

Young Harris College  
EDUC \_\_\_\_ Lesson Plan Assessment  
Fall \_\_ Spring \_\_ 20 \_\_

Each Performance Criterion of this Lesson Plan is aligned with the YHC Institutional Standards/Goals I, II, III, IV, and V.

**GOAL I:** Preservice teachers will demonstrate subject matter knowledge appropriate to their certification areas and grade levels.

**GOAL II:** Preservice teachers will acquire and demonstrate teaching skills appropriate to their certification areas and grade levels.

**GOAL III:** Preservice teachers will demonstrate appropriate professional dispositions for the teaching profession.

**GOAL IV:** Preservice teachers will acquire and demonstrate appropriate skills in addressing the needs of an increasingly diverse population of learners.

**GOAL V:** Preservice teachers will acquire and demonstrate technology skills appropriate to their certification areas and level of learners.

**Scoring:** The following table will be used to score candidates.

Novice	Apprentice	Proficient	Distinguished
43	51	58	65

**\*\* Please note that any score of less than 58 points will require remediation on the part of the YHC candidate. That remediation (including timeline for completion) will be determined in a conference to include the candidate and the college instructor**

Performance Criteria	<b>Unsatisfactory</b> no evidence of; seeming lack of knowledge of; not fully covered; unorganized <b>(Novice)</b>	<b>Acceptable</b> shows knowledge; covers areas; simple organization; usually on-task <b>(Apprentice)</b>	<b>Effective</b> mastery; pertinent; clear evidence; appropriate; clarifies; positive <b>(Profficient)</b>	<b>Exceptional</b> in depth; beyond average; synthesis; most effective; on- task; facilitating <b>(Distinguished)</b>	<b>COMMENTS</b>
<b>3.0 LESSON PLAN - A 30 minute class OR a 90 minute class depending on grade level and subject</b>					
<b>3.1 A demographics section is present. (I)</b>					
<b>3.2 Appropriate Georgia performance Standards are addressed. (I, II)</b>					
<b>3.3 A proper <i>Motivation</i> is defined. (I, II)</b>					
<b>3.4 Clearly defined Activities along with time requirements for each are present. (3 activities per lesson plan minimum) (I, II, III, IV, V)</b>					
<b>3.5 National Standards are addressed (I, II, III, IV, V)</b>					
<b>3.6 Strategies include attention to accommodations for exceptionalities. (III, IV)</b>					
<b>3.7 Differentiation for different learning styles and intelligences is present. (III, IV)</b>					
<b>3.8 Context for the lesson is clear (I, II)</b>					
<b>3.9 Instructional materials including notes are identified and present in unit appendix. (I, II)</b>					
<b>3.10 Questions and Handouts are identified and present in unit appendix. (I, II)</b>					

<b>3.11 Assignment sheets are identified and present in a unit appendix (I, II)</b>					
<b>3.12 Tests and Quizzes with Keys and Grading Guides are identified and present in a unit appendix. (I, II)</b>					
<b>3.13 3-4 Higher Order questions are present in the lesson. (II)</b>					
<b>3.14 At least one type of Diversity is addressed (Including English Language Learners). (II, IV)</b>					
<b>3.15 The lesson is integrated or connected to at least two subject areas. (I, II, III)</b>					
<b>3.16 At least one application of technology is present in the lesson. (II, V)</b>					
<b>3.17 Items for a unit assessment (summative, culminating and includes a performance component) in addition to daily (formative) assessments are identified and present in a unit appendix. (I, II)</b>					
<b>3.18 Enrichment and remediation are present. (I, II, III, IV)</b>					
<b>Total Points (74 Possible Points)</b>					