



MONTANA STATE UNIVERSITY BILLINGS
ASSOCIATION FOR CAREER & TECHNICAL
EDUCATION REGION V



EDCI 589-400 ACTE Region V 2019 Leadership
Conference
Spring 2019

ACTE REGION V 2019 LEADERSHIP CONFERENCE GRADUATE CREDIT

The Montana Association for Career and Technical Education, in partnership with Montana State University Billings, is pleased to offer one (1) graduate-level semester credit for ACTE Region V 2019 Leadership Conference participants.

The credit is classified as a graduate-level, professional development credit. The credit may count towards district-required professional development hours, salary advancement, and educator licensure renewal.

The fee for the credit is \$99.00, for both Montana and out-of-state residents. Registration and payment may be completed online at extendedcampus.msubillings.edu/wconnect/CourseStatus.awp?&course=E194PDACTE1. The deadline to register for the credit is Friday, April 5, 2019. Late registrations will not be accepted.

Credit Requirements

- Attend and participate in the ACTE Region V 2019 Leadership Conference.
- Provide proof of registration and attendance (such as a copy of your registration receipt and nametag).
- Provide a written agenda/synopsis (organized by day) listing all conference sessions attended and all conference-related activities in which you took part. This would include workshops, tours, competitive sessions, networking sessions, etc.
- Create a lesson plan in which materials and/or resources gained from the ACTE Region V 2019 Leadership Conference are implemented within the instruction of the content covered by the lesson.
- The lesson plan must be formatted using the attached template. The lesson plan is required to identify all appropriate standards required by the local district/school addressed within the lesson.
- When submitting the lesson plan, any and all instructional and assessment materials—including worksheets, handouts, PowerPoints, and rubrics—to be used to facilitate the lesson (complete with both the student version and answer key) must be submitted.
- All technologies (including software and Web 2.0 tools) required for students use as well as any websites referenced in the lesson plan development and to be shared with students for their use must be identified.
- Submit all information to instructor, or a link to a shared file/folder, via email by Friday, May 3, 2019.

Credit Materials

The following pages provide additional information regarding the credit offering.

- Course Syllabus with Instructor Contact Information
- Lesson Plan Template
- Instructions for Completing/Utilizing the Lesson Plan Template
- Sample Rubric to be used for Assessment of the Lesson Plan and Supporting Materials

Credit Timeline

- April 5, 2019: Deadline to Register for the Credit
- April 10-13, 2019: ACTE Region V Leadership Conference
- May 3, 2019: Deadline to Submit Required Documents

The ACTE Region V 2019 Leadership Conference will be held in Bozeman, Montana, April 10-13, 2019, at the Best Western Plus GranTree Inn. Details regarding the ACTE Region V 2019 Leadership Conference, including conference registration, may be found on the ACTE Region V website at acteonline.org/regionv. For additional information regarding Montana State University Billings, please visit www.msubillings.edu.



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ACTE REGION V 2019 LEADERSHIP CONFERENCE SYLLABUS

Course Title: EDCI 589-400 ACTE Region V 2019 Leadership Conference

Semester: Spring 2019

Number of Credits: 1

Meeting time(s): April 10-13, 2019

Meeting location: Bozeman, Montana

Instructor: Eric Swenson, M.Ed.

Telephone: 406.444.7991

Email: eswenson@mt.gov

COURSE DESCRIPTION

The ACTE Region V 2019 Leadership Conference includes educational sessions, keynote speakers, business/industry tours, a trade show, and exhibitor sessions. ACTE Region V 2019 Leadership Conference participants will be able to develop and expand leadership skills, explore new technology, enhance instructional strategies, and gain connections and resources to foster partnerships between secondary programs, post-secondary institutions, and business and industry. Registration and participation in the ACTE Region V 2019 Leadership Conference is required.

REQUIRED TEXT(S)/MATERIALS

- Appropriate National, State, and/or Local/District Content Standards
- Materials and Resources gained from the ACTE Region V 2019 Leadership Conference

COURSE OBJECTIVES

Help attendees understand the content of, plan effectively for, apply appropriate strategies and media to, and evaluate student learning in the career and technical education curriculum. (INTASC 1, 4, 5, 7, 8, 9)

Provide a review of important psychological principles and educational procedures which would assist the teacher in applying these principles to career and technical education programming—including the use of advisory boards, business partnerships, and a variety of classroom instruction and management techniques. (INTASC 1, 2, 7, 9)

Explore and develop strategies for the implementation and integration of new technologies in the career and technical education curriculum. (INTASC 5, 7, 8)

Develop student lesson plans that are engaging and promote the development of higher level thinking skills. (INTASC 4, 5, 6, 7, 8)

Understand how horizontally and vertically aligned curricula benefits students; identify techniques and communication to engage district and school leadership teams to support efforts in advancing curriculum alignment; understand the importance and role of vertical alignment in complex programs with multiple teachers and pathways; and develop techniques to engage industry partnerships to assist with standard development and ranking criticality. (INTASC 5, 9, 10)

Discover how to become more involved in professional organizations and familiarize oneself about the many membership benefits offered by career and technical education-related professional organizations. (INTASC 9, 10)

Gain knowledge and skills to develop active learning tools, incorporate active learning tools into a variety of career and technical education curricula, share ideas for implementing various active learning tools, and enhance level of instruction and student interaction by using and adapting active learning tools. (INTASC 1, 2, 3, 4, 5, 6, 7, 8)

EVALUATION/GRADING SYSTEM

Course will be graded Pass/Fail. Students must accrue a minimum of 80% of the total points possible to receive a pass for the course.

Course Evaluation

- Lesson Plan Utilizing Materials/Resources Gained from Conference 100%

Assignment Requirements

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- All technologies (including software and Web 2.0 tools) students will be required to use as well as any websites referenced in the lesson plan development and to be shared with students for their use must be identified.
- Submit all information to instructor via email by May 3, 2019.

Course Grading Scale

Pass 100-80
Fail 79 & Below

TECHNOLOGICAL COMPETENCIES

Candidates gain experience in using a variety of computer-based technologies, including workplace production software (i.e. Microsoft Office and Adobe Creative Cloud), computer-aided design and manufacturing, various websites, web tools, and classroom instructional technologies (i.e. SMARTBoard, Promethean Board). Candidates apply computer-based technologies in their lesson planning.

CULTURALLY RESPONSIVE TEACHING

Students create curricula providing equitable access to opportunities for learning for all students, including students from diverse abilities, ethnic, cultural, linguistic or religious backgrounds, gender or sexual orientation, age, and socioeconomic status.

INCOMPLETE POLICY

Incompletes are not available for this course. All required work must be completed on time. Final grades will be assessed based upon the work completed at the semester's end.

STUDENTS WITH DISABILITIES:

MSU Billings is committed to providing equal access. If you anticipate barriers related to the format or requirements of this course, please meet with me, so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please contact Disability Support Services (406.657.2283; located in Room 135 in the College of Education). We can then plan how best to coordinate your accommodations.

ACADEMIC MISCONDUCT

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commits an act of academic dishonesty. Academic dishonesty includes but not limited to the following acts when performed in any type of academic or academically related matter, exercise, or activity

1. Cheating-using or attempting to use unauthorized materials, information, study aids, or computer-related information.
2. Plagiarism-representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion as one's own.
3. Fabrication-presenting as genuine any invented or falsified citation or material.
4. Misrepresentation-falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.



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ACTE REGION V 2019 LEADERSHIP CONFERENCE LESSON PLAN TEMPLATE

TEACHER:

SUBJECT:

LESSON TOPIC(S):

GRADE:

LEARNER DESCRIPTIONS:

__ students: __ girls, __ boys

Students with IEPs who require accommodations specified in the IEP, or students without an IEP who have special needs:

STANDARDS (INCLUDE GRADE LEVEL SPECIFIC DETAILS OF THE STANDARDS):

OBJECTIVES:

DIFFERENTIATION:

ACCOMMODATIONS:

MATERIALS NEEDED:

PRE-ASSESSMENT:

PLAN OF INSTRUCTION/INSTRUCTIONAL SEQUENCE:

ASSESSMENT:



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**ACTE REGION V 2019 LEADERSHIP CONFERENCE LESSON PLAN TEMPLATE
INSTRUCTIONS**

TEACHER:

SUBJECT:

LESSON TOPIC(S):

GRADE:

LEARNER DESCRIPTIONS:

__ students: __ girls, __ boys

Students with IEPs who require accommodations specified in the IEP, or students without an IEP who have special needs:

- (list in bulleted format here)

Be very clear and descriptive about what those needs are in this section.

STANDARDS (INCLUDE GRADE LEVEL SPECIFIC DETAILS OF THE STANDARDS):

Example:

National Standards for Business Education

- *International Business. II. The Global Business Environment. A. Social and Cultural Influences, Level 2: Identify distinctive social and cultural factors that affect business activities (e.g., time, workday, work week, schedules, and holidays).*
- *Information Technology. II Information Literacy. Level 1: Use information technology resources to retrieve information.*
- *Information Technology. VII Applications. Level 1: Produce projects that include a variety of media (e.g., images, text, video, web-based tools, and audio).*
- *Communication. IV Spoken Communication. Level 2: Use multiple technology tools to deliver presentations.*

OBJECTIVES:

What concepts (knowledge) or skills do you want students to develop or attain? Align the objectives with national or state standards. You can use wording from the standards you chose to rewrite or “tweak” your objectives. They do NOT need to be invented by you!

Every objective should be assessed.

Here is a way to write your objectives so they are concise and MEASURABLE. This format will also help you in determining what you will choose for your assessment:

Given __ (condition) __ the student will __ (behavior) __ with or at __ (criterion) __ as measured/assessed by __ (assessment) __.

- *Condition: What the student is given, to do the activity*
- *Behavior: Objective, what the student will be able to do*
- *Criterion: Performance level; the degree to which they must be able to do it, to be considered proficient*
- *Assessment: The tools you will use to measure or assess performance*

Examples for a math/science inquiry lesson on density:

- Given graduated cylinders, gram scales, and various small objects, students measure volume and mass, to calculate density of objects, at the level of proficient, as assessed by a data sheet with corresponding answer key.
- Given data on densities of various objects, students analyze the densities required for objects to sink or float, at the level of proficient, as assessed by a data report with corresponding rubric.

Notice that these objectives are:

- a) written for the **students' learning outcomes** (not for the teacher's outcomes)
- b) usually only one or two for each lesson. You don't want to have too many objectives for a specific lesson, because you must assess each objective.
- c) written in observable, measurable terms, using action verbs.
- d) **paired with an assessment** (as measured/assessed by); list the assessment tool and the evaluation tool you will use with each objective.

DIFFERENTIATION:

[Note: When completing a Teacher Work Sample (TWS), refer to the "Guide to the Teacher Work Sample" for instructions on differentiating for the whole class and for Learner Profile students.]

How have you designed the lesson to ensure success for all learners, for example, learners at different developmental levels, multiple grade levels, or with diverse learning styles or multiple intelligences? **This is not solely for your students on IEPs; this is something you think about for ALL your learners! REMEMBER TO KEEP IN MIND HOW YOUR STUDENTS PERFORM ON PRE-ASSESSMENTS. HOW DO YOU SCAFFOLD THE LEARNING FOR YOUR LEARNERS WHO PERFORM AT VARYING LEVELS, to meet the lesson's objectives? Remember you want all students to meet standards and objectives when you teach!**

CONSIDER: How will adapt instruction for learners from diverse cultures, including American Indians, or English Language Learners?

Listed below are two somewhat different techniques you could use to show how you differentiate instruction. Both are based on the guidelines for Universal Design for Learning (UDL).

Technique One: Content, Process, Products, Learning Environment

http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl

Teachers can differentiate at least 4 classroom elements based on student **readiness, interest, or learning profile** (usually we look at readiness based on how students do on pre-assessments or universal screenings):

- 1. CONTENT-** The concepts, principles, and skills (content) each student will learn/develop are listed in your objectives. Describe here how the student will gain access to that content. For example, while all students should be challenged to meet the same objectives, how can you adjust the degree of complexity of the content for learners with different needs?
- 2. PROCESS-** activities in which the student engages in order to make sense of/or master the content. Flexible grouping and strategies that develop a classroom community of learners are key here.
- 3. PRODUCTS-** Student work/projects should be designed to allow different students different means of demonstrating how they have met the objectives. Includes pre-assessments and formative assessments that enable the teacher to adjust instruction.
- 4. LEARNING ENVIRONMENT-** the way the classroom works and feels.

Technique two: Principles for Universal Design for Learning (UDL)

<http://www.udlcenter.org/aboutudl/udlguidelines>

1. Multiple means of representation: Describe how the lessons are designed so that the teacher presents the content using **multiple means of representation**. I.e., describe the various ways in which you will present the content in the lessons. (Example: demonstration and posing problems with real objects; students engage in problem solving and inquiry to determine how to measure the objects, what mathematical calculations are needed, how to create the graphs or charts, and what the results indicate).

2. Multiple means of action and expression: Describe how the lessons and/or assessments are designed to enable students with different needs to use **different means of action and expression**. I.e., describe alternative ways in which different students can demonstrate their learning. (Example: Students can provide oral or written descriptions of the results in their science notebook, can represent their data in a chart or graph or with drawings, and can discuss their results with a small group or with the whole class.)

3. Multiple means of engagement: Describe how the lessons are designed to provide **multiple means of engagement**, i.e., what are the various ways in which students will interact with the content. (You might find Multiple Intelligences Theory helpful in this section. Example: Students engage/stimulate their bodily-kinesthetic intelligence by measuring real objects; they stimulate their visual-spatial intelligence by using real objects to measure volume and mass and to create charts, graphs, or drawings. They stimulate their logical-mathematical intelligence to solve problems; they stimulate their intrapersonal intelligence by having time alone to solve problems; and they stimulate their interpersonal intelligence by having time to work with a small group to solve problems.)

ACCOMMODATIONS: Accommodations are a subset of differentiation. They refer to the differentiated instruction that is specifically designed for exceptional learners (i.e., students with special needs). List at least three students with special needs (students who are on an Individual Education Plan (IEP) or 504 plan), and indicate how will you adapt the lesson for each. The differentiation strategies you listed above may also be appropriate for some special needs students. FYI - the terms "exceptional learner" and "gifted and talented learner" are terms used in the field of special education that have distinct meanings. Be sure you understand their meanings.

MATERIALS NEEDED:

- (List here)

PRE-ASSESSMENT: How will you determine students' conceptual understanding or skills, prior to teaching the lesson? Pre-assessment can be short and simple. It may or may not be duplicated as part of the final, summative assessment.

PLAN OF INSTRUCTION/INSTRUCTIONAL SEQUENCE:

Describe, step-by-step, the instructional sequence for the lesson.

Throughout the sequence, make explicit the differentiation techniques you will use.

Identify the procedures of the lesson. What are the tasks, activities, or components of this lesson? What teaching strategies will you use to maximize engagement and student response? Identify how the lesson will be sequenced.

Feel free to use a timeline or bulleted list to organize this sequence. In order to maintain an organized resource for future use, it is encouraged that candidates attach relevant handouts.

Tips for designing an instructional sequence:

- Start the lesson with an attention grabber
- Design the lesson so that a substitute teacher could walk in and teach it.
- Describe what you and the students will do, and how you will do it, step-by-step.
- List what you will say to the students. Write a script for yourself.
- Identify the differentiation techniques and engagement strategies that you will use throughout the sequence.
- List some of the questions you will ask the students. Include at least 2-3 guiding questions each day, that you can use to get students working/thinking at the higher levels of Bloom's taxonomy.
- Describe how you will model what the students need to do, if applicable.
- Describe how you could incorporate Indian Education for All, if applicable.
- Describe how you will assess their learning as the lesson progresses (formative assessment).

Example of a Plan of Instruction for two days of an inquiry science unit:

Day 1:

The teacher conducts the following demonstration:

Lay some straws out on the table, parallel to each other and about one-half inch apart. Set two empty cola cans on top of the straws, about 2 inches apart. Holding a short straw (about 3 inches) in her hand, the teacher prepares to blow a stream of air between the cans.

Teacher questions: What do you expect will happen when I blow a stream of air between the cans?

What are some other things that might possibly happen instead? What else might happen? What else?

(Teacher calls on various students, calling on the student with a learning disability fairly early in the process. Teacher writes the various responses on the board.)

The teacher assigns the students to groups of two (Interpersonal Intelligence), placing the student with Asperger syndrome with his trained student-partner. Each group is given cans and straws so that they can repeat the demonstration themselves (Bodily-Kinesthetic Intelligence). One person is the recorder, the other is the materials manager and the reporter. Both students are encouraged to experiment with the materials. The hands-on activity will work well to engage the student with ADD.

(Instructions to students) Record your responses in your science notebook. Work with your group to:

1. Draw a diagram of the system, showing the objects in the system and the forces acting on the system (Visual-Spatial Intelligence).

2. Describe the forces acting on the system.

3. Experiment with the objects to find out if you can get different results by changing how you do the activity.

4. Describe the variables that the group tested and the results obtained for each variable.

5. Develop hypotheses (explanations) for what causes the cans to behave the way they do (Logical-Mathematical Intelligence).

(Student with learning disability will benefit by making a diagram/drawing. Visually impaired student can work with the hands-on materials and discuss the results with partner, and can record her own responses using an audiotape recorder or a braille notetaker.)

Teacher collects the science notebooks, which enable the students to communicate their ideas, and generate and test hypotheses. Teacher assesses the science notebooks using a rating scale and written comments, but does not grade

them, as they will be revised on day 2. Written feedback is given on how well they communicated their ideas, recorded their observations, and whether or not the diagrams show appropriate forces.

Criteria	Rating 1-3
Communication of ideas	
Variables described	
Forces identified	
Hypotheses described	

Day 2

Teacher compiles the students' hypotheses/explanations and puts examples of each on the board and reads them aloud (the teacher should include a simplified version of the scientific explanation, among the students' hypotheses, such as "it has to do with air pressure - air pressure gets lower when air is moving faster.")

The teacher puts the class into groups of four to challenge the various hypotheses. The students do not know which students came up with which explanations – this allows students to challenge their own ideas more freely. (Teacher reminds groups to read each hypothesis aloud to their groups. This will assist the visually impaired student and students with learning disabilities.)

Teacher questions:

- Are there some hypotheses/explanations here you'd like to challenge or modify?
- How could we test to see if that explanation is valid?
- On what evidence can we eliminate that explanation?
- Have you changed your mind about your hypothesis?
- What was an important thing we learned about this hypothesis even though we eliminated it?

Using logical reasoning, the students may eliminate some explanations. Others may be eliminated by further experimentation. In their groups, the students test out the explanations, thus narrowing the list of explanations down to those the group considers most feasible. Students record their groups' explanations in their science notebooks. Teacher assesses the science notebooks, using the following checklist, but does not assign a grade, as the students will revise their notes on day 3. Teacher provides written or oral feedback on how well they presented evidence in support of their hypotheses, and how well they provided evidence that enabled them to eliminate some hypotheses.

Criteria	Yes/No
Evidence is presented that logically supports elimination of several hypotheses	
Evidence is presented that logically supports the favored hypotheses	

ASSESSMENT:

Assessment tool: What assignment, activity, performance, etc. will the students do to demonstrate meeting each objective that you've listed? (This is the "as measured by" piece you have written into your objective.)

Evaluation tool: How will you assess that assignment, activity, performance? Include a rubric, checklist, rating scale, or answer sheet by creating a table or answer sheet for the assessment here, or add as an attachment.

IMPORTANT NOTES:

- Assessment can be informal (for example, observing how students perform, without recording that information), or formal (recording information about student performance). While you will often use informal assessment in classrooms, informal assessment does not provide you with the data you need to ensure the success of all students.
- Include here the formal assessment tools (for example, essays, quizzes, science notebooks, portfolios) and evaluation tools (for example, a rubric, rating scale, checklist, or answer key) you will use to determine whether students are meeting each objective.
- Assessments can be either formative or summative. Decide which of your instruments is formative and which is summative.
 - **Formative assessment:** Assessing student learning while a lesson is on-going. Use formative assessment to adjust the lesson as needed, to better ensure student success. Pre-assessments are formative, as they provide you with information to adjust instruction.
 - **Summative assessment:** Assessments that tell you whether or not students have met each of the objectives/standards. Summative assessment can be used to adjust future lessons to student learning needs.

BE SURE you assess every objective. Align your assessment with the objective(s) and the standard(s).



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ACTE REGION V 2019 LEADERSHIP CONFERENCE LESSON PLAN RUBRIC

Name: _____ Date Submitted: _____ Percentage Earned: _____

Lesson: _____

Elements	Proficient (5-4)	Basic (3-2)	Needs Improvement (1-0)	
Lesson Details Subject Content, Learning Objectives, Lesson Topic, Grade, Learner Descriptions and associated Accommodations	Complete with all elements on <i>Lesson Plan Template</i> ; usable by substitute teacher; learning activities support objectives and progress in a logical order.	One-two elements missing; usable by substitute teacher; learning activities support objectives and progress in a logical order.	Three or more elements missing; unusable by substitute teacher; some learning activities do not support objectives and/or lack logical progression.	
Comments:				
Standards Appropriate standards as required by local district/school and/or state	Relevant standards complete and clearly and accurately stated; listed standards have a direct correlation to objectives.	Most relevant standards stated; listed standards have a direct correlation to objectives.	Relevant standards incomplete or not clearly stated.	
Comments:				
Objectives and Differentiation	Outcomes clearly stated and are measurable; learners have clear understanding of what is expected. Lesson anticipates and plans ahead for any necessary class-wide differentiation	Outcomes are stated but are not easy to understand; learners are given some information regarding what is expected. Minimal statements of learner diversity; strategies support at least one type of diverse learner.	Outcomes are not stated and/or not measurable; learners cannot tell what is expected. No differentiated learning activities provided.	
Comments:				
Materials Needed Materials to facilitate lesson identified, fully developed, & submitted; materials enhance lesson & promote student engagement	Detailed list of materials &/or technology provided for both teacher and students; materials fully developed, ready for implementation, referenced in the procedures and attached to the lesson plan.	List of materials and/or use of technology is incomplete or inaccurate. Teacher created materials and/or other reproduced handouts are not attached to the lesson plan.	List of materials and use of technology given limited attention in the lesson plan and/or missing.	
Comments:				
Pre-Assessment & Anticipatory Set	Pre-Assessment/Anticipatory Set is specifically described; appropriate for the purpose of the lesson; links to lesson objectives.	Pre-Assessment/Anticipatory Set is indicated, but is not fully developed or not described.	Pre-Assessment/Anticipatory Set not indicated	
Comments:				
Plan of Instruction	Lesson procedures and use of resources are complete, deep, and adaptable; plan has clear match between procedures and objective(s); thoroughly details the teacher's step-by-step actions	Lesson procedures are nearly complete, but lacks depth; plan has limited match between procedures and objective(s); plan missing necessary details for teacher's actions	Lesson procedures seem incomplete or sketchy; plan missing necessary details for teacher's actions. Teacher would need to do significant work to actually use the lesson.	
Comments:				
Assessment	Method of assessment defined, showing clear relationship to all objectives address in the lesson; appropriate assessment tool such as a rubric provided.	Assessment provided for the lesson but inaccurately measures the objective(s); or appropriate assessment tool such as a rubric not provided.	No assessment provided for the lesson, or assessment does not measure objective(s)	
Comments:				
Organization & Mechanics Lesson Plan & instructional materials well organized, authentic, and display ability to create teaching materials and tools	Lesson Plan and needed materials professionally organized, easy to understand and follow; spelling and grammar are exemplary	Lesson Plan and/or materials are somewhat organized; clarity of ideas and flow needs work; some spelling and grammatical errors.	Unorganized & lack of professional appeal; significant number of spelling or grammatical errors.	
Comments:				