# Collaborative Lesson Plan

Library Monitoring Rubric - Sections 1.1, 1.3-1.4  
Librarian Growth Rubric - Standard 13  
School Library Guide - Section 3.5

## Section 1: Lesson Information

<table>
<thead>
<tr>
<th>Title or Unit:</th>
<th>Content Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Est. Time &amp; Duration:</td>
</tr>
</tbody>
</table>

### Type of Instruction:
- Individual Instruction
- Small Group
- Whole Group

### Type of Schedule:
- Stand-alone Lesson
- Lesson in a Unit
- Multiple Unit Lessons

### Level of Collaboration:
- Collaboration
- Coordination
- Cooperation

### Learning Target:

## Section 2: Standards Connection

### MS CCR Standards:

### MS School Library Learning Skills:

### Essential Questions:
- Connect w/ students (prior learning, accessible language)
- Genuine inquiry (open-ended)
- Encourage transfer across a range of learning experiences

### Critical Concepts/Vocabulary:

## 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

Resources Students will Use:
- Books
- Reference
- Digital resources
- Audio/Visual materials
- Other (list):

Preparation:

Direct Instruction for Students:

Modeling & Guided Practice: How will students acquire the knowledge to practice the required skills? How will formative assessment be used to give students feedback?

Independent Practice: How will they practice applying these skills? Give precise directions.

Post-Assessment: What did the students learn? How will we know?

Documents: Pathfinders, rubrics, checklists

Differentiation Strategies: 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?

Section 5: REFLECTIONS & EVALUATION

Complete evaluation: 1=poor; 2=below average; 3=average; 4=above average; 5=excellent

<table>
<thead>
<tr>
<th>Variety of materials are were (as required by the topic)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials span reading/viewing/listening levels of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Supplemental documents were easy to understand and helpful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Evaluate the success of overall lesson and activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>