

Education Division

3 - Teacher Candidate 10-Day Planning Assessment – Proficient Level (To be used in EDU 474, 475, 476, 477)



Candidate's Name	Program	Campus	Course
Assessor's Name	School System	School	Semester / Year
Grade Level	Lesson Number	Lesson Title	Date Taught

Directions: Use this form in conjunction with the #4-Teacher Candidate Performance Assessment. Observe the candidate a minimum of three times across the semester. At least one observation should be done during the 10-Day teaching. Place a check by the items which have been included and represent the appropriate level of planning. Please provide an explanation for all criteria that do not meet expectations. Use additional sheets if necessary. Communicate your findings to the candidate when complete. Provide the candidate with a copy of each completed evaluation. Turn in copies to the clinical faculty supervisor at the end of the term.

Proficient Level: Teacher Candidate planning is reflective of the knowledge, skills, and dispositions necessary for successful entry into the teaching profession. Please check the criterions that reflect this degree of planning.

BPC Outcomes	Required Planning Criteria		Explanation	
Outcome #1 - Understands and demonstrates knowledge of learner characteristics.	Please check "Yes" or "No" Yes No The candidate's lesson plan includes:			
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.1.1 Three correctly identified cognitive levels
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.1.2 One or more identified lesson type
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.1.3 One correctly identified affective and psychomotor level
Outcome #2 – Develops lesson plans which use technology and a variety of instructional methods.	Please check "Yes" or "No" Yes No The candidate's lesson plan includes:			
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.1 List of and use for technology items e.g. computer, video, smart board, etc.
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.2 Use of technology in guided or independent practice
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.3 Technology strategy that supports one area of differentiated instruction
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.4 Technology-enhanced strategy for a special needs student (If no identified learner, write n/a)
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.5 Supplemental materials teacher made and commercial
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.6 Six different teaching strategies
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.7 A variety of strategies to support learning styles and multiple intelligences
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.8 A variety of technology and media activities planned for students
	<input type="checkbox"/>	<input type="checkbox"/>		3.3.2.9 Technology used by the candidate
<input type="checkbox"/>	<input type="checkbox"/>	3.3.2.10 Technology used by the students		

<p>Outcome #3 - Demonstrates a mastery of content.</p>	<p>Please check "Yes" or "No" The candidate's lesson plan includes: Yes No</p> <table border="1"> <tr><td></td><td></td><td>3.3.3.1</td><td>A written lesson objective</td></tr> <tr><td></td><td></td><td>3.3.3.2</td><td>State directed standards (GPS or QCC or SPA)</td></tr> <tr><td></td><td></td><td>3.3.3.3</td><td>Essential question(s)</td></tr> <tr><td></td><td></td><td>3.3.3.4</td><td>Developmentally appropriate content</td></tr> <tr><td></td><td></td><td>3.3.3.5</td><td>Introduction</td></tr> <tr><td></td><td></td><td>3.3.3.6</td><td>New Skills learning</td></tr> <tr><td></td><td></td><td>3.3.3.7</td><td>One or more guided practice activities</td></tr> <tr><td></td><td></td><td>3.3.3.8</td><td>One or more independent activities</td></tr> <tr><td></td><td></td><td>3.3.3.9</td><td>Closure</td></tr> <tr><td></td><td></td><td>3.3.3.10</td><td>Supplemental materials attached to lesson plan</td></tr> <tr><td></td><td></td><td>3.3.3.11</td><td>CRCT (ECE and MG) Graduation Test (Secondary)</td></tr> </table>			3.3.3.1	A written lesson objective			3.3.3.2	State directed standards (GPS or QCC or SPA)			3.3.3.3	Essential question(s)			3.3.3.4	Developmentally appropriate content			3.3.3.5	Introduction			3.3.3.6	New Skills learning			3.3.3.7	One or more guided practice activities			3.3.3.8	One or more independent activities			3.3.3.9	Closure			3.3.3.10	Supplemental materials attached to lesson plan			3.3.3.11	CRCT (ECE and MG) Graduation Test (Secondary)	
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Outcome #6 – Utilizes formal and informal methods of assessment	<p>Please check “Yes” or “No” The candidate’s lesson plan includes: Yes No</p> <table border="1" data-bbox="443 188 1583 386"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.3.6.1</td> <td>One formal assessment</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.3.6.2</td> <td>Two or more informal assessments</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.3.6.3</td> <td>A variety of formal and informal assessments using technology</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.3.6.4</td> <td>A technology supported reporting system (grade book, behavior reports)</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3.3.6.5</td> <td>Strategies based on pre-test and post-test analysis</td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	3.3.6.1	One formal assessment	<input type="checkbox"/>	<input type="checkbox"/>	3.3.6.2	Two or more informal assessments	<input type="checkbox"/>	<input type="checkbox"/>	3.3.6.3	A variety of formal and informal assessments using technology	<input type="checkbox"/>	<input type="checkbox"/>	3.3.6.4	A technology supported reporting system (grade book, behavior reports)	<input type="checkbox"/>	<input type="checkbox"/>	3.3.6.5	Strategies based on pre-test and post-test analysis	
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Additional Comments: