

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 needs to exhibit all actions/behaviors to earn the rating selected by the evaluator.

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Essential Question(s) and/or Goals IntASC 4; PST 1a	Essential question(s) and/or goal needs clarification or a relationship to the lesson focus	Essential question(s) and/or goal is clear but needs to relate more specifically to the lesson focus	Essential question(s) and/or goal of lesson is clear and related to lesson focus	Essential question(s) and/or goal is clear, related to the lesson focus, and well developed; reflects a thorough understanding of content		
Rationale for Essential Question(s) and/or Goal IntASC 4; PST 1a	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		
Objectives/Learning Target IntASC 4; PST 1a, 2d	Objectives/learning targets need to include conditions of assessment, learner(s), observable behavior, and measurable outcome(s)	Some objectives/learning targets include these parts: condition of assessment, learner(s), observable behavior and measurable outcome(s)	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, and measurable outcome(s)	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, measurable outcome(s), and demonstrate high expectations for all student learning		
Assessment: Formative 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		
Assessment: Summative 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		
State Framework Standards IntASC 4, 7; 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	Appropriate framework standard(s), strand(s), and learning standard(s) for this lesson are identified and connections to other framework standards made		
Materials IntASC 1, 7; PST 2a, SEI (a)	Materials need to be described, and when appropriate, include full citations (APA/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		
Organization of the Classroom, Transitions, and Estimated Timing of Each Lesson Part IntASC 1, 3; PST 1a, 2f, SEI (a) (d)	Organization of classroom (i.e. physical design) needs to be described and appropriate for lesson	Organization of classroom (i.e. physical design) is described but needs to be more appropriate for the lesson	Organization of classroom (i.e. physical design) is described and appropriate for lesson	Organization of classroom (i.e. physical design) is described and highly effective for maintaining student engagement at appropriate level throughout the lesson and supports all students		
	Number of transitions across the lesson needs to be evident and more appropriate	Needs fewer or more appropriate transitions across the lesson	Appropriate number of transitions across the lesson	Appropriate number of transitions across the lesson that fosters shifts in student thinking/learning		
	Timing needs to be defined and more appropriate for the lesson	Timing defined and appropriate for some sections of the lesson	Timing defined and appropriate for all sections of the lesson	Timing defined and appropriate for all sections of the lesson and includes a plan for modification, if necessary		

Candidate: _____ Lesson Focus: _____ Focus Grade: _____ Date: _____

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

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Source of Motivating Students InTASC 2; PST 2a, 2b, SEI (a)	There needs to be an effective source of motivating students that incorporates student ideas, interests, and/or experiences	Source of motivating students incorporates some student ideas, interests and/or experiences	Source of motivating students is effective and incorporates student ideas, interests, and/or experiences	Source of motivating students is highly effective and/or incorporates all student ideas, interests, and experiences		
Source of Activating Students' Prior Knowledge InTASC 2, 4; PST SEI (c)	There needs to be a source of activating prior knowledge that readies students	Source of activating prior knowledge readies some students	Source of activating prior knowledge is effective to ready students	Source of activating prior knowledge is highly effective to ready all students		
Teaching of Terms/ Vocabulary and Key/ Guiding Questions Asked InTASC 4, 8; PST 2a	Necessary terms and vocabulary need to be defined and/or incorporated into the lesson procedures	Necessary terms and vocabulary are defined and incorporated into the lesson procedures in a way that advances some student learning	Necessary terms and vocabulary are defined and incorporated into the lesson procedures in a way that advances student learning	Necessary terms and vocabulary are defined in student friendly language and incorporated into the lesson procedures in a way that advances all student learning		
Method of Instruction and Student Response InTASC 8; PST 1a, 2a,b,c,d,e,f, SEI (a), (b), (c), (d), (f)	Key/guiding questions need to be included or encourage critical thinking and inquiry throughout the lesson	Some key/guiding questions encourage critical thinking and inquiry throughout the lesson	Key/guiding questions encourage critical thinking and inquiry throughout the lesson	All key/guiding questions encourage critical thinking and inquiry throughout the lesson and provide opportunities for students to make connections		
Adaptations InTASC 1, 2; PST 1b, 2a, 2b, SEI (c)	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		
Closure of Lesson InTASC 6; PST 2b, 2d, SEI (b)	Strategies need to be consistent with research, learning theory, student development, cultural proficiency, and program content	Some strategies are consistent with research, learning theory, student development, cultural proficiency, and program content	Strategies are consistent with research, learning theory, student development, cultural proficiency, and program content	All strategies are consistent with research, learning theory, student development, cultural proficiency, and program content, and strategies are highly effective practices to advance student learning		
Subject Matter Knowledge InTASC 4, 7; PST 1a, SEI (a), (c)	Instruction needs to facilitate active learning and integrate technology, when available	Strategies actively engage students during part(s) of the lesson	Strategies to actively engage students in learning during the lesson are evident and, when applicable, integrate technology	Strategies actively engage students throughout lesson, and integrate technology to engage learners more fully. Appropriate response time is provided		
Standard English Conventions (SEC) InTASC 4; PST 2a, SEI (a), (c)	Adaptations need to be included and appropriate for learner(s) and lesson content	Some adaptations are appropriate for learner(s) and lesson content	All adaptations are appropriate for learner(s) and lesson content	All adaptations are appropriate for learner(s) and lesson content and include adaptations for specific students		
	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		
	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		
	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		

Person completing form: _____ Title: _____ School/District: _____

Teacher Candidate's Signature: _____ Evaluator Signature: _____
 White—Educator Licensure Office (only from OSI, IPP, Practicum) Yellow—Program Supervisor or Course Instructor Pink—Teacher Candidate