

WEBER STATE UNIVERSITY
Teacher Education Department

Teacher Support Document Rubrics

RATIONALE				
	Exemplary	Proficient	Developing	Unacceptable
Contextual Factors	The narrative includes a detailed discussion of a full spectrum of significant contextual factors related community, school, and classroom physical environment/ resources, AND student demographics (e.g. ethnicity, race, SES, gender, ability).	The narrative includes a somewhat detailed discussion of multiple contextual factors.	The narrative includes a discussion of at least one contextual factor.	The narrative does not include a discussion of contextual factors.
Connections to Instruction	Meaningful and appropriate connections have been made between a variety of important contextual factors and plans for instruction.	Reasonable connections have been made between more than one important contextual factor and plans for instruction.	Connections have been made between at least one contextual factor and instruction.	Connections have not been made between contextual factors and instruction.
Equity	It is evident that instructional strategies and materials have been chosen specifically to promote equity (i.e. support underprivileged, marginalized, or disadvantaged students).	It is evident that some instructional strategies and/or materials have been chosen to promote equity.	It is evident that at least one strategy or set of materials has been chosen to promote equity.	It is not evident that strategies or materials have been chosen to promote equity.

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LESSON PLAN PRESENTATION				
	Exemplary	Proficient	Developing	Unacceptable
Objective	The objective(s) are meaningful, student-focused, and aligned to the Utah Standards, which is included from core document.	The objective(s) are student-focused, but may not be aligned to the Utah Standards.	The objective(s) lack meaning and may not be aligned to the Utah Standards.	The objective(s) lack meaning and are not aligned to the Utah Standards.
Assessment	Assessment allows for multiple means of representation, expression, engagement; and is aligned to the objectives.	Assessment is aligned to the objectives.	Assessment is connected to the topic of the lesson but is not aligned to the objective.	The assessment is not connected in anyway.
Adaptations, Accommodations, and Modifications	There is a specific plan for adaptations and/or accommodations that are targeted to the lesson and students; if required, modifications meet grade-level expectations that are scaffolded to the students' current performance.	There is at least one adaptation, but it is not consistently applied throughout lesson. If needed, modifications meet grade-level expectations that are mostly scaffolded to the students' current performance.	A general plan (not connected to the specific lesson or students) for adaptations and/or accommodations; Modifications quoted directly from the IEP / 504 and some evidence within the lesson; if needed, modifications meet lower grade-level expectations.	Accommodations and/or modifications quoted directly from the IEP /504 but not evident with any lesson activity; modifications do not meet any grade-level expectations
Engagement	All learning experiences will involve active, meaningful authentic student engagement.	Learning experiences involve student engagement, but they are activities that are not meaningful or authentic and not well aligned to the objective(s).	There are some opportunities for students to interact, but most instruction is teacher-focused.	All activities are teacher-centered while students are passive (e.g., lecture, worksheet, video).
Details	All key information is included, such as time for each step, materials used, processes and transitions, strategies for grouping, key questions, classroom arrangement, etc.	Most key information is included.	There is a plan that outlines the most critical elements, but key information is not included.	Too little information is included to know if the lesson activities will support learning.

LESSON PLAN REFLECTION

	Description	Comments
<p>Instructional Decision Making</p> <p>What did you do differently than planned (may be annotated and/or described)?</p> <p>Why was the change made?</p>	<p>Changes to the lesson during instruction are described in detail. If no changes were made this is explicitly stated.</p> <p>Clear reason(s) is provided for the changes or if no changes were made a description of why it worked is provided.</p>	
<p>Analysis of Student Learning:</p> <p>How did student(s) perform?</p>	<p>Describes in detail how well the student(s) have met the objective. Identify if some students did not meet the objective and what gap was present.</p>	
<p>Analysis of Student Learning: Plan</p> <p>Based on student performance what content and/or instructional strategies need to be incorporated in subsequent lessons to meet student needs?</p>	<p>Specific instructional strategies and/or content are described that will specifically address student needs relative to their performance. Explains why stated plan would improve student learning.</p>	