

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #2: Designs and Plans Instruction. Each indicator is also mapped to the Teacher Professional Effectiveness System (TPGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions	
Standard 2: Designs and Plans Instruction	2.1 Develops significant objectives aligned with standards; InTASC 1,4; PGES Domains 1A, 1C CEC: ISCI3 K3- {Demonstrates knowledge of} National, state or provincial, and local curricula standards; ISCI3 S1-Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities.					
	MSD: <input type="checkbox"/> Behavioral objectives contain all necessary components <input type="checkbox"/> Behavioral objectives are measurable <input type="checkbox"/> Behavioral objectives correspond to students' skill levels <input type="checkbox"/> Behavioral objectives align to with state standards					
	Fails to develop measureable objectives that are aligned with standards and/or stated as student learning outcomes.	Develops objectives that are not consistently measureable, aligned to standards or stated as student learning outcomes.	Develops relevant and measureable objectives for different groups of students that are aligned with standards and stated as student learning outcomes.	Develops relevant and measureable objectives for individual and groups of students that are aligned with standards and stated as student learning outcomes.		
	2.2 Uses contextual data to design instruction relevant to students; InTASC 1, 2, 4, 5, 7; PGES Domains 1A 1B, 3E CEC: IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities.					
	MSD: <input type="checkbox"/> Plans a variety of research-based strategies within lessons					
	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 school and district instructional goals.		
	2.3 Plans assessments to guide instruction and measure learning objectives; InTASC 1; PGES Domains 1C, 1F, 3D 5.1 Uses pre-assessments Uses a variety of pre-assessments to establish baseline knowledge and skills for all students InTASC 6; PGES Domain 1F CEC: IIC4 S3-Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities.; ISCI4 S4-Develop or modify individualized assessment strategies.					
	MSD: <input type="checkbox"/> Uses pre-assessment data to guide instruction <input type="checkbox"/> Plans formative assessments to measure student progress throughout the lesson <input type="checkbox"/> Plans assessments to measure each student objective					
Fails to develop assessment procedures that measure student outcomes.	Develops assessment procedures that measure student outcomes, but are not used consistently to guide instruction.	Develops assessment procedures to guide instruction and measure learning objectives.	Develops differentiated assessment procedures to guide instruction and measure learning objectives.			

Source of Evidence: Lesson Plan-MSD-Summer 2015

<p>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 CEC: IIC5 S12-Plan and implement age- and ability-appropriate instruction for individuals with exceptionalities; ISC15 S4-Use task analysis; IIC4S1 IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities</p>				
<p>MSD: <input type="checkbox"/> Instructional focus corresponds to planned objectives <input type="checkbox"/> Shows a task analysis for chained tasks and/or specifies student responses for discrete tasks <input type="checkbox"/> All materials and activities are age- appropriate</p>				
<p>Fails to plan instructional strategies and/or activities aligned with learning objectives.</p>	<p>Plans instructional strategies and activities aligned with learning objectives for groups of students.</p>	<p>Plans instructional strategies and activities aligned with learning objectives for groups of students.</p>	<p>Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students.</p>	
<p>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E CEC: ISC15 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.</p>				
<p>MSD: <input type="checkbox"/> Plans a variety of procedures or tasks with difficulty levels based on student skill repertoire <input type="checkbox"/> Plans the use of instructive feedback and provides higher order questions to challenge students <input type="checkbox"/> Planned instructional activities target active student responding (e.g., activity does not rely on a full physical prompt)</p>				
<p>Fails to plan instructional strategies and activities that require multiple levels of learning.</p>	<p>Plans instructional strategies and activities that require multiple levels of learning, but do not address higher order thinking.</p>	<p>Plans instructional strategies and activities that require multiple levels of learning, including higher order thinking.</p>	<p>Plans an instructional sequence that requires multiple levels of learning, including higher order thinking.</p>	
<p>Holistic Assessment of KTS Standard 2</p>				
<p>Fails to plan instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.</p>	<p>Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.</p>	<p>Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for different groups of students.</p>	<p>Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for individuals and different groups of students.</p>	