UNIVERSITY OF NEBRASKA AT KEARNEY **LESSON PLAN EVALUATION FORM**

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| Name: |  | NUID#: |  | Today’s Date: |  |

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| Endorsement: |  | School/City: |  |

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| Cooperating Teacher: |  | Supervisor: |  |

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| **Domain 1: Planning and Preparation (InTASC 1, 2, 4, 6, 7)**  **Assessed by Lesson Plan Template** | | | | |
| **1a. Demonstrating Knowledge of Content and Pedagogy** | **Unsatisfactory (1)** | **Basic (2)** | **Proficient (3)** | **Distinguished** |
| 1a-1. Knowledge of content and the structure of the discipline |  |  |  | NA |
| 1a-2. Knowledge of prerequisite relationships (what do the P-12 students already know and are able to do?) |  |  |  | NA |
| **1b. Demonstrating Knowledge of P-12 students** | | | | |
| 1b-1. Knowledge of child and adolescent development |  |  |  | NA |
| 1b-4. Knowledge of P-12 students’ interests and cultural heritage |  |  |  | NA |
| 1b-5. Knowledge of P-12 students’ special needs |  |  |  | NA |
| **1c. Setting instructional outcomes** | | | | |
| 1c-1. Value, sequence, and alignment |  |  |  | NA |
| 1c-2. Clarity |  |  |  | NA |
| 1c-4. Suitability for diverse learners |  |  |  | NA |
| **1e. Designing coherent instruction** | | | | |
| 1e-1. Learning activities |  |  |  | NA |
| 1e-2. Instructional materials and resources |  |  |  | NA |
| 1e-4. Lesson and unit structure (Assessed in 3 places on template: Intro., Core Instruction, and Closure) |  |  |  | NA |
| **1f. Designing Student Assessments** | | | | |
| 1f-1. Post assessment congruence with instructional objectives |  |  |  | NA |
| 1f-2. Criteria and standards |  |  |  | NA |
| 1f-3. Design of formative assessments |  |  |  | NA |
| **Evidence:** | | | | |

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| **Domain 2: The Classroom Environment (InTASC 3)**  **Assessed by Observation** | | | | |
| **2a. Creating an Environment of Respect and Rapport** | **Unsatisfactory (1)** | **Basic (2)** | **Proficient (3)** | **Distinguished** |
| 2a-1. Candidate interaction with P-12 students |  |  |  | NA |
| **2b. Establishing a Culture for Learning** | | | | |
| 2b-1. Importance of the content |  |  |  | NA |
| 2b-2. Expectations for learning and achievement |  |  |  | NA |
| **2c. Managing Classroom Procedures** | | | | |
| 2c-1 Management of instructional groups |  |  |  | NA |
| 2c-2. Management of transitions |  |  |  | NA |
| 2c-3 Management of materials and supplies |  |  |  | NA |
| **2d. Managing Student Behavior** | | | | |
| 2d-1. Expectations |  |  |  | NA |
| 2d-2 Monitoring of student behavior |  |  |  | NA |
| 2d-3. Response to student misbehavior |  |  |  | NA |
| **Evidence:** | | | | |

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| **Domain 3: Instruction (InTASC 1, 3, 4, 5, 6, 8)**  **Assessed by Observation** | | | | |
| **3a. Communicating with P-12 students** | **Unsatisfactory (1)** | **Basic (2)** | **Proficient (3)** | **Distinguished** |
| 3a-1. Expectations for learning |  |  |  | NA |
| 3a-2. Directions and procedures |  |  |  | NA |
| 3a-3. Explanation of content |  |  |  | NA |
| 3a-4. Use of oral and written language |  |  |  | NA |
| **3b. Using Questioning and Discussion Techniques** | | | | |
| 3b-1. Quality of questions |  |  |  | NA |
| 3b-2. Discussion techniques |  |  |  | NA |
| 3b-3. Student participation |  |  |  | NA |
| **3c. Engaging P-12 students in Learning** | | | | |
| 3c-2. Grouping of P-12 students |  |  |  | NA |
| 3c-3. Instructional materials and resources (including technology) |  |  |  | NA |
| 3c-4. Structure and pacing |  |  |  | NA |
| **3d. Using Assessment in Instruction** | | | | |
| 3d-2. Monitoring of student learning |  |  |  | NA |
| 3d-3. Feedback to P-12 students |  |  |  | NA |
| **3e. Demonstrating Flexibility and Responsiveness** | | | | |
| 3e-1. Lesson adjustment |  |  |  | NA |
| 3e-2. Response to P-12 students |  |  |  | NA |
| **Evidence:** | | | | |

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| **Domain 4: Professional Responsibilities (InTASC 9)**  **Assessed by Lesson Plan Template** | | | | |
| **4a. Reflecting on Teaching** | **Unsatisfactory (1)** | **Basic** | **Proficient** | **Distinguished** |
| 4a-1. Accuracy |  |  |  | NA |
| 4a-2. Use in future teaching |  |  |  | NA |
| **4e. Growing and Developing Professionally** | | | | |
| 4e-2. Receptivity to feedback from educators |  |  |  | NA |
| **Evidence:** | | | | |

**Comments:**

Cooperating Teacher’s Signature      

(Type in the signature. A check in the box indicates an electronic signature.)

Teacher Candidate’s Signature      

(Type in the signature. A check in the box indicates an electronic signature.)

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