

Education Division

3 - Candidate Daily Planning Assessment – Intermediate Level

(To be used in EDU 307, 317, 308, 318, 344, 345, 348, 349, and 364; MUS 341 or MUS 342)

| | | | |
|-------------------------|----------------------|---------------------|------------------------|
| 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 # 4-Teacher Candidate Performance Assessment each time you assess the candidate's written lesson plan. 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 completed. The candidate is responsible for returning copies to the course instructor.

Intermediate: The teacher education major/candidate's performance is reflective of the knowledge, skills, and dispositions necessary for success at the intermediate level. Please check the criterions that reflect this degree of performance.

| BPC Outcomes | Required Planning Criteria | Explanation |
|--|--|--------------------|
| Outcome #1 - Understands and demonstrates knowledge of learner characteristics. | Please check "Yes" or "No" The candidate's lesson plan includes: Yes No | |
| | <input type="checkbox"/> <input type="checkbox"/> 3.2.1.1 Two or more correctly identified cognitive levels | |
| | <input type="checkbox"/> <input type="checkbox"/> 3.2.1.2 One identified lesson type | |
| | <input type="checkbox"/> <input type="checkbox"/> 3.2.1.3 One correctly identified affective level | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------|--|----------------|--|--|--|----------------|---|--|--|----------------|--|--|--|----------------|--|--|--|----------------|--------------|--|--|----------------|---------------------|--|--|----------------|--|--|--|----------------|------------------------------------|--|--|----------------|---------|--|--|-----------------|--|--|
| <p>Outcome #2 - Develops lesson plans which use technology and a variety of instructional methods.</p> | <p>Please check “Yes” or “No” The candidate’s lesson plan includes: Yes No</p> <table border="1"> <tr> <td data-bbox="464 233 562 272"></td> <td data-bbox="562 233 661 272"></td> <td data-bbox="661 233 806 272">3.2.2.1</td> <td data-bbox="806 233 1644 272">List of technology items (e.g. computer, video, smart board)</td> </tr> <tr> <td data-bbox="464 272 562 311"></td> <td data-bbox="562 272 661 311"></td> <td data-bbox="661 272 806 311">3.2.2.2</td> <td data-bbox="806 272 1644 311">Use of technology in guided or independent practice</td> </tr> <tr> <td data-bbox="464 311 562 350"></td> <td data-bbox="562 311 661 350"></td> <td data-bbox="661 311 806 350">3.2.2.3</td> <td data-bbox="806 311 1644 350">Technology strategy that supports one area of differentiated instruction</td> </tr> <tr> <td data-bbox="464 350 562 415"></td> <td data-bbox="562 350 661 415"></td> <td data-bbox="661 350 806 415">3.2.2.4</td> <td data-bbox="806 350 1644 415">Technology-enhanced strategy for a special needs learner (if no identified learner, write n/a)</td> </tr> </table> | | | 3.2.2.1 | List of technology items (e.g. computer, video, smart board) | | | 3.2.2.2 | Use of technology in guided or independent practice | | | 3.2.2.3 | Technology strategy that supports one area of differentiated instruction | | | 3.2.2.4 | Technology-enhanced strategy for a special needs learner (if no identified learner, write n/a) | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.2.1 | List of technology items (e.g. computer, video, smart board) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.2.2 | Use of technology in guided or independent practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.2.3 | Technology strategy that supports one area of differentiated instruction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.2.4 | Technology-enhanced strategy for a special needs learner (if no identified learner, write n/a) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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 data-bbox="464 545 562 578"></td> <td data-bbox="562 545 661 578"></td> <td data-bbox="661 545 806 578">3.2.3.1</td> <td data-bbox="806 545 1644 578">A written lesson objective</td> </tr> <tr> <td data-bbox="464 578 562 617"></td> <td data-bbox="562 578 661 617"></td> <td data-bbox="661 578 806 617">3.2.3.2</td> <td data-bbox="806 578 1644 617">State directed standards (GPS or QCC or SPA)</td> </tr> <tr> <td data-bbox="464 617 562 656"></td> <td data-bbox="562 617 661 656"></td> <td data-bbox="661 617 806 656">3.2.3.3</td> <td data-bbox="806 617 1644 656">Essential question(s)</td> </tr> <tr> <td data-bbox="464 656 562 695"></td> <td data-bbox="562 656 661 695"></td> <td data-bbox="661 656 806 695">3.2.3.4</td> <td data-bbox="806 656 1644 695">Developmentally appropriate content</td> </tr> <tr> <td data-bbox="464 695 562 734"></td> <td data-bbox="562 695 661 734"></td> <td data-bbox="661 695 806 734">3.2.3.5</td> <td data-bbox="806 695 1644 734">Introduction</td> </tr> <tr> <td data-bbox="464 734 562 773"></td> <td data-bbox="562 734 661 773"></td> <td data-bbox="661 734 806 773">3.2.3.6</td> <td data-bbox="806 734 1644 773">New Skills learning</td> </tr> <tr> <td data-bbox="464 773 562 812"></td> <td data-bbox="562 773 661 812"></td> <td data-bbox="661 773 806 812">3.2.3.7</td> <td data-bbox="806 773 1644 812">One or more guided practice activities</td> </tr> <tr> <td data-bbox="464 812 562 850"></td> <td data-bbox="562 812 661 850"></td> <td data-bbox="661 812 806 850">3.2.3.8</td> <td data-bbox="806 812 1644 850">One or more independent activities</td> </tr> <tr> <td data-bbox="464 850 562 889"></td> <td data-bbox="562 850 661 889"></td> <td data-bbox="661 850 806 889">3.2.3.9</td> <td data-bbox="806 850 1644 889">Closure</td> </tr> <tr> <td data-bbox="464 889 562 928"></td> <td data-bbox="562 889 661 928"></td> <td data-bbox="661 889 806 928">3.2.3.10</td> <td data-bbox="806 889 1644 928">Supplemental materials attached to lesson plan</td> </tr> </table> | | | 3.2.3.1 | A written lesson objective | | | 3.2.3.2 | State directed standards (GPS or QCC or SPA) | | | 3.2.3.3 | Essential question(s) | | | 3.2.3.4 | Developmentally appropriate content | | | 3.2.3.5 | Introduction | | | 3.2.3.6 | New Skills learning | | | 3.2.3.7 | One or more guided practice activities | | | 3.2.3.8 | One or more independent activities | | | 3.2.3.9 | Closure | | | 3.2.3.10 | Supplemental materials attached to lesson plan | |
| | | 3.2.3.1 | A written lesson objective | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.2 | State directed standards (GPS or QCC or SPA) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.3 | Essential question(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.4 | Developmentally appropriate content | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.5 | Introduction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.6 | New Skills learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.7 | One or more guided practice activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.8 | One or more independent activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.9 | Closure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.3.10 | Supplemental materials attached to lesson plan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Outcome #4 - Promotes creative and critical thinking.</p> | <p>Please check “Yes” or “No” The candidate’s lesson plan includes: Yes No</p> <table border="1"> <tr> <td data-bbox="464 1105 562 1144"></td> <td data-bbox="562 1105 661 1144"></td> <td data-bbox="661 1105 806 1144">3.2.4.1</td> <td data-bbox="806 1105 1644 1144">Two or more teaching strategies to engage students in learning</td> </tr> <tr> <td data-bbox="464 1144 562 1200"></td> <td data-bbox="562 1144 661 1200"></td> <td data-bbox="661 1144 806 1200">3.2.4.2</td> <td data-bbox="806 1144 1644 1200">One or more strategies in support of problem solving and creative thinking skills</td> </tr> <tr> <td data-bbox="464 1200 562 1239"></td> <td data-bbox="562 1200 661 1239"></td> <td data-bbox="661 1200 806 1239">3.2.4.3</td> <td data-bbox="806 1200 1644 1239">Questions that elicit convergent and divergent thinking</td> </tr> </table> | | | 3.2.4.1 | Two or more teaching strategies to engage students in learning | | | 3.2.4.2 | One or more strategies in support of problem solving and creative thinking skills | | | 3.2.4.3 | Questions that elicit convergent and divergent thinking | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.4.1 | Two or more teaching strategies to engage students in learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.4.2 | One or more strategies in support of problem solving and creative thinking skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3.2.4.3 | Questions that elicit convergent and divergent thinking | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|--|---------|--|--|
| Outcome #5 - Demonstrates proficiency in writing and expression | Please check “Yes” or “No” The candidate’s lesson plan includes: Yes No | | | |
| | | 3.2.5.1 | Opportunities for learners to communicate | |
| | | 3.2.5.2 | Appropriate grammar, spelling, punctuation and format | |
| | | 3.2.5.3 | A variety of communication techniques (verbal, non verbal, or written) | |
| | | 3.2.5.4 | Opportunities for meaningful interaction through listening, speaking and writing | |
| Outcome #6 - Utilizes formal and informal methods of assessment | Please check “Yes” or “No” The candidate’s lesson plan includes: Yes No | | | |
| | | 3.2.6.1 | One formal assessment | |
| | | 3.2.6.2 | Two or more informal assessments | |
| Outcome #7 - Demonstrates an understanding of student diversity | Please check “Yes” or “No” The candidate’s lesson plan includes: Yes No | | | |
| | | 3.2.7.1 | An attached description of diverse learners (demographics form) | |
| | | 3.2.7.2 | Two or more identified differentiated instructional strategy | |
| | | 3.2.7.3 | Specific accommodations for identified special needs learners (if no identified learner, write n/a) | |
| Outcome #8 - Promotes motivation and positive social interaction | Please check “Yes” or “No” The candidate’s lesson plan includes: Yes No | | | |
| | | 3.2.8.1 | Verbiage promoting a positive, supportive, and safe environment | |
| | | 3.2.8.2 | Management strategies that promote positive classroom relationships, cooperation and purposeful learning | |
| | | 3.2.8.3 | Opportunities for participation by most learners | |

Additional Comments: