**Planning and Preparation as Demonstrated in the Lesson Plan**

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|  | Ineffective | Developing | Effective | Highly Effective |
| 1. | The lesson plan: is missing one or more of the necessary elements | The lesson plan: contains all of the necessary elements with some elaboration | The lesson plan: contains all of the necessary elements with elaboration. | The lesson plan: includes all elements with elaboration and evidence of creativity. |
| 2 | The lesson plan: does not include disciplinary standards and curricular requirements | The lesson plan: includes some of the relevant disciplinary standards and curricular requirements | The lesson plan: includes the relevant disciplinary standards and curricular requirements | The lesson plan: includes relevant disciplinary standards and curricular requirements, with connections to other aspects of the discipline |
| 3 | The lesson plan: does not reflect knowledge of the disciplinary standards, core curriculum, and content. | The lesson plan: reflects a basic knowledge of the disciplinary standards, core curriculum and content. | The lesson plan: reflects a good knowledge of the disciplinary standards, core curriculum and content. | The lesson plan: reflects sophisticated knowledge of the disciplinary standards, core curriculum and content. |
| 4. | The lesson plan: does not include learning objectives that are appropriate and relevant to the students' needs. | The lesson plan: attempts to include learning objectives that are appropriate and relevant to the students' needs. | The lesson plan: includes appropriate and relevant learning objectives that build upon students’ prior knowledge. | The lesson plan: includes appropriate, relevant, and sophisticated learning objectives that enhance students’ prior knowledge. |
| 5. | The lesson plan: promotes only lower level thinking skills that do not address essential questions. | The lesson plan: attempts to help students build higher level thinking skills (synthesis and evaluation) to address essential questions. | The lesson plan: includes high-level thinking skills that promote critical thinking, problem solving, and address essential questions. | The lesson plan: includes high-level thinking skills linked to essential questions of the unit, promoting the acquisition of meaningful knowledge, skills, and understandings. |
| 6. | The lesson plan: includes only one learning strategy; does not include strategies and techniques to meet the needs of a diverse student body | The lesson plan: includes more than one learning strategy but they are minimally effective; attempts to includes some strategies and techniques to meet the needs of a diverse student body | The lesson plan: includes multiple learning strategies throughout the lesson; includes strategies and techniques to meet the needs of a diverse student body | The lesson plan: includes multiple learning strategies throughout the lesson in a creative manner; includes a wide variety of strategies and techniques to meet the needs of a diverse student body. |
| 7. | The lesson plan:  lacks evidence of attempts to differentiate instruction. | The lesson plan:  includes some evidence of attempts to differentiate instruction. | The lesson plan:  includes differentiated instruction within the lesson and/or homework. | The lesson plan:  demonstrates sophisticated applications of differentiated instruction within the lesson and/or homework. |
| 8. | The lesson plan: does not integrate technology into the instructional design | The lesson plan: partially integrates technology into the instructional design | The lesson plan: integrates technology into the instructional design | The lesson plan: fully integrates technology into the instructional design with sophistication and creativity. |

# The Classroom Environment

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|  | Ineffective | Developing | Effective | Highly Effective |
| 9. | The candidate demonstrates an inability to prepare teaching tools for use in the classroom. | The candidate demonstrates some ability to prepare teaching tools for use in the classroom. | The candidate demonstrates the ability to prepare teaching tools effectively. | The candidate demonstrates a creative and superior ability to prepare teaching tools effectively. |
| 10. | There is no evidence of classroom routines and procedures. | There is minimal evidence of classroom routines and procedures. | There is evidence of established classroom routines and procedures. | There is evidence of clearly established classroom routines and procedures that are fully implemented. |
| 11. | The teacher candidate does not foster a mutually respectful, safe, and supportive learning environment and does not respond appropriately to student behavior. | The teacher candidate attempts to foster a mutually respectful, safe, and supportive learning environment but minimally responds appropriately to student behavior. | The teacher candidate fosters a mutually respectful, safe, and supportive learning environment and responds appropriately to student behavior. | The teacher candidate fosters a mutually respectful, safe, and supportive learning environment that exemplifies best practices in responding to student behavior |

# Instruction

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| 12. | Lesson implementation bears little resemblance to the lesson plan. | Lesson implementation is somewhat successful, but candidate does not take advantage of teachable moments. | The lesson is implemented as planned with the candidate taking advantage of teachable moments. | The lesson is implemented successfully as planned with the candidate taking full advantage of teachable moments. |

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| 13. | The candidate does not open the lesson in a manner that motivates and prepares students to meet lesson objectives. | The candidate attempts to open the lesson in a manner that motivates and prepares students to meet lesson objectives. | The candidate opens the lesson in a manner that motivates and prepares students to meet lesson objectives. | The candidate opens the lesson creatively and engages students in a manner that motivates and prepares them to meet lesson objectives. |
| 14. | The candidate does not provide closure to the lesson. | The candidate attempts closure to the lesson. | The candidate provides closure to the lesson. | The candidate provides comprehensive closure to the lesson. |
| 15. | The candidate does not ask relevant questions and/or generate relevant discussion. | The candidate asks relevant but lower-level thinking questions and/or minimally generates relevant discussion. | The candidate asks both lowerlevel and higher-level thinking questions and/or facilitates relevant discussion. | The candidate effectively and selectively asks lower- and higher-  level thinking questions and/or successfully and effectively facilitates relevant discussion. |
| 16. | Wait time following questions is inadequate. | Wait time following questions is sometimes adequate. | Wait time following questions is adequate, encouraging student response. | Wait time following questions is completely adequate, enhancing student response opportunities. |
| 17. | The candidate ignores student input and does not adapt or adjust instruction as needed. | The candidate sometimes responds to student input and occasionally adapts or adjusts instruction. | The candidate welcomes student input and adapts and adjusts instruction as needed. | The candidate fully responds to student input and adapts and adjusts instruction creatively to enhance learning. |
| 18. | The candidate does not display effective communication skills. | The candidate sometimes displays effective communication skills. | The candidate consistently displays effective communication skills. | The candidate displays effective and highly sophisticated communication skills. |
| 19. | The candidate does not convey enthusiasm regarding the subject matter. | The candidate conveys some enthusiasm regarding the subject matter. | The candidate conveys enthusiasm regarding the subject matter. | The candidate conveys enthusiasm and passion regarding the subject matter. |
| 20. | Instructional time is used ineffectively and inconsistently. | Instructional time is used effectively but inconsistently. | Instructional time is used effectively and consistently. | Instructional time is used effectively and consistently from bell to bell. |
| 21. | Students are not engaged in the lesson. | Students are somewhat engaged in the lesson. | Students are actively engaged in the lesson. | Students are actively and enthusiastically engaged in the lesson. |
| 22. | The candidate does not offer opportunities for students to demonstrate higher-level thinking. | The candidate attempts to offer opportunities for students to demonstrate higher-level thinking. | The candidate offers opportunities for students to demonstrate higherlevel thinking. | The candidate consistently offers rich opportunities for students to demonstrate higher-level thinking. |
| 23. | The candidate does not include formative assessment in the lesson. | The candidate includes some formative assessment in the lesson and attempts to modify instruction accordingly. | The candidate includes formative assessment in the lesson and uses the information to modify instruction. | The candidate includes formative assessment in the lesson and uses the information to immediately and seamlessly modify instruction as needed. |
| 24. | The candidate does not include a closure activity that assesses the degree to which the students have met the objective of the lesson. | The candidate does include a closure activity that somewhat assesses the degree to which the students have met the objective of the lesson. | The candidate does include a closure activity that assesses the degree to which the students have met the objective of the lesson. | The candidate does include a closure activity that fully assesses the degree to which the students have met the objective of the lesson. |
| 25 | The candidate does not employ cooperative learning. | The candidate attempts to employ cooperative learning. | The candidate employs cooperative learning. | The candidate effectively and creatively employs cooperative learning. |
| 26. | The candidate fails to identify connections to other concepts in the subject, other disciplines, and real-world issues. | The candidate attempts to identify connections to other concepts in  the subject, other disciplines, and  real-world issues | The candidate clearly identifies connections to other concepts in the subject, other disciplines, and real-world issues. | The candidate clearly identifies deep and essential connections to other concepts in the subject, other disciplines, and real-world issues. |
| 27 | Instruction during the lesson does not provide a meaningful experience for students. | Instruction during the lesson attempts to provide a meaningful experience for students. | Instruction during the lesson provides a clear, meaningful experience for students. | Instruction during the lesson provides a valuable, creative, and meaningful experience for all students. |

# Professional Responsibilities

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| 28. | The candidate does not meet responsibilities for planning and instruction in a timely manner and does not seek lesson input and review from the cooperating teacher. | The candidate meets some responsibilities for planning and instruction in a timely manner and sometimes seeks lesson input and review from the cooperating teacher. | The candidate meets all planning and instructional responsibilities in a timely manner and seeks lesson input and review from the cooperating teacher. | The candidate consistently takes the initiative in all planning and instructional responsibilities in advance of teaching and incorporates lesson input and review from the cooperating teacher in creative, sophisticated ways. |
| 29. | The candidate arrives late and unprepared. The candidate’s attire is not professional. | The candidate usually arrives on time and is sometimes prepared. The candidate’s attire is somewhat professional. | The candidate arrives on time, prepared to teach, and dressed in a professional manner. | The candidate always arrives on time, prepared to teach and dressed in a professional manner that demonstrates respect for self and others. |
| 30. | The candidate is not open to constructive feedback and does not seek or incorporate suggestions to modify teaching and/or improve instruction. | The candidate is somewhat open to constructive feedback and has some degree of success in incorporating suggestions that modify teaching and/or improve instruction. | The candidate is receptive to constructive feedback and incorporates suggestions that modify teaching and/or improve instruction. | The candidate actively seeks constructive feedback and consistently invites suggestions for modification of teaching and/or improvement of instruction. |
| 31. | The candidate does not critically reflect on his/her teaching. | The candidate attempts to reflect critically on his/her teaching. | The candidate reflects critically on his/her teaching. | The candidate reflects critically on his/her teaching with exceptional insight in order to inform future practice. |