

Source of Evidence: Lesson Plan

(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: Designs and Plans Instruction. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSO 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				
	<p>Fails to develop measureable objectives that are aligned with standards and/or stated as student learning outcomes</p>	<p>Develops objectives that are not consistently measureable, aligned to standards or stated as student learning outcomes.</p>	<p>Develops relevant and measureable objectives for different groups of students that are aligned with standards and stated as student learning outcomes</p>	<p>Develops relevant and measureable objectives for individual and groups of students that are aligned with standards and stated as student learning outcomes</p>	
	2.2 Uses contextual data to design instruction relevant to students; InTASC 1, 2, 4, 5, 7; PGES Domains 1A 1B, 3E				
	<p>Fails to incorporate contextual data into instructional design and planning</p>	<p>Identifies relevant contextual data; however, data are not consistently reflected in the instructional design and planning</p>	<p>Incorporates relevant contextual and pre-assessment data into instructional design and planning.</p>	<p>Incorporates relevant contextual and pre-assessment data into instructional design and planning to meet school and district instructional goals</p>	
	2.3 Plans assessments to guide instruction and measure learning objectives; InTASC 1; PGES Domains 1C, 1F, 3D				
	<p>Fails to develop assessment procedures that measure student outcomes.</p>	<p>Develops assessment procedures that measure student outcomes, but are not used consistently to guide instruction.</p>	<p>Develops assessment procedures to guide instruction and measure learning objectives.</p>	<p>Develops differentiated assessment procedures to guide instruction and measure learning objectives.</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				
	<p>Fails to plan instructional strategies and/or activities aligned with learning objectives.</p>	<p>Plans instructional strategies and 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 individuals and groups of students.</p>	
	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E				
	<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>	
Holistic Assessment of KTS Standard 2					
<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>		