

Source of Evidence: Lesson Plan (IECE)

(Summer 2015)

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 and IECE Kentucky Teaching Standard #1: Designs and Plans Instruction. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) 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 IECE 1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals				
	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 IECE 1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences				
	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 IECE 1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences				
	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.	
	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 IECE 1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities				
	Fails to plan instructional strategies and/or activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives for groups of students	Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students.	
	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E IECE 1.5 Incorporates knowledge of multiple disciplines and strategies from team members				
	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.	
	KY-IECE 1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments.				
	Fails to plan involvement of team members including assistants, staff, and volunteers across learning environments	Plans for some involvement of team members including assistants, staff, and volunteers across learning environments	Plans for the effective involvement of team members including assistants and/or staff and/or volunteers across learning environments.	Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments	
	Holistic Assessment of KTS Standard 2/IECE Standard 1				
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.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for different groups of students	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for individuals and different groups of students		