
| Academic Language JSU LO #2 InTASC 1, 4, 7, 8 CAEP 1.1, 1.2, 1.3, 1.4, 2.3  | Candidate provides purposeful opportunities for learners to learn, practice, and apply academic language in the content area through all modes of expression: reading, writing, speaking, and listening  | Candidates provides of purposeful opportunities for learners to engage in academic language through a combination of modes of expression: reading, writing, speaking, or listening  | Candidate provides a purposeful opportunity for learners to engage in academic language through reading, writing, speaking, or listening  | Candidates fails to include opportunity for learners to engage in academic language use  |  |
| Assessment JSU LO #3InTASC 6 CAEP 1.1, 1.2, 1.3, 1.4, 2.3  | Candidate includes assessment strategies that are aligned with the learning objectives and purposefully demonstrates monitoring of student learning at multiple points and through multiple forms throughout the lesson | Candidate includes assessment strategies that are aligned with the learning objectives and demonstrates monitoring student learning at multiple points throughout the lesson | Candidate conducts assessment that is aligned to the learning objectives and used to provide limited evidence of learning at a single point during or after the lesson  | Candidate fails to include assessment that is aligned to the learning objectives  |  |
| Technology JSU LO #2 InTASC 1, 7, 8CAEP 1.5 CAEP CCT: Technology  | Candidate provides ample opportunities for technology integration as a student-managed resource to demonstrate learner understanding and application of learning objectives | Candidate provides limited use of technology integration as a student-managed resource to enhance learner understanding of learning objectives  | Candidate demonstrates use of technology as a teacher-managed resource to enhance learner understanding of learning objectives  | Candidate fails to include appropriate technology integration |  |