<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Level 3 - Target</th>
<th>Level 2 - Acceptable</th>
<th>Level 1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State Standards (INTASC 1, 7)</td>
<td>Teaching model listed matches syllabus requirement.</td>
<td>Objectives are appropriately sourced from district curriculum documents (if possible) and meet most of the “SMART” objective descriptors.</td>
<td>Lists few of the materials and resources required.</td>
</tr>
<tr>
<td>2. Teaching Model (INTASC 6, 7, 9)</td>
<td>Teaching model listed matches syllabus requirement.</td>
<td>Objectives are appropriately sourced from district curriculum documents (if possible) and meet most of the “SMART” objective descriptors.</td>
<td>Lists few of the materials and resources required.</td>
</tr>
<tr>
<td>3. Objectives (INTASC 4, 5)</td>
<td>Objectives are appropriately sourced from district curriculum documents (if possible) and meet most of the “SMART” objective descriptors.</td>
<td>Objectives are appropriately sourced from district curriculum documents (if possible) and meet most of the “SMART” objective descriptors.</td>
<td>Lists few of the materials and resources required.</td>
</tr>
<tr>
<td>4. Materials &amp; Resources (INTASC 3.7)</td>
<td>Describes all of the materials and resources required.</td>
<td>Describes most of the materials and resources required.</td>
<td>Lists few of the materials and resources required.</td>
</tr>
<tr>
<td>5. Instructional Procedures (INTASC 3, 4, 5, 6, 7, 9)</td>
<td>a. Introduction</td>
<td>b. Activities &amp; Experiences</td>
<td>c. Closure</td>
</tr>
<tr>
<td></td>
<td>Addresses all of the elements of an introduction—establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge.</td>
<td>Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated.</td>
<td>Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is satisfactorily delineated.</td>
</tr>
<tr>
<td></td>
<td>d. Extension &amp; Contingency</td>
<td>Provides reasonably planned extensions and contingencies based on the lesson plan description and outlines one.</td>
<td>Provides either a reasonably planned extension or contingency based on the lesson plan description and omits one.</td>
</tr>
</tbody>
</table>

Correlation to The Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards is indicated for each component.

1. State Standards (INTASC 1, 7)
2. Teaching Model (INTASC 6, 7, 9)
3. Objectives (INTASC 4, 5)
4. Materials & Resources (INTASC 3.7)
5. Instructional Procedures (INTASC 3, 4, 5, 6, 7, 9)
6. Extension & Contingency

Level 3 - Target
Identifies all relevant and applicable content area standards as provided by the Nevada Department of Education.

Level 2 - Acceptable
Identifies most relevant and applicable content area standards as provided by the Nevada Department of Education.

Level 1 - Unacceptable
Identifies few relevant and applicable content area standards as provided by the Nevada Department of Education.

1. State Standards
   - (INTASC 1, 7)
     - Identifies all relevant and applicable content area standards as provided by the Nevada Department of Education.

2. Teaching Model
   - (INTASC 6, 7, 9)
     - Identifies relevant and applicable content area standards as provided by the Nevada Department of Education.

3. Objectives
   - (INTASC 4, 5)
     - Objectives are appropriately sourced from district curriculum documents (if possible) and meet most of the “SMART” objective descriptors.

4. Materials & Resources
   - (INTASC 3.7)
     - Describes all of the materials and resources required.

5. Instructional Procedures
   - a. Introduction
     - Addresses all of the elements of an introduction—establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge.
   - b. Activities & Experiences
     - Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated.
   - c. Closure
     - Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is satisfactorily delineated.
   - d. Extension & Contingency
     - Provides reasonably planned extensions and contingencies based on the lesson plan description and outlines one.
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<td>6. Modifications &amp; Accommodations (INTASC 2, 3, 6, 7)</td>
<td>Provides at least two reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.</td>
<td>Provides at a reasonable modification or accommodation to the lesson that differentiate instruction for diverse learners.</td>
<td>Does not provide any reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.</td>
</tr>
<tr>
<td>7. Assessment (INTASC 1, 2, 6, 7)</td>
<td>Meets all of the requirements as detailed in the lesson description and based on field experience level: (follows teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
<td>Meets most of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after; uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
<td>Meets few of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after; uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
</tr>
<tr>
<td>8. Homework (INTASC 6, 7)</td>
<td>Meets all of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
<td>Meets most of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
<td>Meets few of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).</td>
</tr>
<tr>
<td>9. Reflection—if taught in field experience (INTASC 9)</td>
<td>In-depth notes relating to challenges, strengths and weaknesses of the lesson plan as well as suggested modifications for future replication.</td>
<td>Notes relating to challenges, strengths and weaknesses of the lesson plan and suggested improvements for future replication.</td>
<td>Superficial notes relating to either strengths and weaknesses of the lesson and/or suggested improvements for future replication.</td>
</tr>
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<td>9. Reflection—for methods courses (INTASC 9)</td>
<td>Reflects on the advantages and challenges of writing the lesson based in the assigned model for the chosen content. Specific attention is paid to the process of planning the delivery of instruction and evaluation of learning.</td>
<td>Reflects on only the advantages or challenges of writing the lesson based in the assigned model with little regard for the chosen content. Some attention is paid to the process of planning the delivery of instruction and evaluation of learning.</td>
<td>Superficially reflects on writing the lesson based in the assigned model with little regard for the chosen content. Little attention is paid to the process of planning the delivery of instruction and evaluation of learning.</td>
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The Interstate New Teacher Assessment and Support Consortium (INTASC)  
Model Core Teaching Standards

The Learner and Learning

Standard 1—Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2—Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3—Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard 4—Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5—Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6—Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7—Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8—Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9—Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10—Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.