LESSON EXEMPLAR

LEARNING STANDARDS		
Course Intended Learning Outcome(s) (CILO)/Most Essential Learning Competencies (MELCS)		
1. *2.* *3.* *4.*		
Objectives	**Content**	**Tasks (What tasks should I give to students to ensure realization of the objectives)**
1.a. *1.b.* *2.a.* *2.b.* *(please provide additional rows if needed)*	*1.a.* *1.b.* *2.a.* *2.b.*	*1.a.* *1.b.* *2.a.* *2.b.*
FILIPINO LEARNER		
Diagnosing the Learner		
Based on your survey, describe the target audience for this lesson; what types of learning styles will you need to be mindful of?		
Class/Learner's Demographic Profile *Year Level: _____* *Course/Discipline: _____* *Number of Students: _____* *Gender: (please write the percentage of the gender of the students including LGBTQIA+)*		*Ethnicity: (please write the percentage of students belonging to specific Ethnic groups)* *Language(s): (please write the percentage of the specific languages where students can speak proficiently)*
Other forms of Heterogeneity (e.g., Technical Capability, economic status, race, disability, others with special needs)		

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Misconception/Course Topic Impression	
PEDAGOGIES	
What skills will be addressed by this lesson?	***What activities may be integrated in each to help enhance the learning of the content? [CLIL]***
Cognitive Skills (Link)	**Language Function (Link)**
	1. *Reading* 2. *Listening* 3. *Writing* 4. *Speaking*
Science Process Skills	
Future Skills (Link)	
Scientific Attitudes and Filipino Values	
What are the action words and vocabulary for this lesson? Please provide Mother Tongue translation for each identified vocabulary [MTB-MLE]	
Key Language *(Link to all constructs of Key Languages)* **(What children need to recognize/produce)**	
Action Words (scientific processes)	*Vocabulary (other terms)*
Language Structure	
TEACHER KNOWLEDGE	

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Technology Being Used by Students	Technology Being Used by Teacher
What technology will my students use in this lesson?	*What technology will I use in this lesson?*
What were your reasons for choosing the technology for the students to use?	*What were your reasons for choosing the technology in the lesson?*
What are the limitations and potential problems in utilizing the technology?	*What are the limitations and potential problems in utilizing the technology?*
Assessment for Learning (Formative Assessment)	**Teacher Competence**
Assessment Strategy	*What other skills (language competence, multicultural knowledge system, TPCK) and attitudes do you need in order to implement the lesson?*
Feedback Strategy	
Technology which will be integrated in the Assessment	
Technology which will be integrated in the Feedback System	
Assessment of Learning (Summative Assessment)	**Readings/Materials/Tools**
1. How do you know students met the learning objectives and targets?	*What materials, readings, tools do you need to improve your competence and confidence in teaching the topic?*
2. What technology will you use to facilitate the assessment of learning?	
PROCESS	

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Walkthrough of the lesson (how will you deliver the lesson/topic (from engaging the student to ensuring achievement of learning objectives?)

1. How will I ensure interdisciplinarity (Use of STEAM Approach)?

(What specific activities will integrate STEAM?)

S:
T:
E:
Arts:
M:

2. How will I integrate culture, Language, gender and context in my lesson?

3. How will I encourage my students to communicate what they know and want to know?

4. What combination of pedagogies will I use to design the Lesson? How will I ensure the integration of the principles of inclusivity in my pedagogies?

- ***STEAM Approach***
- ***CLIL***
- ***7E's***
- ***Constructivism***
- ***Social constructivism Theory***
- ***Second Language Acquisition Theory***
- ***Experiential Learning Theory***

Other: (please specify)

5. What instructional flow would capture all these plans? (Present the lesson flow below. Use any applicable model e.g. Experiential model, 7E's)

Lesson Phase	*Essential Question/s*	*Activity (specify the modalities)*	*Expected Output/Learning*

How will the lesson delivery manifest efficient classroom management?

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How will I integrate technology in the lesson delivery?
Summary: How will technology, content, and pedagogical knowledge work together in this lesson?
REFLECTIONS ***(Please accomplish this part after lesson delivery)***
1. What worked or didn't work in the delivery of the lesson? *2. What difficulties have you encountered (during planning and delivering the lesson)?* *3. What insight have you gained?* *4. How do these insights connect or affect your teaching practice, and personal and professional life philosophy?*
MODIFICATIONS ***(Please accomplish this part after lesson delivery)***

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RUBRICS FOR THE LESSON EXEMPLAR (LE)

Name:		**Institutional Affiliation:**	
Title of the Lesson:		**Area of Specialization:**	

	1- Beginning	**2- Proficient**	**3- Highly Proficient**	**4-Distinguished**	**Score/ Level**
Course Learning Outcomes/Learning Competencies	Lesson objectives are NOT clear, and DO NOT match the content standards or the course learning outcomes and the identified topics. Furthermore, the tasks are not aligned with the objectives.	The content standards or course learning outcomes and the identified topics partially match the learning objectives. Some lesson objectives are clear and concise. However, not all the identified tasks match the specified learning objectives and content.	The content standards or course learning outcomes and the identified topics match the learning objectives. All the lesson objectives are clear and concise. Identified tasks match each of the specified learning objectives and content.	The set learning objectives are appropriately aligned with the content standards or course learning outcomes. All lesson objectives are clear, concise and measurable. There are provisions of supplemental learning tasks aligned with the set learning objectives and content, for a more	

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				enriched understanding of the lesson.	
About the Learners	The diagnostic processes of class misconception are observed but the details insufficient and **NOT** specific.	The diagnostic processes of class misconception and heterogeneity are in place and **specific** but the details are **insufficient.**	The diagnostic processes of diversity, class heterogeneity, and misconception are in place and are detailed and specific.	**Specific, contextualized** and **detailed** The processes of diagnosis of diversity, class heterogeneity, and misconception are in place. These processes are not only detailed and specific but are also contextualized.	
Pedagogies	The pedagogies identify and address the necessary skills, language functions, assessment, and the management of learners of the lesson objectives but the lesson components have to be aligned and properly sequenced and organized.	The pedagogies are appropriate to the teaching model used in the lesson and these substantially address the skills, language functions, assessment, and management of learners of the lesson objectives. The lessons are well-aligned and are properly sequenced and organized. Adequate synchronous and asynchronous learning opportunities are likewise provided.	The pedagogies are contextualized and culturally anchored. The teaching model is appropriate and the lessons substantially address the skills, language functions, assessment, and management of learners of the lesson objectives. The entire lessons are systematically organized to provide for adequate synchronous and asynchronous learning opportunities.	The pedagogies are interdisciplinary and are contextualized and culturally anchored. The teaching model is appropriate and relevant and the lesson is well-aligned with the set objectives substantially addressing the skills, language functions, assessment, and management of learners. The organization of	

				lessons is methodical and provides substantial synchronous and asynchronous learning opportunities.	
Connection among content, pedagogical approach and technology	The connection among content, pedagogy, and technology is stated but not clearly evident.	Some of the content, instructional strategies, and technology are connected.	There is a solid connection among the content, instructional strategies, and technology and such connections are described in the lesson plan exemplar	Content, instructional strategies and technology are strongly connected AND the lesson plan includes a description of connections and other interdisciplinary applications.	
Rationale for Instructional strategy/ies	The rationale for selecting the instructional strategies is indicated but insufficient and the instructional activities in the lesson plan are not well-grounded on sound principles.	The rationale for selecting the instructional strategies is sufficiently explained but the instructional activities in the lesson plan need to be aligned.	The rationale for selecting the instructional strategies used is sound and the instructional activities in the lesson plan are well-aligned.	The rationale for selecting the instructional strategies is sound and explicitly anchored to a learning theory; the instructional activities in the lesson plan are equally clearly defined and well-aligned	
Appropriateness of technology for instructor use	The use of technology for instruction is limited for the activities in the lesson plan.	The use of technology for instruction is sound and	The use of technology for instruction is well-chosen and matches with the various	The use of technology is is precise and highlights	

		appropriate for the planned activities in the lesson.	phases of the . lesson activities.	the relevant instructional strategies.	
Completeness	One or more key elements in the lesson plan are missing or are insufficient.	Lesson plan is complete and contains all of the required elements and attachments such as activities and worksheets.	Lesson plan contains all the required elements and attachments such as activities or worksheets which show clear examples and scaffolding of various parts.	Lesson plan is complete and exemplary . Pedagogy and assessment are relevant for and responsive to the needs of diverse learners in terms of ethnicity, gender, class, and ability including those with special needs	
Language and Mechanics	Lesson plan contains multiple errors in grammar and inappropriate word choice that get in the way of understanding.	Errors in grammar and word choice are minimal and the lesson plan is well-put together.	Lesson plan contains very minimal errors and the writing demonstrates a good understanding of grammar and appropriate word choice.	Lesson plan is error-free and writing demonstrates superior understanding of grammar and appropriate word choice	
Comments/Suggestions:					

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Evaluated by:		
Date:		

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