# Summary Sheet of [REDACTED] Lesson Plan

*Sample Assessment as Aligned to CEC Initial Standards & Elements as Informed by IIC and IGC*

**Candidate Name:** _____

**E Number:** _____

**Semester:** ------ ------

**Final Overall Rating:** ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

<u>**Lesson Plan:**</u> Candidate will develop a lesson plan in accordance with Hunter's lesson plan design. Additionally, the lesson plan must contain a student behavior column that directly relates to teacher direction, and results column to record student progress.

**Categories of Evaluation:**                    **Rubric Rating**

- **Candidate Demonstration of Writing Competence and Professional Writing Skills** (CEC 6.1)          ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
  - **Form**                  ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
  - **Organization**          ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
  - **Development**           ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
  - **Style**                 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
  - **Mechanics**             ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- **Candidate Demonstrates Professional Presentation Skills** (CEC 6.1)          ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- **Candidate Demonstration of Knowledge and Skills as Informed by the IGC/IIC Across Required Components of this "Planning Assessment"** (CEC Standards 1.1,1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.3, 5.5, 5.6, 5.7, & 6.1)          ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
  - **Objective Critical Parts: Candidate Demonstrates Ability to Write a Measureable/ Observable Objective** (CEC 1 .1, 1.2)          ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

  - **Anticipatory Set: Candidate Utilizes Prior Skill Acquisition and Learner Experiences to Prepare the Learner for Instruction** (CEC 1.1, 1.2 . 5.1, & 5.5)          ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

  - **Student Objective**: **Candidate Considers Learners' Language/Communication Level When Communicating the Objective** (CEC 1.1, 1.2, & 5.1)          ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Overview of Instruction: Candidate Provides a Framework for Instruction** (CEC 5.1) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Rationale: Candidate Considers the Academic and Life Skill Importance of the Skill** (CEC 1.1 & 5.1) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Input/Modeling: Candidates Demonstrate the Instructional Process of Skill Acquisition** (CEC 5.1,5.6, & 5.7) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Check for Understanding**: **Candidate Requires Learners to Demonstrate Understanding of Instruction** (CEC 4.2 & 5.1) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Guided Practice: Candidate Provides Meaningful and Monitored Practice of the Skill** (CEC 1.2, 5.1, 5.5, 5.6, & 5.7) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Independent Practice**: **Candidate Provides Individualized Practice Opportunities of the Skill** (CEC 1.2, 5.1, 5.5, 5.6, & 5.7) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Feedback and Correctives: Candidate Effectively Uses Academic and Behavioral Feedback Procedures** (CEC 2.1, 2.2, & 4.2) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Closure: Candidate Provides Opportunities for Summarizing Learning and Previewing Focus of Next Lesson** (CEC 5.1) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Student Will Components: Candidate Demonstrates Understanding of the Relationship Between Teacher Directives and Learner Responses** (CEC 2.1 & 2.2; IL CC & LBS1 4; IPTS ST 3M) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Data-Based Record Keeping System: Candidate Creates and Implements a Data-Based Record Keeping System to Inform Instruction** (CEC 4.1, 4.2) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Content Area Elements: Candidate Demonstrates Understanding of Content and Pedagogical Methodology** (CEC 3.1, 3.2, 3.3, 5.6, & 5.7) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- **Technology: Candidate Uses Technology, Inclusive of Assistive Technologies to Enhance Student Skills** (CEC 5.3) ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Candidate Demonstration of Writing Competence and Professional Writing Skills** (CEC Standard 6.1) | Professional writing skills were not demonstrated given the rating of 1 or 2 in 3 or more elements 1-5 below. | Professional writing skills were not demonstrated given the rating of 1 or 2 in 2 elements 1-5 below. | Candidate demonstrated professional writing skills with a rating of 3 in all 5 elements 105 below. | Candidate demonstrated professional writing skills with a rating of 4 in 3 of 5 elements 1-5 below. | Candidate demonstrated professional writing skills with a rating of 4+ in 4-5 elements 1-5 below. |
| 1.  Form (CEC Standard 6.1) | Candidate writes lesson plan sections that are not systematically aligned with the lesson objective, and most sections lack detail and thoroughness. | Candidate writes lesson plan sections that are not systematically aligned with the lesson objective, or various sections lack detail and thoroughness. | Candidate writes lesson plan sections that are systematically aligned with the lesson objective, but various sections lack detail and thoroughness. | Candidate writes detailed lesson plan sections that are systematically aligned with the lesson objective. Candidate formulates a plan that can be used by a cooperating teacher or substitute methods teachers. . | Candidate writes detailed lesson plan sections that are systematically aligned with the lesson objective. Candidate formulates a plan that can be used by a cooperating teacher and substitute methods teachers. |
| 2.  Organization (CEC Standard 6.1) | Candidate writes a lesson plan that is not appropriately sequenced and lacks all mandated components. | | Candidate writes a lesson plan that is appropriately sequenced and contains mandated components. | | Candidate writes a lesson plan that is appropriately sequenced, contains mandated components, and may contain relevant attachments (e.g. error analysis, work samples). |
| 3.  Development (CEC Standard 6.1) | Candidate does not support lesson plan content with acceptable data sources. | Candidate supports lesson plan content based on input from cooperating professionals. | Candidate supports lesson plan content from a variety of data sources including a relevant IEP benchmark or CBA assessment data and error analysis. | Candidate supports lesson plan content from a variety of data sources including a relevant IEP benchmark as well as CBA assessment data and error analysis. | Candidate supports lesson plan content from a variety of data sources including a relevant IEP benchmark, CBA assessment data and error analysis, and cooperating professional input. |
| 4.  Style (CEC Standard 6.1) | Candidate uses conversational and imprecise language. | | Candidate uses formal professional language, but thoughts at times lack clarity. | | Candidate uses formal professional language. Candidate writes clearly and precisely. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 5. Mechanics (CEC Standard 6.1) | Candidate makes more than 5 errors in spelling and/or punctuation. | | Candidate makes 3-5 errors in spelling and/or punctuation. | | Candidate makes fewer than 3 errors in spelling and/or punctuation. |
| **Candidate Demonstrates Professional Presentation Skills** CEC Standard 6.1 | Candidate rarely explains professional jargon is in an appropriate manner and uses labeling language was used. Student confidentiality was violated. | Candidate rarely explains professional jargon is in an appropriate manner or uses labeling language was used. Student confidentiality was violated. | Candidate appropriately uses professional jargon and non-labeling language. Student confidentiality was maintained. | Candidate inconsistently provides examples to enhance understanding of professional jargon; uses non-labeling language; and maintains student confidentiality. | Candidate consistently provides examples to enhance understanding of professional jargon; uses non-labeling language; and maintains student confidentiality. |
| **Objective Critical Parts: Candidate Demonstrates Ability to Write a Measurable/Observable Objective** (CEC Standards 1 .1, 1.2, & 5.1) | Candidate develops and/or implements a curricular lesson objective that lacks an observable and measurable behavior and does not contain verifiable criteria to learner task performance.  AND  Candidate does not demonstrate knowledge and understanding of the scope and sequence of the curricular area as no relationship between the IEP benchmark and the lesson objective is evident OR IEP benchmark is omitted. In addition, the candidate develops a content lesson objective that does not consider the learners' learning and language differences. | Candidate develops and/or implements a curricular lesson objective that lacks an observable and measurable behavior or does not contain verifiable criteria to learner task performance.  OR  Candidate demonstrates limited knowledge and understanding of the scope and sequence of the curricular area as a direct link between the IEP benchmark by writing a literacy lesson objective that lacks clear alignment with the IEP benchmark. Candidate may or may not develop a literacy lesson objective that considers the learners' learning and language differences. | Candidate develops and/or implements a curricular lesson objective that includes critical parts were all present, 1) condition was stated, 2) learners identified, 3) observable-measurable behaviors, and 4) criterion was verifiable to student task performance.  AND  Candidate demonstrates knowledge and understanding of the scope and sequence of the curricular area by demonstrating a link between the IEP benchmark and the lesson objective as each relates to learning and language differences. | Candidate develops and/or implements a curricular lesson objective that includes critical parts that were present and generally clear: 1) condition clearly written specific to student performance, 2) Learners were identified, 3) observable-measurable behavior, and 4) criterion verifiable to learner task performance including # of trials.  AND  Candidate demonstrates knowledge and understanding of the scope and sequence of the curricular area by demonstrating a link between the IEP benchmark and the lesson objective as each relates to individual learning, language, and communication differences. | Candidate develops and/or implements a curricular lesson objective that includes critical parts that were clear and correct in all areas: 1) condition clearly written specific to learner performance, 2) Learner(s) were identified, 3) observable-measurable behavior(s), 4)Criterion included time as appropriate, accuracy, and # of trials, and 5) criterion verifiable to student task performance.  AND  Candidate demonstrates knowledge and understanding of the scope and sequence of the curricular area by demonstrating a link between the IEP benchmark and the lesson objective as each relates to individual learning, language, and communication differences. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Anticipatory Set: Candidate Utilizes Prior Literacy Skill Acquisition and Learner Experiences to Prepare the Learners for Instruction**<br><br>(CEC Standards 1.1, 1.2, 5..1, 5.5) | Candidate develops and/or implements an anticipatory set that provides a teacher directed review that lacks alignment with prior instruction and skill acquisition. Additionally, the candidate summarizes what was learned, and does not require the learners to engage in the review of prior learning.<br><br>AND<br><br>Candidate ineffectively considers the impact of culture, language difference and development, and environmental experiences of the learners by incorporating life experiences that are not meaningful or age-appropriate to the learner. As a result, the candidate did not effectively prepare and motivate the learners for instruction. | Candidate develops and/or implements an anticipatory set that provides a teacher directed review that is not thorough enough to determine whether prior instruction and skill acquisition is considered. Additionally, the candidate summarizes what was learned, and does not require the learners to engage in the review of prior learning.<br><br>OR<br><br>Candidate ineffectively considers the impact of culture, language difference and development, and environmental experiences of the learners by incorporating life experiences that are not meaningful or age-appropriate to the learner. As a result, the candidate did not effectively prepare and motivate the learners for instruction. | Candidate develops and/or implements an anticipatory set that provides a teacher directed review that relates to prior instruction and skill acquisition. However, the candidate summarizes what was learned, and does not require the learners to engage in the review of prior learning. Candidate considers the impact of culture, language difference and development, and environmental experiences of the learners by incorporating life experiences of the learner(s) as a means to prepare and motivate the learner for instruction. The experiences may or may not be meaningful or age-appropriate to the learners. | Candidate develops and/or implements an anticipatory set that provides a review that incorporates learners' participation and relates to prior instruction and skill acquisition. Candidate considers the impact of culture, language difference and development, and environmental experiences of the learners by incorporating life experiences of the learner(s) as a means to prepare and motivate the learners for instruction. However, the experiences do not appear meaningful or age-appropriate to the learners. | Candidate develops and/or implements an anticipatory set that provides a review that incorporates learners' participation and relates to prior instruction and skill acquisition. Candidate effectively considers the impact of culture, language difference and development, and environmental experiences of the learners by incorporating meaningful and age appropriate life experiences of the learners as a means to prepare and motivate the learners for instruction. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Student Objective**: **Candidate Considers Learners' Language/Communication Level When Communicating the Objective**<br><br>(CEC Standards 1.1, 1.2 & 5.1) | Candidate develops and/or implements a lesson objective that lacks a statement of expected learner behavior and/or lacked criteria for student performance.<br><br>Candidate does not demonstrate knowledge of development or individual differences of learners, or cultural or linguistic differences. | | Candidate develops and/or implements a lesson objective that contains a statement of expected learner behavior with explicit criteria for learner performance.<br><br>Although the candidate demonstrates knowledge of characteristics of learners, individual differences, and cultural and linguistic differences by developing and implementing a lesson objective that sets high expectations commensurate with the abilities and skills of the learner, the candidate communicates the objective listed word for word from the objective on top of the lesson plan page. | | Candidate develops and/or implements a lesson objective that contains a statement of expected learner behavior and is paraphrased at a level that can be understood by the learner. By developing and implementing a lesson objective that sets high expectations and explicit criteria commensurate with the abilities and skills of the learner, the candidate demonstrates understanding of characteristics of the learner, individual differences, and cultural and linguistic differences. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Overview of Instruction: Candidate Provides a Framework for Instruction**<br><br>(CEC Standard 5.1) | Candidate develops and/or implements an overview of instruction that lacks a sequential presentation of: modeling of the skill, checking for understanding of the skill, guided practice of the skill, or independent practice of the skill. The lack of sequence is due to numerous missing steps.<br><br>The candidate presents an overview that lacks alignment with the objective and is inappropriate to the learners' level of understanding. | Candidate develops and/or implements an overview of instruction that lacks a sequential presentation of: modeling of the skill, checking for understanding of the skill, guided practice of the skill, or independent practice of the skill. The lack of sequence may or may not be due to missing steps.<br><br>The candidate presents an overview that lacks alignment with the objective or is inappropriate to the learners' level of understanding. | Candidate develops and/or implements an overview of instruction that includes sequenced steps of modeling, checking for understanding, guided practice, and independent practice. While the candidate presents an overview that is in alignment with the learners' level of understanding, the direction for learning is not established because the skill is predominantly missing. | Candidate develops and/or implements an overview of instruction that includes sequenced steps of modeling of the skill, checking for understanding of the skill, guided practice of the skill, and independent practice of the skill. Although the candidate presents an overview that includes all steps and is in alignment with the learners' level of understanding, the direction for learning is not clearly established because the skill is inaccurately stated. | Candidate develops and/or implements an overview of instruction that includes sequenced steps of modeling of the skill, checking for understanding of the skill, guided practice of the skill, and independent practice of the skill. The candidate provides an overview that is at a level appropriate to the learners' level of understanding and in alignment with the objective. It is evident in the steps that the candidate is providing a clear direction for learning. |
| **Rationale: Candidate Considers the Academic and Life Skill Importance of the Skill**<br><br>(CEC Standards 1.1 & 5.1) | Candidate develops and/or implements an academic or life skill rationale that is not clear and does not address the importance of the skill to future academic or life learning. Candidate does not provide examples to support the learners' understanding. Candidate does not establish clear connections to other content areas. | Candidate develops and/or implements an academic or life skill rationale that is clear and addresses the importance of the skill to future academic or life learning. Candidate provides scant examples, and the examples may or may not be consistently relevant or age appropriate to the language experiences of the learners. Candidate does not establish clear connections to other content areas. | Candidate develops and/or implements an academic and life skill rationale that is clear and addresses the importance of the skill to future academic or life learning. Specific examples are provided, but the examples may or may not be consistently relevant or age appropriate to the language experiences of the learners. Candidate does not establish clear connections to other content areas. | Candidate develops and/or implements an academic and life skill rationale that is clear and addresses the importance of the skill to future academic or life learning. Candidate makes connections appropriate to other content areas. Specific examples are provided, but the examples are not consistently relevant or age appropriate to the language experiences of the learners. | Candidate develops and/or implements an academic and life skill rationale that is clear and addresses the importance of the skill to future academic and life learning. Candidate makes connections appropriate to other content areas. Specific examples are provided, relevant, and age appropriate to the language experiences of the learners. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Input/Modeling: Candidates Demonstrate the Instructional Process of Skill Acquisition**<br><br>(CEC Standards 5.1, 5.6, & 5.7) | Based on an understanding of the impact of development, disabilities, life and cultural experiences on learning, the candidate does not select and/or implement evidenced-based instructional strategies to enhance the learners' skills specific to the objective.<br><br>AND<br><br>Key steps of the learning process and distinct features of the skill are presented out of order or major errors in presenting the skill are evident. Candidate's lack of understanding of the curricular area objective is further demonstrated through the use of unrelated examples and inability to self-correct errors without a prompt. The candidate's level of understanding resulted in discrimination opportunities that do not relate to the process taught or the appropriate skill. | Based on an understanding of the impact of development, disabilities, life and cultural experiences on learning, the candidate does not select and/or implement evidenced-based instructional strategies to enhance the learners' skills specific to the objective.<br><br>OR<br><br>Key steps of the learning process and distinct features of the skill are presented out of order or major errors in presenting the skill are evident. Candidate's lack of understanding of the curricular area objective is further demonstrated through the use of unrelated examples and inability to self-correct errors without a prompt. The candidate's level of understanding resulted in discrimination opportunities that do not relate to the process taught or the appropriate skill. | Based on an understanding of the impact of development, disabilities, life and cultural experiences on learning, the candidate selects and/or implements evidenced-based instructional strategies to enhance the learners' skills specific to the objective. Key sequential steps of the learning process and distinct features of the skill are evident and are age-ability appropriate to the learner(s). However, the candidate made minor errors in presenting the process, but did self-correct without prompting. Candidate's understanding of the skill may also be impacted by the use of examples that do not clearly link with the skill being taught. When examples raised questions, the candidate tried to offer a meaningful alternative explanation of the concept/process. The candidate also provides discrimination opportunities through the use of examples and non-examples. The examples and non-examples used may or may not relate to key conceptual errors in the process or the appropriate prior skill. | Based on an understanding of the impact of development, disabilities, life and cultural experiences on learning, the candidate selects and/or implements evidenced-based instructional strategies to enhance the learners' skills specific to the objective. Sequential steps of the learning process and distinct features of the skill are evident and are age-ability appropriate to the learner(s). Candidate's errorless understanding of the skill is demonstrated through the use of clear and meaningful examples, and when needed alternative explanations of the concept. The candidate also provides discrimination opportunities through the use of examples and non-examples. However, the examples and non-examples used do not relate to key conceptual errors in the process or the appropriate prior skill. | Based on an understanding of the impact of development, disabilities, life and cultural experiences on learning, the candidate selects and/or implements evidenced-based instructional strategies to enhance the learners' skills specific to the objective. Sequential steps of the learning process and distinct features of the skill are evident and are age-ability appropriate. Candidate's errorless understanding of the skill is demonstrated through the use of clear and meaningful examples, and when needed alternative explanations of the concept. The candidate also provides discrimination opportunities through the use of clear and meaningful examples and non-examples to encourage critical thinking. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Checking for Understanding: Candidate Requires Learners to Demonstrate Understanding of Instruction**<br><br>(CEC Standards 4.2 & 5.1) | Candidate requires learners to rehearse a flawed process. The candidate may require the learners to rehearse steps of a process that does not relate to the process taught.<br><br>AND<br><br>Candidate does not talk the learners through the key steps of the process, but makes errors. As a result, learners are not able to demonstrate understanding of the skill taught. Candidate does not make an adjustment to the lesson progression even with a prompt provided. | Candidate requires learners to rehearse the process for completing the instructional tasks. The process directly relates to the lesson objective. Candidate talks the learners through the key steps of the process taught, but makes errors. Based on the learners' responses, the candidate may or may not appropriately adjust the progression through the lesson. If an adjustment is made it usually requires a prompt. | Candidate requires learners to rehearse the literacy process for completing the instructional tasks. The process directly relates to the lesson objective. Candidate talks the learners through the key steps of the process taught. Based on the learners' responses, the candidate appropriately adjusts the progression through the lesson, but may or may not require a prompt. | Candidate requires learners to verbally state steps they follow (think aloud) prior to or after rehearsing the key steps of the process taught. Based on the learners' responses, the candidate appropriately adjusts the progression through the lesson without a required prompt. | Candidate requires learners to verbally state steps they follow (think aloud) while rehearsing the key steps of the process taught. Based on the learners' responses, the candidate appropriately adjusts the progression through the lesson without a required prompt. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Guided Practice: Candidate Provides Meaningful and Monitored Practice of the Skill**<br><br>(CEC Standard 1.2, 5.1, 5.5, 5.6, & 5.7) | Candidate designs and implements unmonitored opportunities for practice of the skill, and the materials and practice activities inclusive of technology lack alignment with the lesson objective. Further the candidate uses practice activities do not provide for learner differences in linguistic and/or communication skills. When required, the candidate does not adjust practice to meet the needs of the learners with exceptional learning needs. Practice lacked clarity so another person could implement the lesson. | Candidate designs and implements monitored opportunities for practice of the skill. However, the materials and practice activities lack alignment with the lesson objective or practice activities inclusive of technology do not provide for learner differences in linguistic and/or communication skills. When required, the candidate does not adjust practice to meet the needs of the learners with exceptional learning needs. Practice lacked clarity so another person could implement the lesson. | Candidate designs and implements monitored opportunities for practice of the skill skills through the use of relevant materials and age-ability appropriate practice activities inclusive of technology that are in alignment with the lesson objective. The candidate does not offer a variety of practice activities that actively engage students or provide for learner differences in linguistic and/or communication skills. Based on learners' responses, the candidate attempts to adjust the practice to meet the needs of the learners with exceptional learning needs. Candidate provides a description of the guided practice clear enough to be used by another teacher. | Candidate designs and implements monitored opportunities for practice of the skill through the use of relevant materials and age-ability appropriate practice activities inclusive of technology that are in alignment with the lesson objective. Practice activities provide for learner differences in linguistic and communication skills. Candidate incorporates into the plan a variety (printed, auditory, hands-on, on-line) of materials that actively involve learners in the learning process. However, materials lack creativity. Based on the learners' responses, the candidate also effectively adjusts practice to meet the needs of the learners with exceptional learning needs. Candidate provides a description of the guided practice clear enough to be used by another teacher. | Candidate designs and implements monitored opportunities for differentiated practice of the skill through the use of relevant materials and age-ability appropriate practice activities inclusive of technology that are in alignment with the lesson objective. Activities provide for learner differences in linguistic and communication skills. Candidate incorporates into the plan a variety (printed, auditory, hands-on, on-line) of creative materials that actively involve learners in the learning process, and based on learners' responses, effectively adjusts practice to meet the needs of the learners with exceptional learning needs. Candidate provides a description of the guided practice clear enough to be used by another teacher. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Independent Practice: Candidate Provides Individualized Practice Opportunities of the Skill**<br><br>(CEC Standard 1.2, 5.1, 5.5, 5.6, & 5.7) | Candidate designs and implements independent opportunities for practice of the skill, and the materials and practice activities inclusive of technology lack alignment with the lesson objective. Further the candidate uses practice activities do not provide for learner differences in linguistic and/or communication skills. When required, the candidate does not adjust practice to meet the needs of the learners with exceptional learning needs. Practice lacked clarity so another person could implement the lesson. | Candidate designs and implements independent opportunities for practice of the skill. However, the materials and practice activities inclusive of technology lack alignment with the lesson objective or practice activities do not provide for learner differences in linguistic and/or communication skills. When required, the candidate does not adjust practice to meet the needs of the learners with exceptional learning needs. Practice lacked clarity so another person could implement the lesson. | Candidate designs and implements independent opportunities for practice of the skill through the use of relevant materials and age-ability appropriate practice activities inclusive of technology that are in alignment with the lesson objective. The candidate does not offer a variety of practice activities and materials that actively engage students or provide for learner differences in linguistic and/or communication skills. Consequently, the candidate may not be individualizing practice opportunities.. Based on learners' responses, the candidate attempts to adjust the practice to meet the needs of the learners with exceptional learning needs. Candidate provides a description of the guided practice clear enough to be used by another teacher. | Candidate designs and implements independent opportunities for individualized practice of the literacy skill through the use of materials and age-ability appropriate practice activities inclusive of technology that are in alignment with the lesson objective. Practice activities provide for learner differences in linguistic and communication skills. Candidate incorporates into the plan a variety (printed, auditory, hands-on, on-line) of materials that actively involve learners in the learning process. However, materials lack creativity. Based on the learners' responses, the candidate also effectively adjusts practice to meet the needs of the learners with exceptional learning needs. Candidate provides a description of the guided practice clear enough to be used by another teacher. | Candidate designs and implements independent opportunities for individualized and differentiated practice of the skill through the use of relevant materials and age-ability appropriate practice activities inclusive of technology that are in alignment with the lesson objective. Practice activities provide for learner differences in linguistic and communication skills. Candidate incorporates into the plan a variety (printed, auditory, hands-on, on-line) of creative materials that actively involve learners in the learning process, and based on learners' response effectively adjusts practice to meet the needs of the learners with exceptional learning needs. Candidate provides a description of the guided practice clear enough to be used by another teacher. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Feedback and Correctives: Candidate Effectively Uses Academic and Behavioral Feedback Procedures** (CEC Standards 2 .1, 2.2, & 4.2) | Albeit unclear, candidate lists general praise and error correction for correct and incorrect learner responses and reinforcers and consequences for appropriate and inappropriate learner behavior. Error correction and reinforcement techniques are not implemented. Student learning and behavior are not supported and promoted. Consequently, the candidate ineffectively uses learner responses to determine the pace and progression through lesson. AND The candidate does not use learner responses to make modifications to the instructional environment, materials and/or strategies. | Albeit unclear, candidate lists general praise and error correction for correct and incorrect learner responses and reinforcers and consequences for appropriate and inappropriate learner behavior. Error correction and reinforcement techniques are not implemented. Student learning and behavior are not supported and promoted. Consequently, the candidate ineffectively uses learner responses to determine the pace and progression through lesson. OR The candidate does not use learner responses to make modifications to the instructional environment, materials and/or strategies. | Candidate lists general praise and error correction for correct and incorrect learner responses and reinforcers and consequences for appropriate and inappropriate learner behavior. Implementation of error correction and reinforcement is sporadic resulting in some positive changes in student learning and behavior. Candidate effectively use learner responses to determine the pace and progression through lesson, but does not use learner responses to make modifications to the instructional environment, materials and/or strategies. | Candidate consistently lists contingent and specific praise and error correction for correct and incorrect learner responses, and reinforcers and consequences for appropriate and inappropriate learner behavior. Error correction procedures or reinforcement techniques support and promote student learning. When appropriate, learner responses are used to effectively modify the instructional environment, materials, and/or strategies. However, learner responses are ineffectively used to determine the pace and progression through the lesson. | Candidate consistently lists contingent and specific praise and error correction for correct and incorrect learner responses, and reinforcers and consequences for appropriate and inappropriate learner behavior. Error correction and reinforcement procedures support and promote student learning. When appropriate, learner responses are used to effectively modify the instructional environment, materials, and/or strategies. Further, learner responses are effectively used to determine the pace and progression through the lesson. |
| **Closure: Candidate Provides Opportunities for Summarizing Learning and Previewing Focus of Next Lesson** (CEC Standard 5.1) | Candidate does not summarize the process taught and does not address the next appropriate curricular skill to be taught. | Candidate does not summarize the process taught OR state the appropriate curricular skill to be taught in the next lesson. | Candidate summarizes the process taught and states the curricular skill to be taught in the next lesson. The learner(s) are not actively involved in the closure of the lesson. | Candidate designs and implements a summary of the lesson plan that requires learner(s) to state features of the skill learned. The candidate also states a related curricular skill learner(s) will be taught in the next lesson. | Candidate designs and implements a summary of the lesson plan that requires learner(s) to clearly rehearse the key steps of the process. The candidate also states a related curricular skill learner(s) will be taught in the next lesson. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Student Will Components: Candidate Demonstrates Understanding of the Relationship Between Teacher Directives and Learner Responses**<br><br>(CEC Standard 2.1 & 2.2) | Candidate lists most learner behaviors per section; Learner behaviors are consistently observable and measurable, and lack alignment with teacher directives. | Candidate lists learner behaviors per section; Learner behaviors are inconsistently observable and measurable, and lack alignment with teacher directives. | Candidate lists learner behaviors per section; Learner behaviors are observable and measurable, but are not consistently in alignment with teacher directives. | Candidate lists learner behaviors per section; Learner behaviors are observable and measurable. At times behaviors lack sequence as per teacher direction. | Candidate lists learner behaviors per section in a sequence and in alignment with teacher direction; learner behaviors are consistently observable and measurable. |
| **Data-Based Record Keeping System: Candidate Creates and Implements a Data-Based Record Keeping System to Inform Instruction**<br><br>(CEC Standards 4.1 & 4.2) | Candidate develops and utilizes a data record keeping system that records data on each learner behavior. The candidate collects quantitative learner data so that the data may be used to determine what the learners can and cannot do specific to the lesson objective. No error analysis is included. A system for recording learner data is listed, and mostly labeled, but generally inappropriate for learner task completion. Data are not recorded on the plan.<br><br>AND<br><br>Candidate does not make adjustments to instruction resulting in the cooperating teacher/supervisor actively intervening in the lesson | Candidate develops and utilizes a data record keeping system that records data on each learner behavior. The candidate collects quantitative learner data so that the data may be used to determine what the learners can and cannot do specific to the lesson objective. No error analysis is included. A system for recording learner data is listed, and mostly labeled, but generally inappropriate for learner task completion. Data are not recorded on the plan.<br><br>OR<br><br>Candidate does not make data-driven adjustments to instruction resulting in the cooperating teacher/supervisor actively intervening in the lesson. | Candidate develops and utilizes a data record keeping system that records data on each learner behavior. The candidate collects quantitative learner data so that the data may be used to determine what the learners can and cannot do specific to the lesson objective. An error analysis may or may not be included for academic or behavioral data. A system for recording learner data is listed, labeled, and usually appropriate for learner task completion. Data are recorded on the plan.<br><br>Candidate appropriately uses learner data to make adjustments to instruction with cooperating teacher/supervisor prompt. | Candidate develops and utilizes a data record keeping system that records data on each learner behavior. The candidate collects quantitative learner data so that the data may be used to determine what the learners can and cannot do specific to the lesson objective. An error analysis is also included for academic or behavioral data. A system for recording learner data is listed, labeled, and appropriate for learner task completion. Data are recorded on the plan.<br><br>Candidate appropriately uses learner data to make adjustments during instruction without cooperating teacher/supervisor prompt. | Candidate develops and utilizes a data record keeping system that records data on each learner behavior. The candidate collects both quantitative and qualitative (error analysis for academic and behavioral data) learner data so that the data may be used to determine what the learners can and cannot do specific to the lesson objective. A system for recording learner data is listed, labeled, and appropriate for learner task completion. Data are recorded on the plan.<br><br>Candidate appropriately uses learner data to make adjustments during instruction without cooperating teacher/supervisor prompt. |

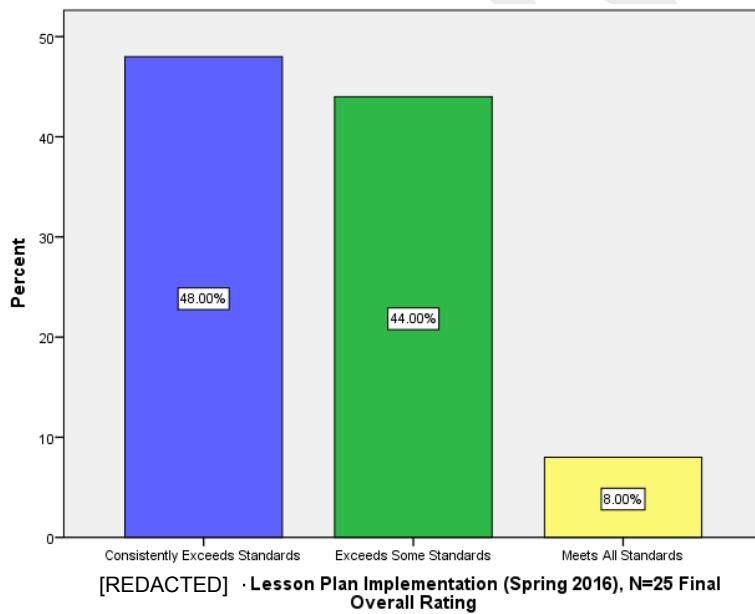| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Content Area Elements: Candidate Demonstrates Understanding of Literacy and Pedagogical Methodology**<br><br>(CEC Standards 3.1, 3.2, 3.3 & 5.6, 5.7) | Candidate demonstrates an inadequate understanding of the major concepts, principles, and theories associated with effective curriculum development, instructional planning, and assessment as it relates to the curricular lesson objective and the Illinois Learning Standards/Illinois Common Core. The lack of candidate's understanding is evident in the candidate's skills in developing and implementing a content accurate lesson plan with major conceptual errors that were not self-corrected during instruction, selecting random instructional materials, and failing to use data to make appropriate instructional decisions. Further, the candidate does not take into consideration the learners' development, cultural, linguistic, and social/emotional differences as well as the impact of the disability on development and acquisition of academic content and skills. | | Candidate demonstrates an appropriate understanding of the major concepts, principles, and theories associated with effective curriculum development, instructional planning, and assessment as it relates to the curricular lesson objective and the Illinois Learning Standards/Illinois Common Core. The candidate's level of understanding is evident in the candidate's skills in developing and implementing a content accurate lesson plan with minor conceptual errors that were self-corrected during instruction, selecting purposeful instructional materials, and using data to make appropriate instructional decisions. Further, the candidate takes into consideration the learners' development, cultural, linguistic, and social/emotional differences as well as the impact of the disability on development and acquisition of academic content and skills. | | Candidate demonstrates an exceptional understanding of the major concepts, principles, and theories associated with effective curriculum development, instructional planning, and assessment as it relates to the curricular lesson objective and the Illinois Learning Standards/Illinois Common Core. The candidate's level of understanding is evident in the candidate's skills in developing and implementing a content accurate lesson plan, selecting purposeful instructional materials, and using data to make instructional decisions. Further, the candidate takes into consideration the learners' development, cultural, linguistic, and social/emotional differences as well as the impact of the disability on development and acquisition of academic content and skills. |

| Categories of Evaluations | Does Not Meet Standards | Inconsistently Meets Standards | Meets Standards | Exceeds Some Standards | Consistently Exceeds Standards |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **Technology: Candidate Uses Technology, Inclusive of Assistive Technologies, to Enhance Student Skills**<br><br>(CEC Standard 5.3) | Although dictated by learner need, the candidate does not select and implement available technology in a purposeful manner, inclusive of assistive technology. Consequently, the learners' access to instruction and understanding of the objective is not evident.<br><br>OR<br><br>The candidate does not model digital etiquette and responsible social actions in the use of digital technology. | As dictated by learner need, the candidate selects and implements available technology, inclusive of assistive technology.<br><br>While the candidate models digital etiquette and responsible social actions in the use of digital technology, the use of technology lacks purpose and detracts from the learners' access to instruction.<br><br>Further, the candidate appears uncomfortable in using the technology, so it is not clear that the technology enhances learning of the objective. | As dictated by learner need, the candidate selects and implements available technology, inclusive of assistive technology.<br><br>The use of technology is purposeful and enhances the learners' access to instruction.<br><br>In addition, the candidate models digital etiquette and responsible social actions in the use of digital technology.<br><br>While the candidate appears comfortable in using the technology, it is not clear that the technology enhances learning of the objective. | As dictated by learner need, the candidate selects and implements a wide variety of technology, inclusive of assistive technology.<br><br>The use of technology is purposeful and enhances the learners' access to instruction and understanding of the objective.<br><br>In addition, the candidate models digital etiquette and responsible social actions in the use of digital technology.<br><br>However, the candidate appears uncomfortable or uncertain with how to use some of the features of the technology resulting in brief interruptions in instruction. | As dictated by learner need, the candidate selects and implements a wide variety of technology, inclusive of assistive technology.<br><br>The use of technology is purposeful and enhances the learners' access to instruction and understanding of the objective.<br><br>In addition, the candidate models digital etiquette and responsible social actions in the use of digital technology.<br><br>The candidate appears comfortable in using technology in instruction resulting in seamless integration of the technology. |

# Lesson Plan Implementation (Spring 2016), N=25 Final Overall Rating

Lesson Plan Implementation (Spring 2016), N=25 Final Overall Rating

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.40 |
| Median | | 4.00 |
| Mode | | 5 |
| Range | | 2 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 12 | 48.0 | 48.0 | 48.0 |
| | Exceeds Some Standards | 11 | 44.0 | 44.0 | 92.0 |
| | Meets All Standards | 2 | 8.0 | 8.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED]  · **Lesson Plan Implementation (Spring 2016), N=25 Final Overall Rating**
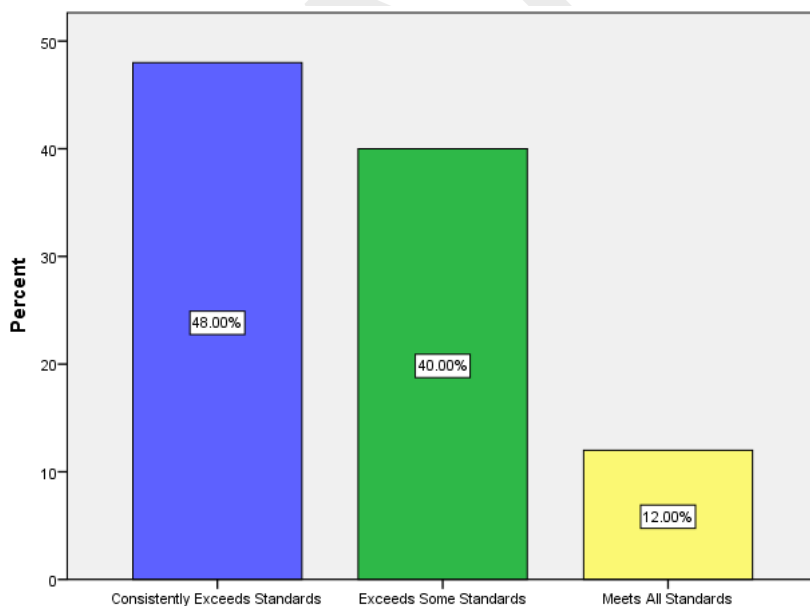
# Lesson Plan Implementation (Spring 2016), N=25 Writing Competence (CEC 6)

Lesson Plan Implementation (Spring 2016), N=25 Writing Competency

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.36 |
| Median | | 4.00 |
| Mode | | 5 |
| Range | | 2 |

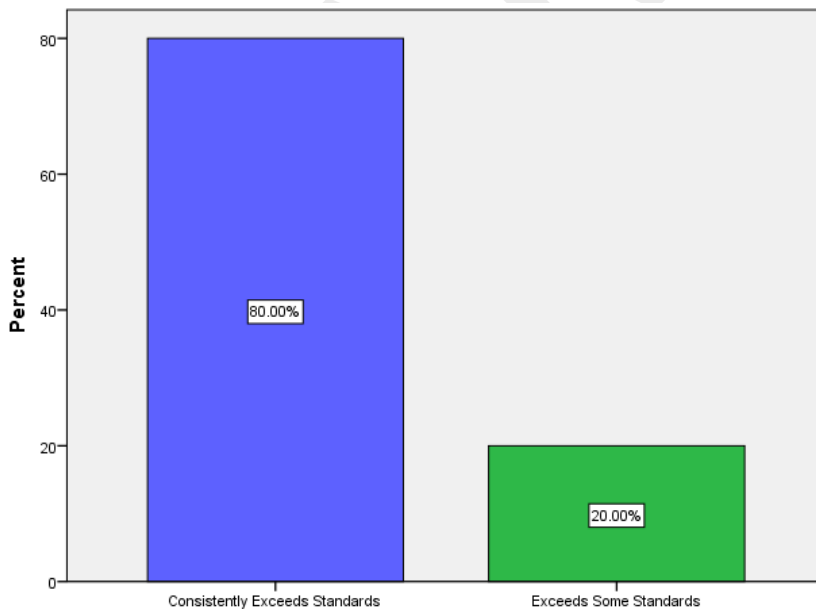| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 12 | 48.0 | 48.0 | 48.0 |
| | Exceeds Some Standards | 10 | 40.0 | 40.0 | 88.0 |
| | Meets All Standards | 3 | 12.0 | 12.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 Writing Competency

# Lesson Plan Implementation (Spring 2016), N=25 Professional Presentation (CEC 6)

Lesson Plan
Implementation (Spring
2016), N=25
Professional
Presentation

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.80 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 1 |

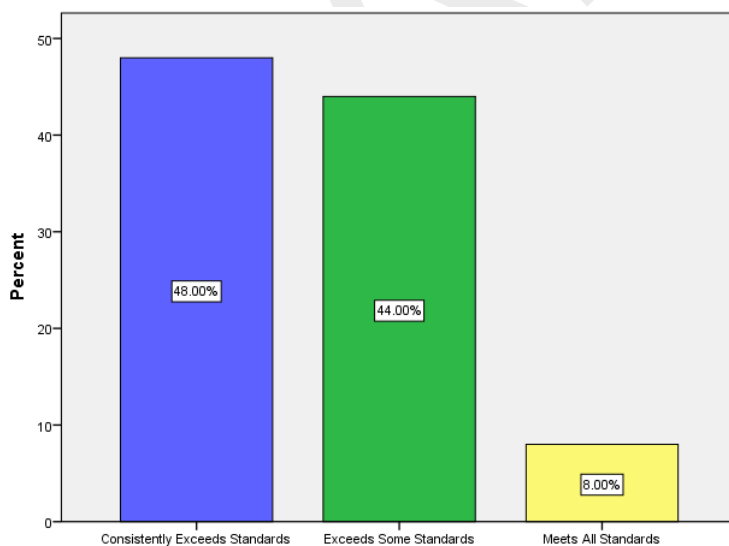| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 20 | 80.0 | 80.0 | 80.0 |
| | Exceeds Some Standards | 5 | 20.0 | 20.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 Professional Presentation

## Lesson Plan Implementation (Spring 2016), N=25 Overall Required Components (CEC 1, 2, 3, 4, 5, 6)

Lesson Plan Implementation (Spring 2016), N=25 Overall Required Components

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.40 |
| Median | | 4.00 |
| Mode | | 5 |
| Range | | 2 |

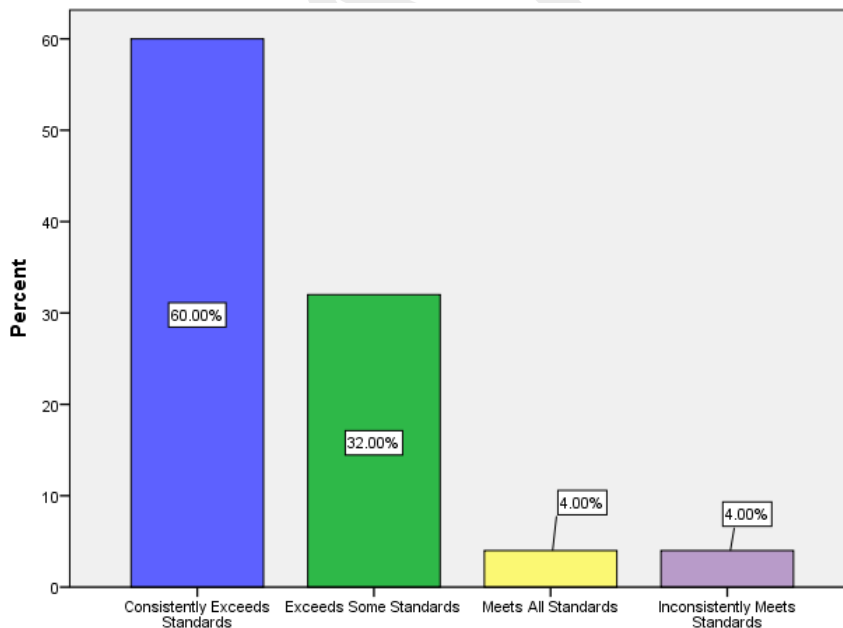| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 12 | 48.0 | 48.0 | 48.0 |
| | Exceeds Some Standards | 11 | 44.0 | 44.0 | 92.0 |
| | Meets All Standards | 2 | 8.0 | 8.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] · **Lesson Plan Implementation (Spring 2016), N=25 Overall Required Components**

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Objective: Critical Parts (CEC 1, 5)

Lesson Plan Implementation (Spring 2016), N=25 R.C. Objective: Critical Parts

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.48 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 3 |

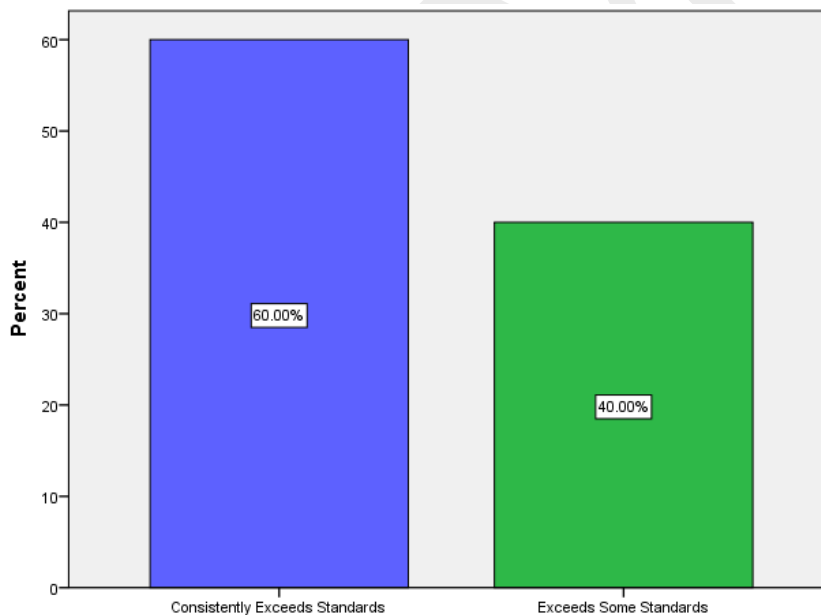| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 15 | 60.0 | 60.0 | 60.0 |
| | Exceeds Some Standards | 8 | 32.0 | 32.0 | 92.0 |
| | Meets All Standards | 1 | 4.0 | 4.0 | 96.0 |
| | Inconsistently Meets Standards | 1 | 4.0 | 4.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - **Lesson Plan Implementation (Spring 2016), N=25 R.C. Objective: Critical Parts**

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Anticipatory Set (CEC 1, 5)

Lesson Plan
Implementation (Spring
2016), N=25 R.C.
Anticipatory Set

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.60 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 1 |

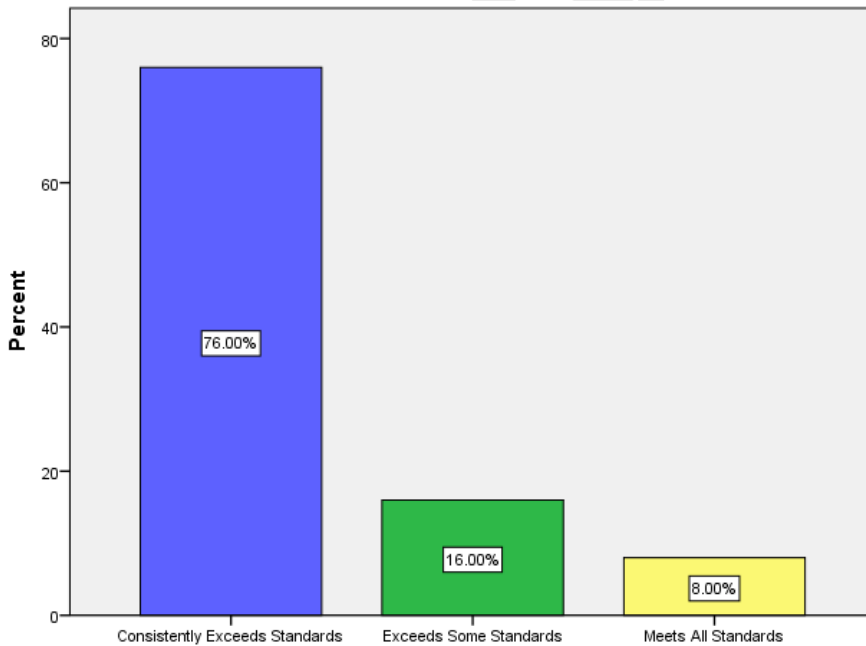| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 15 | 60.0 | 60.0 | 60.0 |
| | Exceeds Some Standards | 10 | 40.0 | 40.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Anticipatory Set

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Student Objective (CEC 1, 5)

Lesson Plan Implementation (Spring 2016), N=25 R.C. Student Objective

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.68 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 2 |

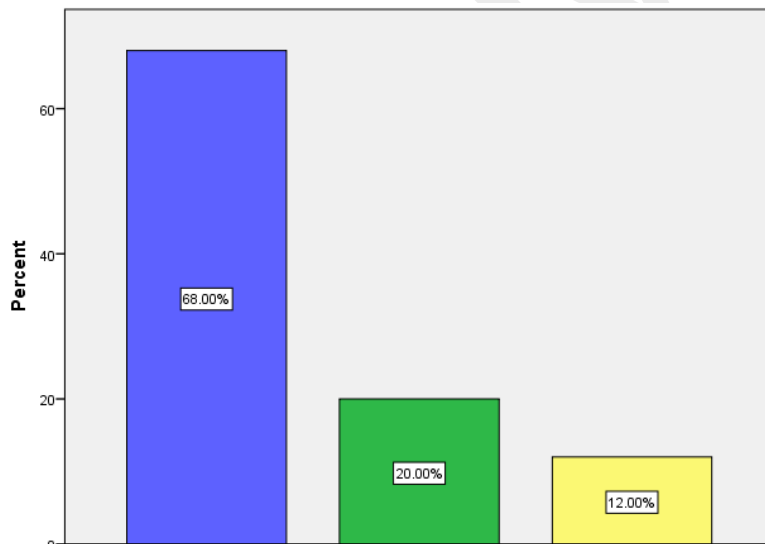| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 19 | 76.0 | 76.0 | 76.0 |
| | Exceeds Some Standards | 4 | 16.0 | 16.0 | 92.0 |
| | Meets All Standards | 2 | 8.0 | 8.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Student Objective

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Overview of Instruction (CEC 5)

Lesson Plan Implementation (Spring 2016), N=25 R.C. Overview of Instruction

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.56 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 2 |

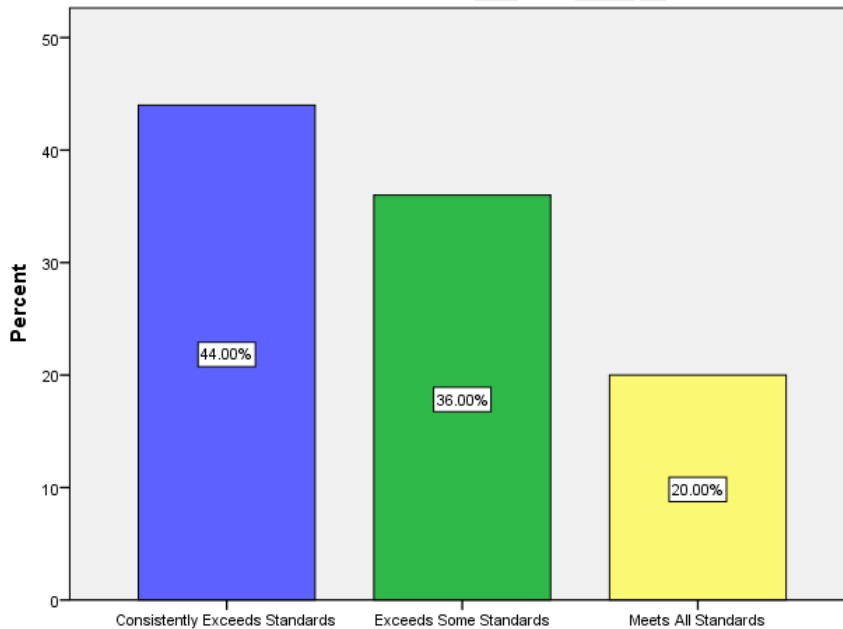| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 17 | 68.0 | 68.0 | 68.0 |
| | Exceeds Some Standards | 5 | 20.0 | 20.0 | 88.0 |
| | Meets All Standards | 3 | 12.0 | 12.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Overview of Instruction

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Rationale (CEC 1, 5)

Lesson Plan
Implementation (Spring
2016), N=25 R.C.
Rationale

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.24 |
| Median | | 4.00 |
| Mode | | 5 |
| Range | | 2 |

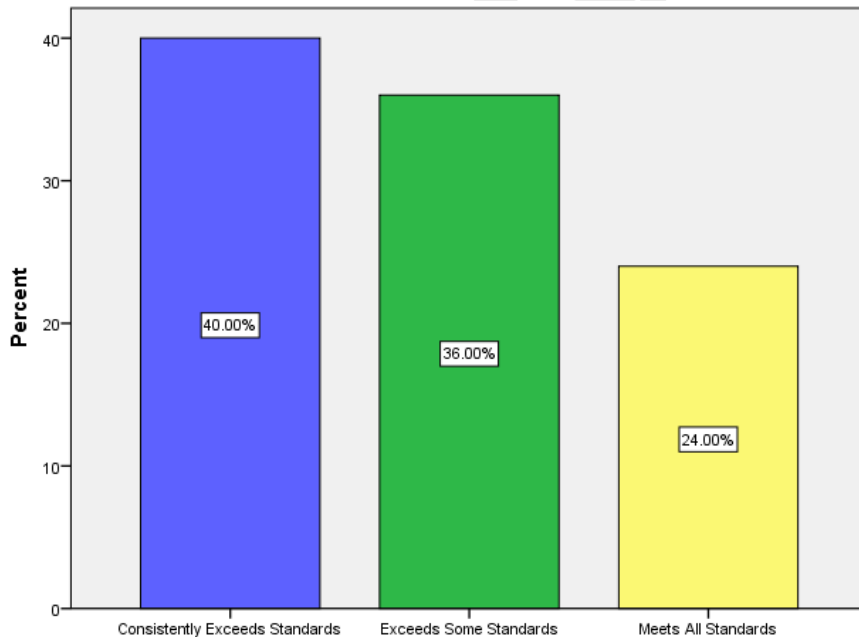| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 11 | 44.0 | 44.0 | 44.0 |
| | Exceeds Some Standards | 9 | 36.0 | 36.0 | 80.0 |
| | Meets All Standards | 5 | 20.0 | 20.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Rationale

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Input/Modeling (CEC 5

Lesson Plan
Implementation (Spring
2016), N=25 R.C.
Input/Modeling

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.16 |
| Median | | 4.00 |
| Mode | | 5 |
| Range | | 2 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 10 | 40.0 | 40.0 | 40.0 |
| | Exceeds Some Standards | 9 | 36.0 | 36.0 | 76.0 |
| | Meets All Standards | 6 | 24.0 | 24.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED]  - Lesson Plan Implementation (Spring 2016), N=25 R.C. Input/Modeling

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Check for Understanding (CEC 1, 5)

Lesson Plan Implementation (Spring 2016), N=25 R.C. Check for Understanding

|   |   |   |
|---|---|---|
| N | Valid | 25 |
|   | Missing | 0 |
| Mean | | 4.52 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 3 |

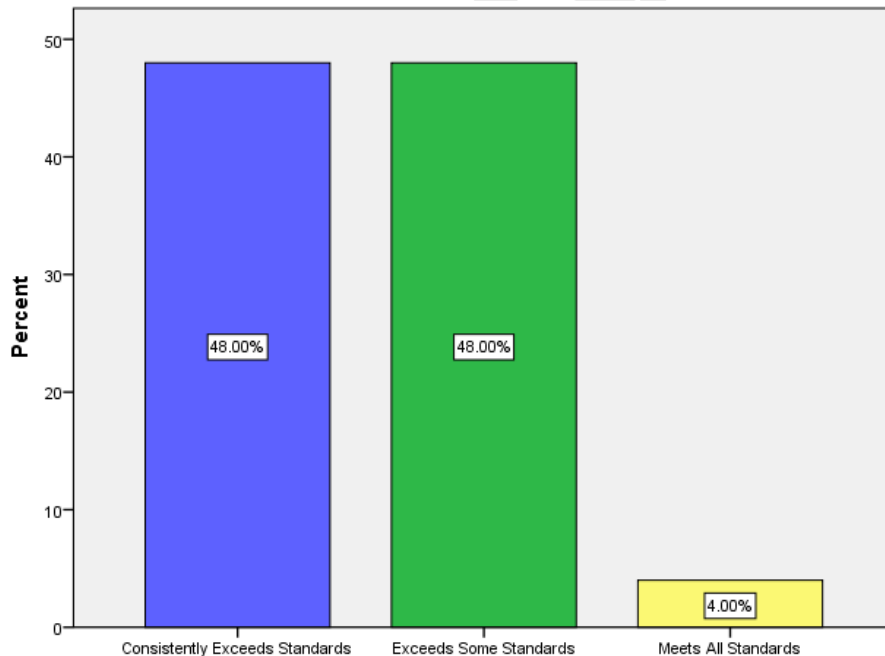|   |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 17 | 68.0 | 68.0 | 68.0 |
|   | Exceeds Some Standards | 5 | 20.0 | 20.0 | 88.0 |
|   | Meets All Standards | 2 | 8.0 | 8.0 | 96.0 |
|   | Inconsistently Meets Standards | 1 | 4.0 | 4.0 | 100.0 |
|   | Total | 25 | 100.0 | 100.0 | |
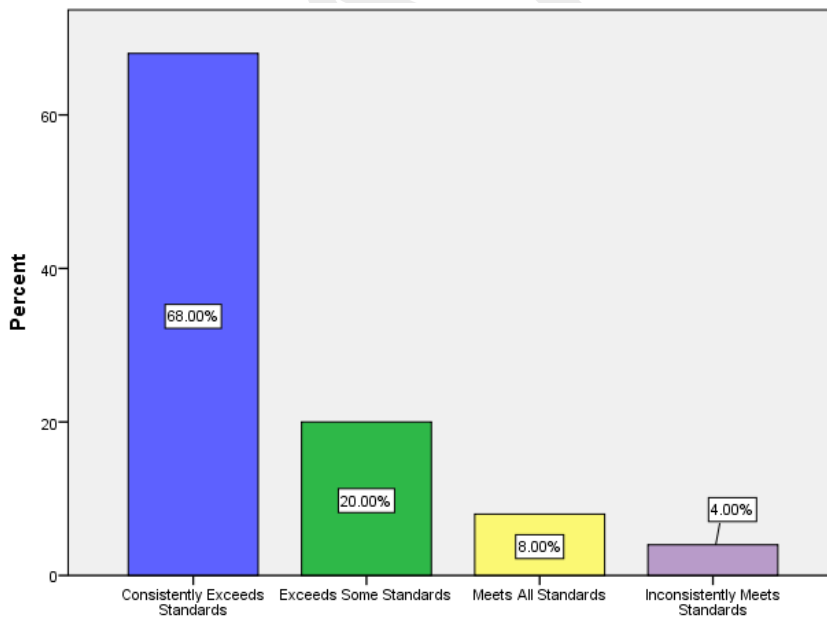


[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Check for Understanding

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Guided Practice (CEC 5)

Lesson Plan
Implementation (Spring
2016), N=25 R.C.
Guided Practice

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.44 |
| Median | | 4.00 |
| Mode | | 5[a] |
| Range | | 2 |

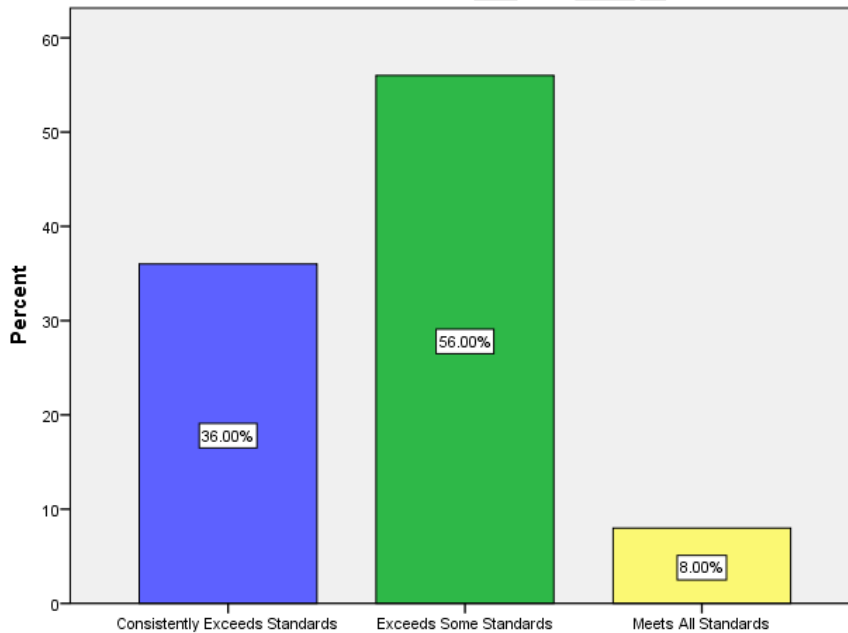| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 12 | 48.0 | 48.0 | 48.0 |
| | Exceeds Some Standards | 12 | 48.0 | 48.0 | 96.0 |
| | Meets All Standards | 1 | 4.0 | 4.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - **Lesson Plan Implementation (Spring 2016), N=25 R.C. Guided Practice**

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Independent Practice (CEC 5)

Lesson Plan
Implementation (Spring
2016), N=25 R.C.
Independent Practice

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.28 |
| Median | | 4.00 |
| Mode | | 4 |
| Range | | 2 |

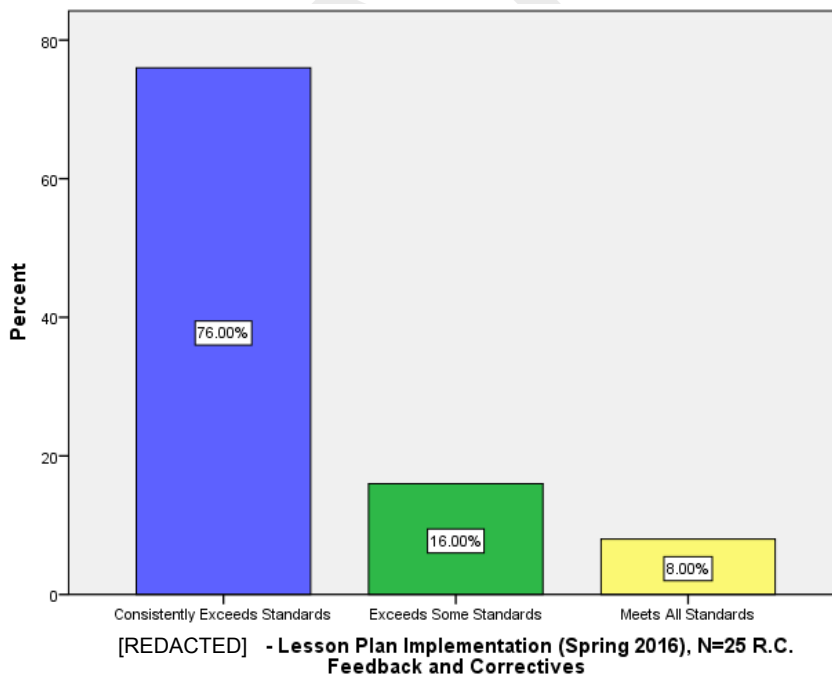| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 9 | 36.0 | 36.0 | 36.0 |
| | Exceeds Some Standards | 14 | 56.0 | 56.0 | 92.0 |
| | Meets All Standards | 2 | 8.0 | 8.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Independent Practice

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Feedback and Correctives (CEC 2)

Lesson Plan Implementation (Spring 2016), N=25 R.C. Feedback and Correctives

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.68 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 2 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 19 | 76.0 | 76.0 | 76.0 |
| | Exceeds Some Standards | 4 | 16.0 | 16.0 | 92.0 |
| | Meets All Standards | 2 | 8.0 | 8.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



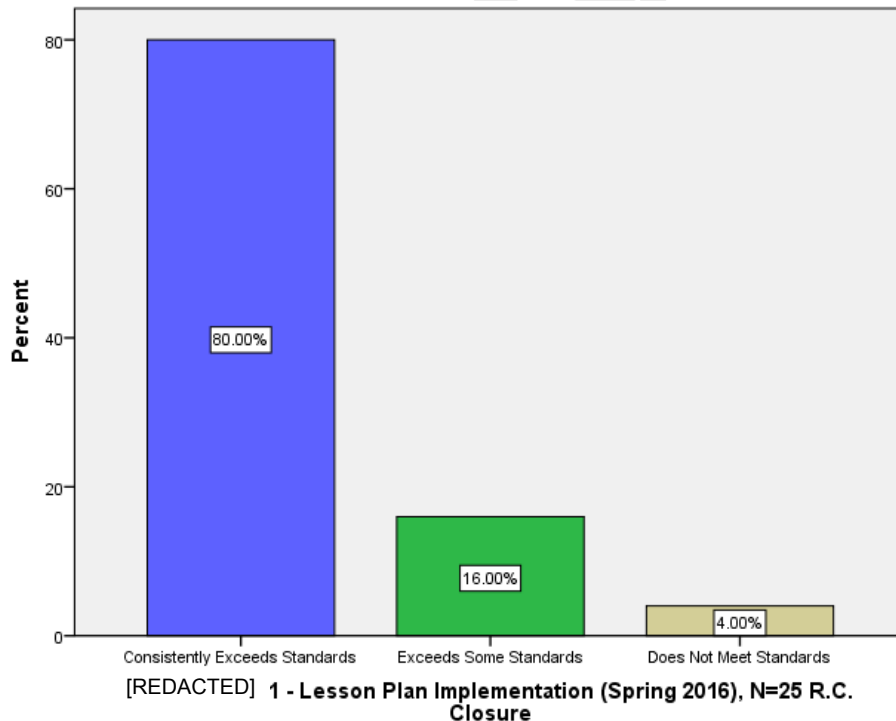[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Feedback and Correctives

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Closure (CEC 5)

Lesson Plan
Implementation (Spring
2016), N=25 R.C.
Closure

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.68 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 4 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 20 | 80.0 | 80.0 | 80.0 |
| | Exceeds Some Standards | 4 | 16.0 | 16.0 | 96.0 |
| | Does Not Meet Standards | 1 | 4.0 | 4.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



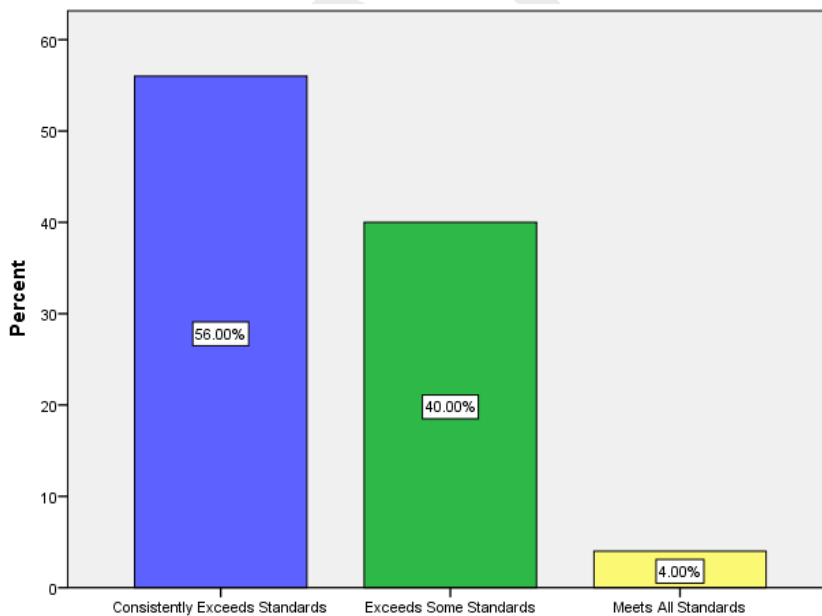[REDACTED] 1 - Lesson Plan Implementation (Spring 2016), N=25 R.C. Closure

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Student Will Components (CEC 5)

Lesson Plan Implementation (Spring 2016), N=25 R.C. Student Will Components

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.52 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 2 |

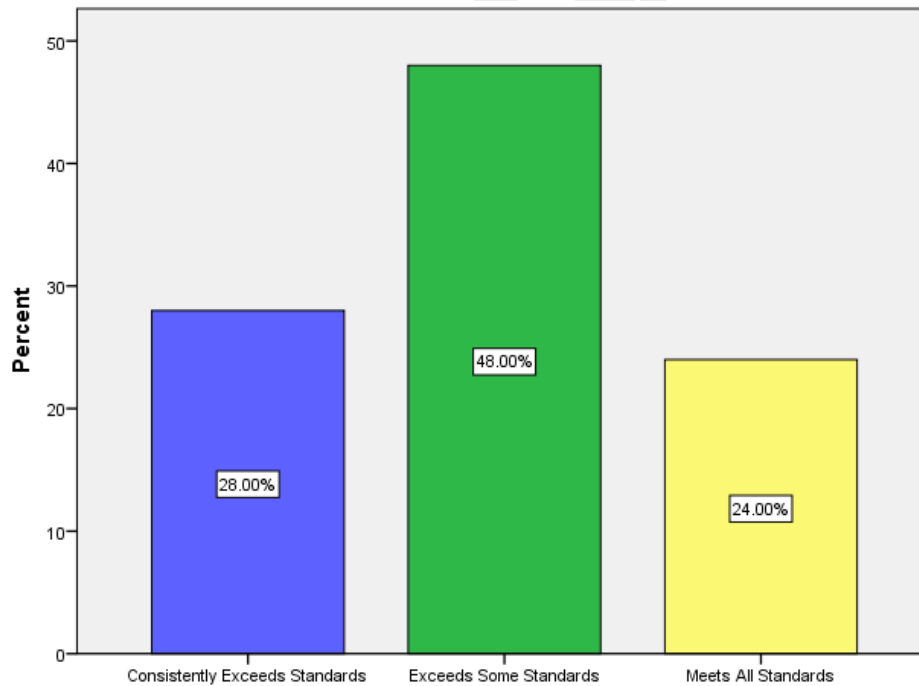| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 14 | 56.0 | 56.0 | 56.0 |
| | Exceeds Some Standards | 10 | 40.0 | 40.0 | 96.0 |
| | Meets All Standards | 1 | 4.0 | 4.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Student Will Components

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Materials and Results (CEC 4, 5)

Lesson Plan
Implementation (Spring
2016), N=25 R.C.
Materials and Results

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.04 |
| Median | | 4.00 |
| Mode | | 4 |
| Range | | 2 |

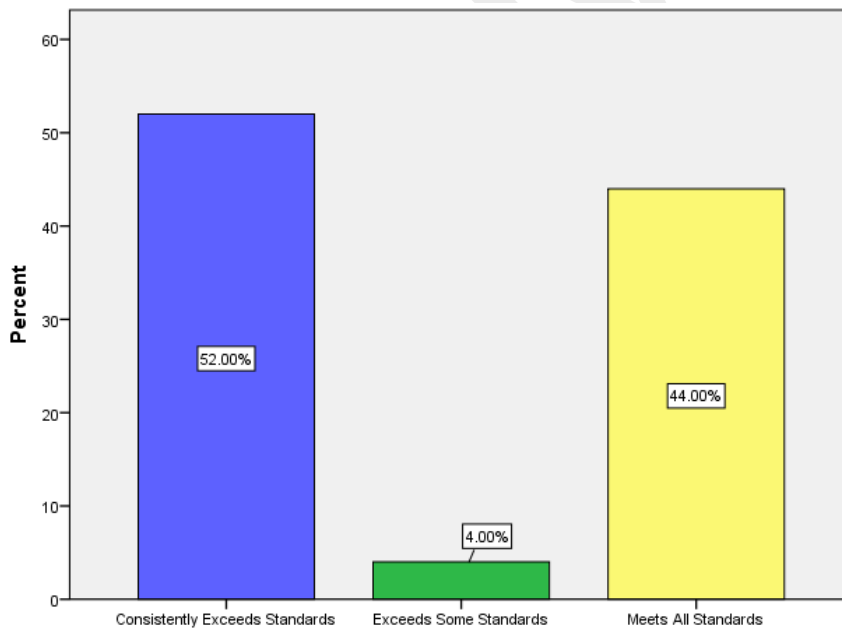| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 7 | 28.0 | 28.0 | 28.0 |
| | Exceeds Some Standards | 12 | 48.0 | 48.0 | 76.0 |
| | Meets All Standards | 6 | 24.0 | 24.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C. Materials and Results

# Lesson Plan Implementation (Spring 2016), N=25 R.C. Content Area Element(s) (CEC 1, 3, 5)

Lesson Plan
Implementation (Spring
2016), N=25 R.C.
Content Area Element(s)

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.08 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 2 |

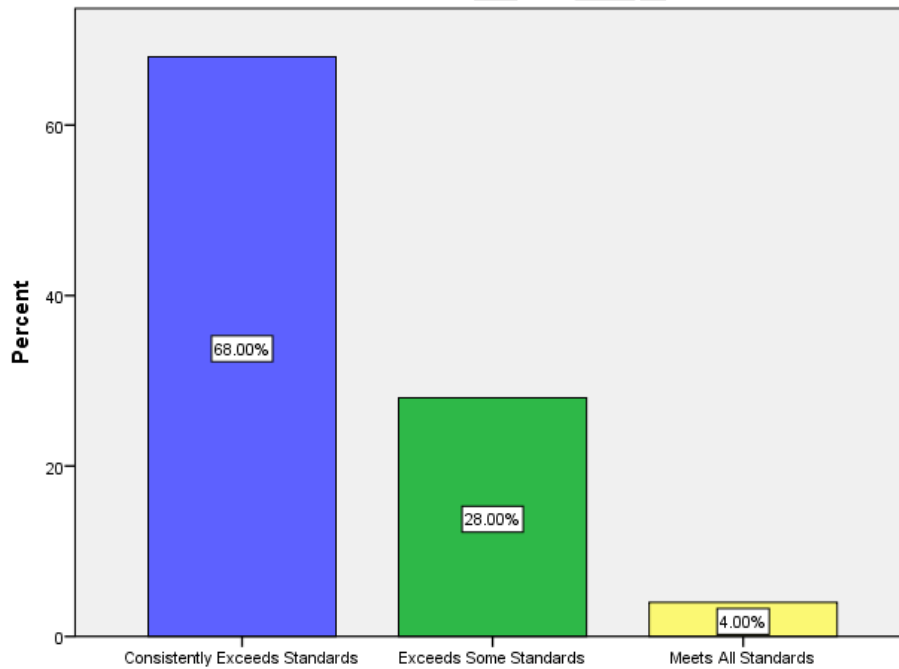| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 13 | 52.0 | 52.0 | 52.0 |
| | Exceeds Some Standards | 1 | 4.0 | 4.0 | 56.0 |
| | Meets All Standards | 11 | 44.0 | 44.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 R.C.
Content Area Element(s)

# Lesson Plan Implementation (Spring 2016), N=25 Use of Technology (CEC 6)

Lesson Plan
Implementation (Spring
2016), N=25 Use of
Technology

| N | Valid | 25 |
|---|---|---|
| | Missing | 0 |
| Mean | | 4.64 |
| Median | | 5.00 |
| Mode | | 5 |
| Range | | 2 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Consistently Exceeds Standards | 17 | 68.0 | 68.0 | 68.0 |
| | Exceeds Some Standards | 7 | 28.0 | 28.0 | 96.0 |
| | Meets All Standards | 1 | 4.0 | 4.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |



[REDACTED] - Lesson Plan Implementation (Spring 2016), N=25 Use of Technology