

# 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

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

## Section 2: STANDARDS CONNECTION

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

## 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><b>Resources Students will Use:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Books</li> <li><input type="checkbox"/> Reference</li> <li><input type="checkbox"/> Digital resources</li> <li><input type="checkbox"/> Audio/Visual materials</li> <li><input type="checkbox"/> Other (list):</li> </ul>	<p><b>Preparation:</b></p>
<p><b>Pre-Assessment:</b></p>	
<p><b>Direct Instruction for Students:</b></p>	
<p><b>Modeling &amp; Guided Practice:</b> <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><b>Independent Practice:</b> <i>How will they practice applying these skills? Give precise directions.</i></p>	
<p><b>Post-Assessment:</b> <i>What did the students learn? How will we know?</i></p>	
<p><b>Documents:</b> <i>Pathfinders, rubrics, checklists</i></p>	
<p><b>Differentiation Strategies:</b> <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
<b>Evaluate the success of overall lesson and activity</b>	1	2	3	4	5