

Candidate's Name: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Based on **Kentucky Teacher Internship Program (KTIP)** for use in Phase 4 of the U of L Developmental Teacher Preparation (DTP) Model. Please use this as you observe a lesson and **share with U of L candidate** after the lesson.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
<b>Standard 2: Designs and Plans Instruction</b>	<b>2.1 Develops significant objectives aligned with standards; InTASC 1,4; PGES Domains 1A, 1C</b>				
	Fails to develop measurable objectives for identified students (i.e., background, special needs, cultural differences, interest, language proficiency) and/or objectives that are aligned with standards and/or stated as student learning outcomes	Develops objectives for identified students (i.e., background, special needs, cultural differences, interest, language proficiency) but needs support for standards to be consistently measurable, aligned to standards or stated as student learning outcomes.	Develops relevant and measurable objectives for different groups of identified students (i.e., background, special needs, cultural differences, interest, language proficiency) that are aligned with standards and stated as student learning outcomes	Develops relevant and measurable objectives for identified individual and groups of students (i.e., background, special needs, cultural differences, interest, language proficiency) that are aligned with standards and stated as student learning outcomes	
	<b>2.2 Uses contextual data to design instruction relevant to students; InTASC 1, 2, 4, 5, 7; PGES Domains 1A 1B, 3E</b>				
	Fails to incorporate contextual data into instructional design and planning	Identifies relevant contextual data; however, data are not consistently reflected in the instructional design and planning	Incorporates relevant contextual and pre-assessment data into instructional design and planning.	Incorporates relevant contextual and pre-assessment data into instructional design and planning to meet individual, school and district instructional goals.	
	<b>2.3 Plans assessments to guide instruction and measure learning objectives; InTASC 1; PGES Domains 1C, 1F, 3D</b>				
	Fails to develop assessment procedures that measure student outcomes.	Develops assessment procedures that measure student outcomes, but needs support in designing a well-developed strategy for using formative and summative assessment to consistently guide instruction.	Develops clear assessment procedures with a well-developed strategy for using formative and summative assessment to guide instruction and measure learning objectives.	Develops clear differentiated formative and summative assessment procedures to guide instruction and measure learning objectives.	
	<b>2.4 Plans instructional strategies and activities that address learning objectives for all students; [UofL Standard 11.2] InTASC 1,4,5,7 PGES Domains 1C, 1E, 3C, 3E</b>				
	Fails to plan instructional strategies and/or activities aligned with learning objectives; and/or fails to identify resources and assistance available, including technology.	Plans instructional strategies and activities aligned with learning objectives, identifying readily available classroom resources and assistance, including technology.	Plans instructional strategies and activities aligned with learning objectives for groups of students, identifying a variety of resources and assistance available, including technology.	Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students, identifying a variety of resources and assistance available, including technology.	

<b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E</b>				
Fails to plan instructional strategies and activities that require multiple levels of learning.	Plans instructional strategies and activities that require multiple levels of learning, but do not address higher order thinking.	Plans instructional strategies and activities that require multiple levels of learning, including higher order thinking.	Plans an instructional sequence that requires multiple levels of learning, including higher order thinking.	
<b>Holistic Assessment of KTS Standard 2</b>				
Fails to plan instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for students.	Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for identified different groups of students.	Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for individuals and identified different groups of students.	