

Candidate: \_\_\_\_\_

ID # (required): @ \_\_\_\_\_ Level: \_\_\_\_\_

Major/Licence Sought: \_\_\_\_\_ Grade: \_\_\_\_\_

 Rating Scale: 1—Does Not Meet the Standard 2—Emerging Skill  
 3—Acceptably Meets the Standard 4—Comprehensively Meets the Standard  
 N/O—Not Observed

School/District: \_\_\_\_\_

Person completing form: \_\_\_\_\_

Supervising Practitioner: \_\_\_\_\_

Lesson Focus: \_\_\_\_\_

Date: \_\_\_\_\_

 Pre-Practicum  Practicum

 Undergraduate  Graduate

 Report #:  1  2  3

Indicator	Does Not Meet Standard	Emerging Skill	Acceptably Meets Standard	Comprehensively Meets Standard	Rating	Comments
<b>Delivers Effective Instruction and Promotes Equity</b>						
1. Uses Effective Communication in Writing, Speaking, and through the use of Visual Aids. (InTASC 8d)	Needs to make communication legible and/or without errors and align with student needs/objectives	Some communication is carefully constructed and aligned with student needs/lesson objectives	Communication is carefully constructed and aligned with student needs/lesson objective.	Communication is carefully constructed and closely aligned with lesson objectives and individual student needs		
2. Demonstrates Content Knowledge (InTASC 7a)	Needs to demonstrate basic knowledge of the content in the core curriculum of the lesson	Demonstrates basic working knowledge of the content in the core curriculum of the lesson	Demonstrates working knowledge of the content in the core curriculum of the lesson	Teaching demonstrates mastery knowledge of the content core curriculum of the lesson		
<b>3. Beginning of the lesson</b>						
a. Provides a Motivating Introduction/Activator (InTASC 8c)	Needs to provide an activator early in the lesson that is motivating to students	Uses an activator early in the lesson that is motivating to only some students	Uses an activator early in the lesson that is motivating to students	Uses activator that captures the students' interest in the lesson and appears highly motivating to students		
b. Makes Learning Objectives Clear to Students (InTASC 4b, 4e)	Learning objectives need to be clear	Makes some learning objectives clear	Makes some learning objectives clear	Learning objectives are clear and revisited during the lesson		
c. Activates Prior Knowledge (InTASC 4d, 2c)	Connections need to be made between concepts taught and students' prior knowledge and experience	Makes minimal connections between concepts taught and students' prior knowledge and experience	Makes connections between concepts taught and students' prior knowledge and experience	Makes connections between concepts taught and students' prior knowledge and experience. Facilitates student demonstration(s) of the ability to make connections		
<b>4. During the lesson</b>						
a. Promotes Equity for All Students (InTASC 7b, 2a)	Materials and/or activities need to be provided effectively to enhance student learning	Provides some materials and/or activities that effectively enhance student learning	Provides materials and/or activities that effectively enhance student learning	Provides materials and/or activities that effectively enhance all student's learning		
b. Communicates High Expectations (InTASC 3c)	High expectations need to be communicated to students	Makes some effort to communicate high expectations to students	Communicates high expectations to students	Consistently communicates high expectations to students and provides resources to promote student success		
c. Uses Technology (InTASC 3g)	Needs to incorporate available technology that enhances student learning	Minimally incorporates available technology that enhances learning	Incorporates available technology that enhances learning	Incorporates available technology that enhances learning for all student needs		
d. Uses Effective Practices (InTASC 8h, 2a)	Teaching methods and strategies need to reflect effective practices	Uses some teaching methods and strategies that reflect effective practices	Uses teaching methods and strategies that reflect effective practices	Uses multiple teaching methods and strategies that reflect effective practices for all student needs		
e. Adapts Academic Language (InTASC 4h, 2e)	Needs to differentiate and deliver effective instruction that makes academic language accessible to all students	Differentiates and delivers effective instruction that makes academic language accessible to some students	Differentiates and delivers effective instruction that makes academic language accessible to all students	Consistently and comprehensively differentiates and delivers effective instruction that makes academic language accessible to all students		
f. Engages Students (InTASC 3b)	Instructional practices need to engage students	Some instructional practices engage students	Instructional practices engage students	Instructional practices engage students in more than one way		
g. Manages Pacing and Transitions (InTASC 3d)	Pacing and transitions need to meet the needs of students	Some of the pacing and transitions meet the needs of students	Pacing and transitions meet the needs of students	Pacing and transitions meet the needs of students and optimizes instructional time		
h. Uses Formal and Informal Assessment Data (InTASC 8b, 7d)	Needs to adjust instruction and/or implement appropriate differentiated interventions for students based on assessment data	Minimally adjusts instruction and/or implements appropriate differentiated interventions for students based on assessment data	Adjusts instruction and/or implements appropriate differentiated interventions for students based on assessment data	Continuously adjusts instruction and/or implements appropriate differentiated interventions for students based on assessment data		

Indicator	Does Not Meet Standard	Emerging Skill	Acceptably Meets Standard	Comprehensively Meets Standard	Rating	Comments	
<b>5. Completing the lesson</b>							
a. Uses Effective Closure to the Lesson	Needs to use a closure procedure for the lesson	Summarizes the lesson content	Completes the lesson using a closure procedure that enables students to summarize the learning	Completes the lesson using a closure procedure to access and synthesize the learning and provides a preview of next steps			
b. Conducts Assessment (InTASC 3d)	Needs to use at least one formative and/or summative method to assess student learning during the lesson	Uses one formative and/or summative method that assesses only some student learning during the lesson	Uses at least one formative and/or summative method to assess student learning during the lesson	Uses more than one formative and/or summative methods to assess student learning during the lesson			
c. Assigns Effective Assignments and/or Homework (InTASC 6b, 7C)	Needs to assign an effective activity and/or homework that provides practice and reinforcement of learning for students	Assigns an effective activity and/or homework that provides practice and reinforcement appropriate for some students	Assigns an effective activity and/or homework that provides practice and reinforcement of learning for students	Assigns differentiated activities and/or homework that provides practice and reinforcement of learning for students			
<b>Manages Classroom Climate and Operation</b>							
1. Creates an Inclusive Environment (InTASC 3f)	Needs to create and maintain an environment that is inclusive of all students	Inconsistently creates and maintains an environment inclusive of all students	Creates and maintains an environment that is inclusive of all students	Creates and maintains an environment that is inclusive of all students and facilitates a collaborative, positive classroom culture			
2. Creates a Safe Environment (InTASC 3a)	Needs to create and maintain a safe physical environment	Inconsistently creates and maintains a safe physical environment	Creates and maintains a safe physical environment	Creates and maintains a safe physical environment that meets needs of all students and facilitates a collaborative, positive classroom culture			
3. Manages Classroom Behavior (InTASC 3d)	Needs to demonstrate awareness of student behavior and implement effective and constructive management strategies	Inconsistently demonstrates an awareness of student behavior and inconsistently implements effective and constructive management strategies	Demonstrates an awareness of student behavior and implements effective and constructive management strategies	Demonstrates awareness of student behavior at all times, creates positive behavior supports, and implements effective and constructive management strategies			
4. Displays Positive Interactions with Students (InTASC 3f, 3a)	Interaction with students needs to be in a manner that is caring and respectful	Inconsistently interacts with students in a manner that is caring and respectful	Interacts with students in a manner that is caring and respectful.	Interacts with students in a manner that is caring, respectful, and empowers student engagement			
5. Encourages Students to Display Respect for Others (InTASC 3c, 3h)	Needs to encourage students to exhibit respectful behavior toward others	Inconsistently encourages students to exhibit respectful behavior toward others	Encourages students to exhibit respectful behavior toward others	Consistently encourages students to exhibit respectful behavior toward others			
<b>Meets Professional Responsibilities</b>							
1. Displays an Understanding of Professional Responsibilities (InTASC 9c, 9e)	Needs to demonstrate an understanding of professional responsibilities, i. e., appropriate: tone, verbal and non-verbal language, demeanor, social cues, confidentiality, attire, etc.	Occasionally demonstrates an understanding of professional responsibilities	Demonstrates an understanding of professional responsibilities of teaching	Demonstrates knowledge and understanding of professional responsibilities of teaching and effectively implements them			

Additional Comments

 **For the teacher candidate:** I have reviewed and reflected on the implementation of this lesson with my supervisor. (If yes, check box)

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

Observer's Signature: \_\_\_\_\_