

Candidate: \_\_\_\_\_ ID # (required): @ \_\_\_\_\_ Date: \_\_\_\_\_

Lesson Focus: \_\_\_\_\_ Grade: \_\_\_\_\_  Pre-Practicum  Practicum

**Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—\*Exemplary N/A—Not Applicable for this Lesson**
*Candidate must exhibit all actions/behaviors for the rating selected. \*EXEMPLARY RATING IS RESERVED FOR CANDIDATES EXHIBITING CONSISTENTLY HIGH PERFORMANCE*

Planning Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary*	Rating
<b>Essential Question(s)</b> InTASC 4; PST 1a	Essential question(s) needs clarification or a relationship to the lesson focus.	Essential question(s) is clear but needs to relate more specifically to the lesson focus.	Essential question(s) of lesson is clear and related to lesson focus.	Essential question(s) is clear, related to the lesson focus, and well developed; reflects a thorough understanding of content.	
<b>Goals—Content and Skills</b> InTASC 4; PST a	Goal needs clarification or a relationship to the lesson focus.	Goal is clear but needs to relate more specifically to the lesson focus.	Goal of lesson is clear and related to lesson focus.	Goal is clear, related to the lesson focus, and well developed; reflects a thorough understanding of content/skill.	
<b>Rationale for Essential Questions(s) and Goal(s)</b> InTASC 4; PST a	Explanation of why students need to learn this content requires clarification.	Somewhat explains why students need to learn this content.	Clearly explains why students need to learn this content.	Clearly and thoroughly explains why students need to learn this content and essential questions and/or goal promotes learning of content standards.	
<b>Objectives/Learning Target(s)</b> InTASC 4; PST 1a, 2d	Objectives/learning targets need to include conditions of assessment, learner(s), observable behavior, measurable outcome(s), and needs to address student learning and skills.	Some objectives/learning targets include these parts: condition of assessment, learner(s), observable behavior and measurable outcome(s), and needs to address student learning and/or skills.	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, measurable outcome(s), and addresses student learning and skills.	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, and measurable outcome, addresses student learning and skills, and demonstrate high expectations for all student learning and skills.	
<b>Assessment: Formative</b> InTASC 6; PST 1b	Means of assessing (formative) student attainment of objectives throughout the lesson needs to be included.	Means of assessing (formative) student attainment of objectives throughout the lesson needs to be more effective.	Includes an effective means of formally or informally assessing (formative) student attainment of objectives, including measurable outcomes of student learning and growth.	Includes a differentiated and effective means of formally or informally assessing (formative) student attainment of each objective, including measurable outcomes of student learning and growth and a plan to adjust instruction as needed.	
<b>Assessment: Summative</b> InTASC 6; PST 1b	Means of assessing (summative) student attainment of objectives, if applicable, at the end of the lesson needs to be included.	Means of formally or informally assessing (summative) student attainment of objectives, if applicable, at the end of the lesson needs to be more effective.	Includes an effective means of formally or informally assessing (summative) student attainment of objectives, if applicable, at the end of the lesson including measurable outcomes of learning and growth.	Includes a differentiated and effective means of formally or informally assessing (summative) student attainment of each objective, if applicable, at the end of the lesson, including measurable outcomes of student learning and growth, and a plan to adjust instruction as needed.	
<b>State Framework Standards</b> InTASC 4; PST 1a	Needs to identify appropriate framework standards for this lesson.	Appropriate framework standard(s) and strand(s) for this lesson are identified.	Appropriate framework standard(s), strand(s) and learning standard(s) for this lesson are identified and address the goal.	Appropriate framework standard(s), strand(s), and learning standard(s) for this lesson are identified, address the goal, and connect to other framework standards.	
<b>Alignment of Standards, Essential Question(s), Goal(s), Objectives/Learning Target(s), and Assessments</b>	Standards, Essential Question(s), Goal(s), Objective(s)/Learning Target(s), and Assessments need to be aligned.	Standards, Essential Question(s), Goal(s), Objective(s)/Learning Target(s), and Assessments are aligned.	Standards, Essential Question(s), Goal(s), Objective(s)/Learning Target(s), and Assessments are aligned and are structured to promote student learning.	Standards, Essential Question(s), Goal(s), Objective(s)/Learning Target(s), and Assessments are effectively aligned and integrated with the appropriate scaffolding to support student learning.	
<b>Materials</b> InTASC 1, 7; PST 2a, SEI (a)	Materials need to be described, and when appropriate, include full citations (APA/MLA) or attachments.	Some materials are described, and when appropriate, include full citations (APA / MLA) or attachments.	All materials are described, and when appropriate, include full citations (APA / MLA).	All materials are described, and when appropriate, include full citations (APA/ MLA) and are attached.	

**Comments**

Candidate: \_\_\_\_\_ Lesson Focus: \_\_\_\_\_ Focus Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—Exemplary N/A—Not Applicable for this Lesson**

Implementation Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary*	Rating
<b>Introduction, Method of Instruction and Student Response</b>	Need a motivating source of activating prior knowledge that readies students and incorporates student ideas and/or experiences throughout the lesson.	Source of activating prior knowledge readies and motivates some students and incorporates some student ideas, interests and/or experience.	Source of activating prior knowledge readies and motivates most students and incorporates most student ideas, interests and/or experience throughout the lesson.	Source of activating prior knowledge readies and motivates all students and incorporates all student ideas, interests, and/or experiences throughout the lesson.	
InTASC 8; PST 1a, 2a,b,c,d,e,f SEI (a), (b), (c), (d), (f)	Directions and explanations need to be included and/or clear.	Some directions and/or explanations are clear.	All directions and explanations are clear.	All directions and explanations are clear, establish high expectations, and include a plan to check for understanding.	
	Strategies need to be consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry.	Some strategies are consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry.	Strategies are consistent with research, learning theory, student development, cultural proficiency, and program content and include vocabulary and guiding questions that encourage critical thinking and inquiry.	All strategies are consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry. Strategies are highly effective practices to advance student learning.	
	Lesson needs to include differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate).	Lesson includes some differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate).	Lesson includes differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate).	Lesson seamlessly uses differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and appropriate technology.	
	Smooth transitions need to be evident and appropriate across the lesson.	Some transitions are evident and appropriate across the lesson.	Smooth transitions are evident and appropriate across the lesson.	Smooth and appropriate transitions across the lesson foster shifts in student movement and thinking/ learning.	
	Plan lacks, or has a vaguely worded statement of expectations and/or learning targets.	Plan includes a statement of expectations and/or learning targets, but it is weakly tied to the overall lesson.	Plan includes a statement of expectations and/or learning targets that is tied to the overall lesson.	Plan includes a clear statement of expectations and/or learning targets that is clearly the foundation of the lesson's instruction and assessments protocols.	
	A description of steps is needed at the conclusion of lesson to facilitate students' summary of learning.	The closure provides a teacher summary or a limited student summary of learning.	Closure facilitates student summary of learning.	Closure facilitates student summary of learning and helps students make connections.	
<b>Subject Matter Knowledge</b> InTASC 4, 7; PST 1a, SEI (a), (c)	Needs to demonstrate accurate knowledge of all subject content and child development.	Demonstrates basic knowledge of subject content and child development.	Demonstrates working knowledge of subject content and child development.	Demonstrates a depth, breadth, and mastery of subject content and child development.	
<b>Standard English Conventions</b> InTASC 4; PST 2a, SEI (a), (c)	Many SEC errors (6 or more).	Some SEC errors (1-5).	No SEC errors.	No SEC errors and language used during lesson is highly effective for all students, including ELLs.	

**Comments**

Person completing form: \_\_\_\_\_ Title: \_\_\_\_\_ School/District: \_\_\_\_\_

Teacher Candidate's Signature: \_\_\_\_\_ Evaluator Signature: \_\_\_\_\_

**Teacher Candidate is responsible for submitting a copy to Educator Licensure Office**