

Lesson Implementation Analysis

Levels/Criteria	unsatisfactory	limited-needs improvement	satisfactory	exceeds expectations	Score/Level
Instructional Activities demonstrate the identified theory	Activities are unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths and not related to the aspects of the theory.	Activities relate peripherally to objectives. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths and vaguely related to the theory.	Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength and related to the theory.	Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities. Activities either relate to the theory or ways that could have been implemented show how they could have related to the theory.	
	<p>Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>				
Objectives for the lesson analyzed	Objectives are missing, unclear, or are unrelated to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives fit the theory.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives fit the theory.	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives either fit the theory or justification is provided. .	
Assessments demonstrate the identified theory	Assessment is unrelated to objectives.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning	Assessment is directly related to objectives and standards. Assessment provides opportunities for	

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		<p>styles and strengths. Assessment does not relate to the theory.</p>	<p>styles and strengths. Assessment vaguely relates to the theory.</p>	<p>students with varying learning styles and strengths to excel. Assessment either relates to the theory or ways that it could be modified to relate to the theory are discussed.</p>	
Theory Analysis	Fails to correctly identify the event that demonstrate the specific theory.	Identifies some events correctly but not all that demonstrate the specific theory.	Identifies events but fails to suggest events for missing components that demonstrate the specific theory.	Identifies all of the events or suggests events of instruction that demonstrate the specific theory.	

Standards

USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)

Principle: 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.