Instructions:
As you evaluate the lesson plan and observed lesson, ratings of EMERGING and TARGET indicate acceptable performance for teacher candidates. A rating of ACCOMPLISHED should be reserved for exemplary performance.

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: 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: 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: 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: 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: 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: 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: Instructional Practice; 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: 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: 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: