

COLLABORATIVE LESSON PLAN

Library Monitoring Rubric - Sections 1.1, 1.3-1.4

Librarian Growth Rubric - Standard 5

School Library Guide - Section 3.5

Section 1: LESSON INFORMATION

Title or Unit:	
Grade Level:	Content Area:
Type of Instruction: <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Group	Est. Time & duration: Content Topic:
Type of Schedule: <input type="checkbox"/> Stand-alone Lesson <input type="checkbox"/> Lesson in a Unit <input type="checkbox"/> Multiple Unit Lessons	Overview: <i>summary of lesson</i>
Level of Collaboration: <input type="checkbox"/> Collaboration <input type="checkbox"/> Coordination <input type="checkbox"/> Cooperation	Learning Target:

Section 2: STANDARDS CONNECTION

MS CCR Standards:	MS School Library Learning Skills:
Essential Questions: <ul style="list-style-type: none">• <i>Connect w/ students (prior learning, accessible language)</i>• <i>Genuine inquiry (open-ended)</i>• <i>Encourage transfer across a range of learning experiences</i>	Critical Concepts/Vocabulary:
Comments & Notes:	

Section 3: ASSESSMENT EVIDENCE

Performance Tasks: *How will students demonstrate the desired understandings? By what criteria will performance be judged?*

Final Student Product:

Product Criteria: *To be entered into rubric, checklist, graphic organizer.*

Other Evidence: *What other evidence will show that students have understood? (prompts, observations, journal, library data)*

Literature Connection:

Technology Integration: *What level of integration serves the product criteria & process/performance tasks?*

Section 4: INSTRUCTION & LEARNING PLAN

<p>Resources Students will Use:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Books <input type="checkbox"/> Reference <input type="checkbox"/> Digital resources <input type="checkbox"/> Audio/Visual materials <input type="checkbox"/> Other (list): 	<p>Preparation:</p>
<p>Pre-Assessment:</p>	
<p>Direct Instruction for Students:</p>	
<p>Modeling & Guided Practice: <i>How will students acquire the knowledge to practice the required skills? How will formative assessment be used to give students feedback?</i></p>	
<p>Independent Practice: <i>How will they practice applying these skills? Give precise directions.</i></p>	
<p>Post-Assessment: <i>What did the students learn? How will we know?</i></p>	
<p>Documents: <i>Pathfinders, rubrics, checklists</i></p>	
<p>Differentiation Strategies: <i>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their native tongue? How have we considered those with special educational needs?</i></p>	

Section 5: REFLECTIONS & EVALUATION

Complete evaluation: 1=poor; 2=below average; 3=average; 4=above average; 5=excellent					
Variety of materials are available (as required by the topic)	1	2	3	4	5
Materials span reading/viewing/ listening levels of students	1	2	3	4	5
Supplemental documents were easy to understand and helpful	1	2	3	4	5
Evaluate the success of overall lesson and activity	1	2	3	4	5