UNIVERSITY OF NEBRASKA AT KEARNEY
LESSON PLAN EVALUATION FORM

Name   NUID #   Today's Date

Endorsement Name   School/City

Cooperating Teacher   Instructor

Domain 1: Planning and Preparation (InTASC 1, 2, 4, 6, 7) Assessed by Lesson Plan Template				
1a. Demonstrating Knowledge of Content and Pedagogy	Below Standard (1)	Developing (2)	Proficient (3)	Advanced
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:				

Domain 2: The Classroom Environment (InTASC 3) Assessed by Observation				
2a. Creating an Environment of Respect and Rapport	Below Standard (1)	Developing (2)	Proficient (3)	Advanced
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:				

Domain 3: Instruction (InTASC 1, 3, 4, 5, 6, 8) Assessed by Observation				
3a. Communicating with P-12 students	Below Standard (1)	Developing (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:				

Domain 4: Professional Responsibilities (InTASC 9) Assessed by Lesson Plan Template				
4a. Reflecting on Teaching	Below Standard (1)	Developing (2)	Proficient (3)	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.)