# Lesson Plan Cluster

## STT 2

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<tr>
<th>Lesson Plan Elements</th>
<th>Unacceptable</th>
<th>Beginning</th>
<th>Developing</th>
<th>Target</th>
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<tr>
<td>Instructional Objectives (CEC 7)</td>
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<tr>
<td>Instructional objective is not stated clearly.</td>
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<td>Instructional objective is included but is not</td>
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<td>descriptive of a learning outcome and does not</td>
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<td>include the condition and criterion.</td>
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<td>Instructional objective is stated and descriptive of</td>
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<td>learning outcomes that are measurable, observable, and</td>
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<td>student oriented, but does not include condition and</td>
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<td>criterion.</td>
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<td>Instructional objectives are clearly stated and</td>
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<td>descriptive of learning outcomes that are measurable,</td>
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<td>observable, and student oriented; includes condition,</td>
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<td>behavior and criterion.</td>
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<td>Content Knowledge (CEC 1; NAEYC 5 a, b, c)</td>
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<td>Plan shows little evidence of knowledge of content and no</td>
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<td>evidence of research.</td>
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<td>Weak content and inadequate evidence of research.</td>
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<td>Content is accurate but evidence of research is limited.</td>
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<td>Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched.</td>
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<td>Lesson Introduction</td>
<td>An introduction is missing.</td>
<td>An introduction is used but not directly related to the lesson.</td>
<td>An introduction is used, directly related to the lesson and enhances student interest.</td>
<td>An introduction is used, directly related to the lesson, enhances student interest, and leads into the development of the lesson.</td>
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<tr>
<td>Lesson Development</td>
<td>Lesson is not logically sequenced, nor does it provide opportunity for guided or independent practice.</td>
<td>Lesson is adequately and sequentially developed building from simple to complex with no opportunity for guided practice.</td>
<td>Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided practice, but no independent practice.</td>
<td>Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice.</td>
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<td>CEC 7; NAEYC 5b</td>
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<tr>
<td>Instructional Strategies</td>
<td>Instructional strategies are not appropriate and are not aligned with the learning outcome(s).</td>
<td>Some instructional strategies are appropriate for learning outcome(s) that is meaningful.</td>
<td>Most instructional strategies are appropriate for learning outcome(s); they are meaningful and varied, but no evidence of differentiation.</td>
<td>Instructional strategies are appropriate for learning outcome(s). They are meaningful, varied, and differentiated.</td>
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<td>CEC 7; NAEYC 4 b, c, 5 c</td>
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<td>Questioning Strategies (NAEYC 4 b, c)</td>
<td>Uses ineffective questions that do not promote critical thinking.</td>
<td>Uses questioning techniques that are effective and promote some levels of thinking.</td>
<td>Uses a variety of effective questioning techniques that promote some critical thinking but no problem solving.</td>
<td>Uses a variety of effective questioning techniques that promote critical thinking and problem solving.</td>
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<tr>
<td>Technology Used (NAEYC 4 b, 6 c)</td>
<td>Selection and application of technology is inappropriate or non-existent.</td>
<td>Some selections and applications of technology are not appropriate for the learning environment. Technologies selected do not enhance learning.</td>
<td>Some selections and applications of technology are appropriate for the learning environment and outcomes. - Technologies applied enhance learning.</td>
<td>Selection and application of technology are appropriate for the learning outcomes and the learning environment. Technologies applied enhance learning.</td>
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<td>Materials Needed</td>
<td>Materials are missing or are used inappropriately.</td>
<td>Few materials directly support the learning objective (s), are not listed, and few meet the needs of all students.</td>
<td>Most materials directly support learning objective (s), are clearly listed, and meet the needs of all students.</td>
<td>A variety of materials that directly support learning objective are clearly listed and meet the needs of all students.</td>
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<tr>
<td>Closure</td>
<td>Closure session is absent from plan.</td>
<td>Closure is evident and summarizes and solidifies a few main points of the lesson.</td>
<td>Closure is evident and summarizes and solidifies some main points of the lesson.</td>
<td>Closure is evident and summarizes and solidifies the main points of the lesson.</td>
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<td>Assessment (NAEYC 3 a, b, c; CEC 8)</td>
<td>Method for assessing student learning and evaluating instruction is missing or inappropriate.</td>
<td>Method for assessing student learning and evaluating instruction is delineated but not differentiated and aligned to lesson’s objective.</td>
<td>Method for assessing student learning and evaluating instruction is clearly delineated and aligned to lesson’s objective but is not differentiated.</td>
<td>Method for assessing student learning and evaluating instruction is clearly delineated and aligned to lesson’s objective.</td>
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