

Teacher name Building

Observation date Observation time

| SKILL OR STRATEGY OBSERVED | YES/NO SCORE N/A | COMMENTS |
|----------------------------|------------------------|----------|
|----------------------------|------------------------|----------|

Criterion 1: Centering instruction on high expectations for student achievement.

| | | |
|---|--|--|
| <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> * The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. * The teacher demonstrates a high regard for student abilities. Teacher conveys an expectation of high levels of student effort. * Students expend good effort to complete work of high quality. | | |
| <p>3a Communicating with Students</p> <ul style="list-style-type: none"> * The teacher states clearly, at some point during the lesson, what the students will be learning. * If the tactic is appropriate, the teacher models the process to be followed in the task. * Students engage with the learning task, indicating that they understand what they are to do. * The teacher makes no content errors. * The teachers explanation of content is clear and invites students participation and thinking. * The teacher's vocabulary and usage are correct and completely suited to the lesson. * The teacher's vocabulary is appropriate to the students' ages and levels of development. | | |
| <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> * There are multiple opportunities for practicing skills and concepts at a variety of levels. Most students are intellectually engaged in the lesson. * Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. * Students have some choice in how they complete learning tasks. * There is a mix of different types of groupings, suitable to the lesson objectives. * Materials and resources support the learning goals and require intellectual engagement, as appropriate. * The pacing of the lesson provides students the time needed to be intellectually engaged. | | |

| SKILL OR STRATEGY OBSERVED | YES/NO SCORE N/A | COMMENTS |
|--|------------------------|----------|
| Criterion 2: Demonstrating effective teaching practices. | | |
| <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> * Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. * The teacher makes effective use of wait time. * The teacher effectively builds on student responses to questions. * Discussions enable students to talk to one another without ongoing mediation by the teacher. * The teacher calls on most students, even those who don't initially volunteer. * Many students actively engage in the discussion. | | |
| Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs. | | |
| <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> * The teacher knows, for groups of students, their levels of cognitive development. * The teacher is aware of the different cultural groups in the class. * The teacher has a good idea of the range of interests of students in the class. * The teacher has identified "high," "medium," and "low" groups of students within the class. * The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. * The teacher is aware of the special needs represented by students in the class. | | |
| <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> * When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. * Teacher incorporates students' interests and questions into the heart of the lesson. * The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. * In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. | | |
| Criterion 4: Providing clear and intentional focus on subject matter content and curriculum. | | |
| <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> * The teacher can identify important concepts of the discipline and their relationships to one another. * The teacher consistently provides clear explanations of the content. * The teacher answers student questions accurately and provides feedback that furthers their learning. * The teacher seeks out content-related professional development. | | |

| SKILL OR STRATEGY OBSERVED | YES/NO SCORE N/A | COMMENTS |
|--|------------------------|----------|
| <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> * Outcomes represent high expectations and rigor. * Outcomes are related to the "big ideas" of the discipline. * Outcomes are written in terms of what students will learn rather than do. * Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication. * Outcomes are suitable to groups of students in the class and are differentiated where necessary. | | |
| <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> * Texts are at varied levels. * Texts are supplemented by guest speakers and field experiences. * Teacher facilitates Internet resources. Resources are multidisciplinary. * Teacher expands knowledge with professional learning groups and organizations. * Teacher pursues options offered by universities. * Teacher provides lists of resources outside the class for students to draw on. | | |
| <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> * Learning activities are matched to instructional outcomes. * Activities provide opportunity for higher-level thinking. * Teacher provides a variety of appropriately challenging materials and resources. * Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. * The plan for the lesson or unit is well structured, with reasonable time allocations. | | |

Criterion 5: Fostering and managing a safe, positive learning environment.

| | | |
|--|--|--|
| <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> * Talk between teacher and students and among students is uniformly respectful. * Teacher responds to disrespectful behavior among students. * Teacher makes superficial connections with individual students. | | |
| <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> * The students are productively engaged during small-group work. * Transitions between large and small-group activities are smooth. * Routines for distribution and collection of materials and supplies work efficiently. * Classroom routines function smoothly. | | |

| SKILL OR STRATEGY OBSERVED | YES/NO SCORE N/A | COMMENTS |
|--|------------------------|----------|
| <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> * Standards of conduct appear to have been established. * Student behavior is generally appropriate. * The teacher frequently monitors student behavior. * Teacher's response to student misbehavior is effective. * Teacher acknowledges good behavior. | | |
| <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> * The classroom is safe, and all students are able to see and hear. * The classroom is arranged to support the instructional goals and learning activities. * The teacher makes appropriate use of available technology. | | |
| Criterion 6: Using multiple student data elements to modify instruction and improve student learning. | | |
| <p>1f Designing Student Assessment</p> <ul style="list-style-type: none"> * All the learning outcomes have a method for assessment. * Assessment types match learning expectations. * Plans indicate modified assessments for some students as needed. * Assessment criteria are clearly written. * Plans include formative assessments to use during instruction. * Lesson plans indicate possible adjustments based on formative assessment data. | | |
| <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> * Students indicate that they clearly understand the characteristics of high quality work. * The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. * Feedback includes specific and timely guidance, at least for groups of students. * The teacher attempts to engage students in self-assessment or peer assessment. | | |

COMMENTS:

Large empty rectangular box for writing comments.

EVALUATOR

Name

Signature _____

Date

TEACHER

Name

Signature _____

My signature above indicates that I have seen this evaluation.
It does not necessarily indicate my agreement with the findings.

Date