

EECE Backward Design Lesson Plan Template

From *Integrating Understanding By Design & Differentiated Instruction: Connecting Content and Kids*
Carol Ann Tomlinson & Jay McTighe, ASCD, 2006

Candidate _____

Cohort # _____

Title _____

Date _____

HCPS III Content Area(s) _____

Grade Level _____

Step 1—Desired Results (what students will learn)	
<p>A. Brief narrative overview of lesson that specifies enduring understanding and essential question (Refer to your Tomlinson & McTighe textbook.)</p> <p>B. General Learner Outcome (GLO)</p> <p>C. Hawai'i Content and Performance Standard (HCPS) III Standard and Benchmark</p> <p>D. Differentiation Plan (enrichment, IEP objectives, or other plans for individual student learning)</p> <p>E. Hawaii Teacher Performance Standard (my focus as a teacher)</p>	
Step 2—Assessment Evidence (summative check for learning)	
<p>A. Performance Task (What will students <i>do</i> to demonstrate their learning?)</p> <p>B. Performance Criteria (<i>How good is good enough?</i> Provide checklists, rubrics, or criteria.)</p>	
Step 3—Active Learning Plan (detailed enough for another teacher to follow)	
A. Steps for Students (use active verbs)	B. Notes for Teacher
<ul style="list-style-type: none"> Lead activity (Introduce desired results; ask essential question; connect with student experience.) Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion.) Closure (Revisit enduring understanding/essential question.) 	<ul style="list-style-type: none"> What do I need to remember to do?
<p>C. Materials to have ready</p> <p>D. Approximate time needed for lesson</p> <p>E. Resources (where I got my ideas)</p>	
Step 4—Reflection (required)	
<p>A. What happened during my lesson (what did the students and I say and do)? How effective was my lesson design and teaching?</p> <p>B. What evidence can I show about my students' learning (e.g., student work)? How effective was my assessment plan for getting information about my students' learning?</p> <p>C. How did I do in meeting my desired results for this lesson? What are my next steps to improve student learning?</p>	

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Step 1—Desired Results (what I want students to learn)

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Step 2—Assessment Evidence (summative checks for learning)

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Step 3—Active Learning Plan (detailed enough for another teacher to follow)

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Step 4—Reflection (required)

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Ideas for Assessment Tasks

Written	Oral	Visual	Kinesthetic
Advertisement	Audiotape	Advertisement	Community outreach
Biography	Balagtasán	Banner	Dramatization
Book report	Debate	Brochure	Field trips
Book review	Discussion	Campaign flyer	Letter writing
Brochure	Dramatization	Cartoon	Oral interviews
Campaign speech	Haiku	Chart	Play
Crossword puzzle	Interview	Collage	Presentation
Editorial	Newscast	Collection	Service learning
Essay	Oral presentation	Computer graphic	Simulations
Experiment record	Oral report	Construction	Role play
Game	Poetry reading	Data display	Skit
Journal	Rap	Design	Scavenger hunt
Lab report	Reader's Theater	Diagram	
Letter	Role play	Display	
Log	Skit	Diorama/shoebox	
Magazine article	Speech	Drawing	
Memo	Song	Graph	
Newspaper article	Teach a lesson	Graphic Organizer	
Poem		Map	
Portfolio		Mobile	
Position paper		Model	
Proposal		Painting	
Questionnaire		Photograph	
Research report		Portfolio	
Script		Poster	
Story		Scrapbook	
Test		Sculpture	
Yearbook		Slide show	
		Storyboard	
		Venn Diagram	
		Videotape	

Scoring guide for EECE Assessment 3

Teacher Candidate Ability to Plan Instruction

(Professional Teaching Portfolio: HTPS 3 Designs and Provides Meaningful Learning Experiences)

Teacher Candidate _____

Cohort # _____

Component	Approaching <i>Does not yet meet expectations</i>	Accomplished <i>Meets expectations for candidates</i>	Professional <i>Meets expectations for teachers</i>
Identification of desired results (20%)	<ul style="list-style-type: none"> ○ Candidates do not address all components of desired results (step 1). ○ Candidates select desired results inconsistent with best practices identified in methods courses. 	<ul style="list-style-type: none"> ○ Candidates address all components of desired results (step 1). ○ Candidates select desired results consistent with best practices identified in methods courses. 	In addition to criteria for accomplished performance: <ul style="list-style-type: none"> ○ Candidates select desired results to address higher-level thinking, student inquiry, and the needs of diverse learners in class.
	Approaching <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Professional <input type="checkbox"/>
Alignment of assessment with desired results (20%)	<ul style="list-style-type: none"> ○ Candidates do not identify assessment strategies, or they select strategies that are not well connected to desired results, methods course best practices, or needs of diverse learners (step 2). 	<ul style="list-style-type: none"> ○ Candidates identify formative and summative assessment strategies aligned with desired results, methods course best practices, and needs of diverse learners (step 2) ○ Candidates provide assessment criteria (checklists, rubrics, or other criteria) for teachers. 	<ul style="list-style-type: none"> ○ Candidates select interactive formative and summative assessments aligned with desired results, methods course best practices, and needs of diverse learners (step 2). ○ Candidates provide assessment criteria (checklists, rubrics, or other criteria) for teachers and students to assist self-assessment.
	Approaching <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Professional <input type="checkbox"/>
Selection of active learning plan (20%)	<ul style="list-style-type: none"> ○ Candidates select teaching methods and learning opportunities that are not well connected to desired results, methods course best practices, or needs of diverse learners (step 3). 	<ul style="list-style-type: none"> ○ Candidates select teaching methods and active learning opportunities that support desired results, methods course best practices, and needs of diverse learners (step 3). 	In addition to criteria for accomplished performance: <ul style="list-style-type: none"> ○ Candidates help learners apply knowledge and problem solve. ○ Candidates provide multiple options within assignments to meet needs of diverse learners.
	Approaching <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Professional <input type="checkbox"/>
Implementation of instruction (20%)	<ul style="list-style-type: none"> ○ Candidates primarily implement teacher-centered instructional approaches. ○ Students have little or no opportunity to question, share ideas or brainstorm with their peers. 	<ul style="list-style-type: none"> ○ Candidates implement at least one student-centered instructional approach for active learning. ○ Students have the opportunity to question, share ideas or brainstorm with their peers. 	<ul style="list-style-type: none"> ○ Candidates implement multiple student-centered instructional approaches to allow diversified instruction and student engagement. ○ Candidates challenge students to reflect critically and draw conclusions . ○ Candidates facilitate rather than dictate learning.
	Approaching <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Professional <input type="checkbox"/>
Reflection (20%)	<ul style="list-style-type: none"> ○ Candidates do not reflect on lesson experience. ○ Candidates reflect only superficially (step 4). 	<ul style="list-style-type: none"> ○ Candidates reflect generally on each question (step 4). 	<ul style="list-style-type: none"> • Candidates reflect thoughtfully and thoroughly on each question (step 4).
	Approaching <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Professional <input type="checkbox"/>
OVERALL SCORE	Overall Approaching <input type="checkbox"/>	Overall Accomplished <input type="checkbox"/>	Overall Professional <input type="checkbox"/>