Evidence 1.1.6 Lesson Plan Rubric

Lesson Plan Evaluation Rubric 2016-17 (current)

Instructions:

As you evaluate the lesson plan and observed lesson:

- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of ACCOMPLISHED should be reserved for exemplary performance.
- Observed Lessons 1 – 3: Candidate must score at least 4 of the 7 components at target level.
- Observed Lesson 4: Candidate must score at least 5 of the 7 components at target level.

Evaluator's Name:_____   **Date:**

School:_____   **Grade level:**_____   **Content:** _____

Designing and Planning Instruction
Source of Evidence: Lesson Plan

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Learning Targets/Objectives [CAEP: 1.1; KTS: 2; InTASC: 4; KFfT: 1]	Lists learning targets/ objectives that do not reflect key concepts of the discipline.	Lists learning targets/ objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline and are aligned with state and national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline, are aligned with state and national standards, and are based on students' needs and abilities.
Baseline Knowledge and Skills [CAEP: 1.2; CAEP: D; KTS: 5; InTASC: 6; KFfT: 1]	Pre-assessment information is missing.	Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessments do not align with stated learning targets/objectives.	Describes student baseline data from pre-assessment(s) that are aligned with stated learning targets/objectives and uses that data to plan instruction.	Describes student baseline data from a variety of appropriate pre-assessment(s) that are aligned with stated learning targets/objectives, and uses that data to plan instruction to promote the learning of all students.

Assessment [CAEP: 1.2; KTS: 2; InTASC: 6; KFfT: 1]	Plans methods of assessment that do not measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that are somewhat related to the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives, and incorporates methods of student self-assessment.
Instructional Strategies Aligned to Objectives [CAEP: 1.4; KTS: 2; InTASC: 7; KFfT: 1]	Plans instructional strategies that do not align with stated learning targets/ objectives	Plans instructional strategies that align with stated learning targets/ objectives but does not consider classroom/school context and/or pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context and pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context, as well as each individual student's background and pre-assessment data.
Lesson Plan Procedures [CAEP: 1.1; CAEP: D; KTS: 1; InTASC: 8; KFfT: 1]	The procedures' section does not include any of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	The procedures' section includes some of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, and differentiation strategies to meet students' needs.	The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, differentiation strategies to meet students' needs, and actively engages students throughout the lesson.

Multiple Levels of Learning [CAEP: 1.1; CAEP: D; KTS: 2; InTASC: 1; KFfT: 1]	Plans instructional strategies that focus solely on basic recall skills.	Plans instructional strategies that target recall and/or comprehension level skills.	Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Plans instructional strategies and activities (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking, and plans for student responses to the strategies/activities.
Collaborative Planning [CAEP: 2.3; CAEP: D; KTS 8; InTASC: 10; KFfT: 4]	No evidence of co-planning.	Co-plans lesson with PK-12 clinical educator and special educator (if applicable).	Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.	Co-plans lesson with PK-12 clinical educator, special educator (if applicable), AND other outside resources (e.g., parents, related service providers, etc.) selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.

COMMENTS:

Instructions:
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As you evaluate the lesson plan and observed lesson:
- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of ACCOMPLISHED should be reserved for exemplary performance.
- Observed Lessons 1 – 3: Candidate must score at least 5 of the 9 components at target level.
- Observed Lesson 4: Candidate must score at least 6 of the 9 components at target level.

Evaluator's Name:_____ **Date: insert calendar icon to select date**

School:_____ **Grade level:**_____ **Content:** _____

Designing and Planning Instruction
Source of Evidence: Lesson Plan

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Developing objectives [CAEP: 1.1; KTS: 2; InTASC:4, Content Knowledge; KFfT: 1]	Lists learning objectives that do not reflect key concepts of the discipline.	Lists learning objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists learning objectives that reflect key concepts of the discipline and are aligned with state and national standards.	Lists learning objectives that reflect key concepts, are aligned with state and national standards, and are based on students' needs and abilities.
Uses pre-assessments [CAEP: 1.2; CAEP: D; KTS: 5; InTASC: 6, Instructional Practice; KFfT: 1]	Fails to use pre-assessment data when planning instruction.	Considers baseline data from pre-assessments; however, pre-assessments do not align with stated learning targets/objectives.	Uses student baseline data from pre-assessments that are aligned with stated learning targets/objectives when planning instruction.	Uses student baseline data from a variety of appropriate pre-assessments to plan instruction and promote the learning of *all* students.
Planning assessments [CAEP: 1.2; KTS: 2; InTASC: 6, Instructional Practice KFfT: 1]	Plans methods of assessment that do not measure student performance on the stated objectives.	Plans methods of assessment that measure student performance on some of the stated objectives.	Plans methods of assessment that measure student performance on each objective.	Plans methods of assessment that align with learning objectives, and these methods provide information that can be used to guide future instruction.

Using contextual data to plan instructional strategies [CAEP: 1.4; KTS: 2; InTASC: 8, Instructional Practice; KFfT: 1]	Plans instructional strategies that do not align with stated objectives.	Plans instructional strategies that align with stated objectives but does not consider classroom/school context and/or pre-assessment data.	Plans and designs instructional strategies that align with stated objectives and consider classroom/school context and pre-assessment data.	Plans and designs instructional strategies that align with stated objectives and consider classroom/school context, as well as each individual student's background and pre-assessment data.
Appropriate instructional strategies [CAEP: 1.1; CAEP: D; KTS: 1; InTASC: 8, Content Knowledge; KFfT: 1]	Plans inappropriate instructional strategies for the content.	Plans instructional strategies that are appropriate for the content but does not consider the classroom context or needs of the students.	Plans instructional strategies that are appropriate for the content and contribute to students' learning.	Plans instructional strategies that are appropriate for content and contribute to the learning of *all* students.
Connecting to life experiences [CAEP: 1.3; CAEP: D; KTS: 1; InTASC: 5, Content Knowledge; KFfT: 1]	Makes no attempt to connect content with students' life experiences.	Makes an attempt to connect to students' life experiences, but connections are not relevant to content.	Effectively connects content with relevant life experiences of students.	Effectively connects content to *all* students' relevant life experiences and other content areas.
Facilitating multiple levels of learning [CAEP: 1.1; CAEP: D; KTS: 2; InTASC: 1, The Learner and Learning; KFfT: 1]	Plans instructional strategies that focus solely on basic recall skills.	Plans instructional strategies that target recall and/or comprehension level skills.	Plans instructional strategies that foster the development of higher-order thinking.	Plans multiple, relevant instructional strategies and activities that foster the development of higher-order thinking for *all* students.
Uses technology to design and plan instruction [CAEP: 1.5; CAEP: T; CAEP: D; KTS: 6; InTASC: 8, Instructional Practice; KFfT: 1]	No evidence of technology usage where needed.	Uses technology to plan the lesson or to design lesson materials; however, this technology use does not enhance student learning.	Uses technology to design and plan instruction that facilitates student learning.	Uses relevant technology to design and plan instruction that enhances student learning and supports the diverse needs of *all* students.

Collaboration & Planning [CAEP: 2.3; CAEP: D; KTS 8; InTASC: 10, Professional Responsibility; KFfT: 4]	No evidence of co-planning.	Co-plans lesson with PK-12 clinical educator and special educator (if applicable).	Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting an approach that is appropriate for the stated lesson objectives.	Co-plans lesson with PK-12 clinical educator, special educator, AND other outside resources (e.g., parents, related service providers, etc.) in order to optimize the learning of *all* students.
COMMENTS:			