

## GUEST LESSON PLAN GUIDELINES

**DUE DATE:** Week 10

**ASSIGNMENT VALUE:** 15%

**GOALS:** This fieldwork exercise provides you the opportunity to:

1. Use Understanding by Design for Short Term Planning.
2. Apply understanding of developmentally appropriate practice, SDAIE instruction, technology resources and ways to maximize student engagement in lesson planning.

**REQUIREMENTS:** Using the three stages of Understanding by Design, create a lesson plan for your guest lesson in the coach's classroom. Related to this lesson, prepare a 5-10 minute mini-lesson to present to your peers. The mini-lesson presentation should clearly demonstrate the teaching/learning of one of the key knowledge/skills identified in parsing the standard (stage 1).

Step 1: Learn about Stage One processes of going from content standards to goals, essential questions, knowledge & skills. Identify these components for your unit.

Step 2: Learn about Stage Two processes. Identify 2-3 performance tasks that will provide evidence that students will have obtained the knowledge & skills identified in stage one.

Step 3: Plan the activities to help the students to gain the knowledge necessary for success with the performance tasks identified in stage 2.

Grading Rubric is attached.

**GRADING:** The assignment will be graded by the instructor based on the attached rubric. The content area coach will also offer feedback.

	<b>3</b>	<b>2</b>	<b>1</b>
<b>Understanding Content Specific Pedagogy</b>	All tasks and design elements clearly and appropriately relate to defined understandings, knowledge, and skills. Rationales for instructional elements are clearly defined and appropriate.	Most tasks and design elements relate clearly and appropriately to defined understandings, knowledge, and skills. Rationales for instructional elements are present.	It is unclear how many tasks and design elements relate to defined understandings, knowledge, and skills.
<b>Instructional Planning and Standards</b>	Standards are clearly identified and thoroughly explored. Objectives are clearly defined. Lesson makes material comprehensible and explicitly defines teaching methods. Lesson is clearly connected to unit/theme.	Uses standards as a base for lesson. Lesson makes material comprehensible and generally defines teaching methods. Lesson shows connections to unit/theme.	Unclear of ability to use standards as a base for lesson. Materials not sufficient to promote student learning.
<b>Makes Content Accessible</b>	Lesson plan includes diagnostic, formative, and summative assessments. Lesson encourages creative thinking; motivates students; uses strategies to help all students; balances instruction given needs of students. Adequate understanding of likely misconceptions and student difficulties is evident. Clear adaptations for EL and special needs students.	Lesson plan fits within unit and gives adequate support for assessments. Unit mostly encourages creative thinking; motivates students; and balances instruction for all student needs. Some evidence of pre-thinking about student misconceptions and difficulties. Some adaptations for EL and special needs students.	Lesson plan has limited connectedness to other unit elements. Lesson makes limited attempts to encourage creative thinking. No clear adaptations for EL and/or special needs students.
<b>Developmentally Appropriate Pedagogy</b>	Lesson plan design is highly engaging for most students, incorporating in the vast majority of the sequence the qualities of variety, personalization, authenticity, and relevance. Clearly communicates goals.	Lesson plan design is engaging for many students, incorporating in most of the sequence the qualities of variety, personalization, authenticity, and relevance. Communicates goals.	Lesson plan will fail to engage most students, rarely incorporating in the sequence the qualities of variety, personalization, authenticity, and relevance.
<b>In class presentation</b>	Activity presented within 5-10 minute timeframe. Demonstrates teaching/learning for one of the knowledge/skills outlined in stage 1 of planning.	Presentation of activity is done. Does not clearly show how learning of knowledge/skills will take place.	No presentation given.