

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: _____

Implementing Instruction

Source of Evidence: Lesson Observation

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Communicating content [CAEP: 1.3; CAEP: D; KTS: 1; InTASC: Content Knowledge; KFFT: 3]	Uses incorrect verbal or written language in communicating content.	Makes an occasional error in verbal or written language that communicates content.	Uses clear and correct written and verbal language that communicates content in a manner appropriate for students.	Uses clear and correct written and verbal language that communicates an in-depth understanding of content that contributes to the learning of <i>all</i> students.
Communicating high expectations [CAEP: 1.4; KTS: 3; InTASC: Instructional Practice; KFFT: 2]	Does not explain expectations and/or communicates low expectations regarding students' capabilities.	Communicates expectations; however, the expectations seem unclear to students.	Clearly communicates (via verbal and body language) expectations and confidence in students' abilities to meet these expectations.	Clearly communicates (via verbal and body language) high learning and behavioral expectations, and confidence in students' abilities to meet these expectations.
Establishing positive learning environment [CAEP: 1.1; CAEP: D; KTS: 3; InTASC: The Learner & Learning; KFFT: 2]	Communicates standards of conduct that are unclear and/or responses to misbehavior are inappropriate.	Communicates standards of conduct; however, responses to misbehavior are inconsistent.	Communicates clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Applies communicated standards of conduct in an efficient and respectful manner that results in a positive, fair, and productive learning environment for <i>all</i> students.

<p>Uses a variety of instructional strategies that actively engage students and meet diverse needs</p> <p>[CAEP: 1.1.; KTS: 4; InTASC: Instructional Practice; KFFT: 3]</p>	<p>Makes minimal attempts to actively engage students or to address diverse needs.</p>	<p>Uses an instructional strategy that attempts to engage students; however, not all students were engaged.</p>	<p>Uses a variety of instructional strategies that engage students throughout the lesson and consider students' diverse needs.</p>	<p>Uses a variety of instructional strategies that engage <i>all</i> students throughout the lesson, and demonstrates the ability to adapt instruction to unanticipated circumstances.</p>
<p>Addressing misconceptions</p> <p>[CAEP: 1.2; KTS: 1; InTASC: Content Knowledge; KFFT: 3]</p>	<p>Makes no effort to address misconceptions during instruction.</p>	<p>Makes an attempt to address misconceptions during instruction, but not in a manner that alleviates students' confusion.</p>	<p>Identifies misconceptions related to content and effectively addresses them during instruction.</p>	<p>Anticipates misconceptions related to content and effectively addresses them during planning and instruction.</p>
<p>Facilitates higher order thinking</p> <p>[CAEP: 1.4; CAEP: D; KTS: 4; InTASC: Content Knowledge; KFFT: 3]</p>	<p>Implements instructional strategies that focus solely on basic recall skills.</p>	<p>Implements instructional strategies that target recall and/or comprehension level skills.</p>	<p>Implements instructional strategies that promote the development of higher-order thinking.</p>	<p>Implements multiple, relevant instructional strategies and activities that promote the development of higher-order thinking for <i>all</i> students.</p>
<p>Understanding different perspectives</p> <p>[CAEP: 1.3; CAEP: D; KTS: 1; InTASC: Content Knowledge; KFFT: 3]</p>	<p>Provides no opportunities for students to consider content from different perspectives.</p>	<p>Makes an attempt to provide opportunities for students to consider lesson content from multiple perspectives.</p>	<p>Provides opportunities and guidance for students to consider lesson content from multiple, and relevant, perspectives.</p>	<p>Guides <i>all</i> students to understand content from diverse, multicultural, or global perspectives.</p>
<p>Uses time effectively</p> <p>[CAEP: 1.1.; KTS: 4; InTASC: Learner & Learning; KFFT: 2]</p>	<p>Loses a considerable amount of instructional time due to poor management of non-instructional tasks and/or poor organization related to transitions, materials, etc.</p>	<p>Performs some non-instructional and instructional tasks in an efficient manner, but there is loss of instructional time due to teacher's management of these tasks.</p>	<p>Performs non-instructional tasks, handles materials and supplies, manages transitions, and organizes and monitors group work so there is minimal loss of instructional time.</p>	<p>Performs non-instructional tasks, handles materials and supplies, manages transitions, and organizes and monitors group work in order to maximize time for student learning.</p>

<p>Uses space and materials effectively</p> <p>[CAEP: 1.1.; KTS: 4; InTASC: Learner & Learning; KFFT: 2]</p>	<p>No evidence that lesson objectives or learner needs guided the use of space or materials.</p>	<p>Uses classroom space and materials as appropriate to the lesson OR learners.</p>	<p>Uses classroom space and materials effectively for the lesson AND the learners.</p>	<p>Makes optimal use of classroom space and uses a variety of instructional resources to enhance student learning.</p>	
<p>Physically and emotionally safe environment</p> <p>[CAEP: 1.1; CAEP:D; KTS: 3; InTASC: The Learner & Learning; KFFT: 2]</p>	<p>Creates a classroom environment or engages in activities that are dangerous to students' emotional or physical well-being.</p>	<p>Creates a classroom environment that is physically safe for all students; however, there is a lack of awareness regarding students' emotional needs.</p>	<p>Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern.</p>	<p>Creates a classroom environment that is both emotionally and physically safe by treating <i>all</i> students with respect and concern and encouraging students to treat each other with respect and concern.</p>	
<p>Implementation of Instruction (Co-Teaching)</p> <p>[CAEP: 2.3; CAEP: D; KTS: 8; InTASC: Professional Responsibility; KFFT: 4]</p>	<p>No evidence of co-teaching; although, lesson plan indicates the intent to use a co-teaching approach.</p>	<p>Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) OR provides an acceptable rationale for why co-teaching was not utilized.</p>	<p>Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable), actively utilizing all professionals in a manner that enhances student learning.</p>	<p>Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable), actively utilizing all professionals in a manner that communicates parity and maximizes the learning of <i>all</i> students.</p>	
<p>Teacher and students use technology during instruction</p> <p>[CAEP: 1.5, CAEP: T; CAEP: D; KTS: 6; InTASC: Instructional Practice; KFFT: 1]</p>	<p>No evidence of technology usage where needed.</p>	<p>Teacher candidate or students use technology, but its use does not enhance instruction or student learning.</p>	<p>Teacher candidate and/or students use technology in a manner that facilitates or enhances student learning.</p>	<p>Teacher candidate AND students use technology in a manner that facilitates or enhances student learning, and supports the needs of <i>all</i> students.</p>	<p>NOT APPLICABLE</p> <p>(Dropdown box) Technology not applicable to lesson. Technology not available in school. Technology not available in classroom.</p>
<p>Uses formative assessments</p> <p>[CAEP: 1.2; KTS: 5; InTASC: Instructional Practice; KFFT: 3]</p>	<p>No use of formative assessment during instruction.</p>	<p>Uses formative assessments to determine students' progress.</p>	<p>Uses appropriate formative assessments to determine each student's progress and guide instruction.</p>	<p>Uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.</p>	

<p>Allows opportunity for student self-assessment</p> <p>[CAEP: 1.2; KTS: 5; InTASC: Instructional Practice; KFFT: 3]</p>	<p>No evidence of student self-assessment.</p>	<p>Provides few opportunities for students to engage in self-assessment.</p>	<p>Provides multiple opportunities for students to engage in self-assessment of learning.</p>	<p>Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.</p>
<p>COMMENTS:</p>				